An Awareness of the Guidance Services of District #91 as Seen by Students

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AN AWARENESS OF THE GUIDANCE SERVICES OF

DISTRICT #91 AS SEEN BY STUDENTS

by

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Carlene Pace Herring
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CHAPTER I

THE PROBLEM

Guidance services assist the individual as an individual in the process of making wise choices and adjustments. This process includes the development of self-understanding and self-acceptance, the appraisal of the realities of his present and probable future socio-economic environment, and the integration of these two variables.

The objectives of guidance services are achieved only as a result of organized cooperative relationship among all forces of the home, school, and community. The efforts of all should be coordinated effectively within themselves and within the total educational program under the leadership of a person trained in the personnel and guidance services.

Evaluation has no value in and of itself. Only as it aids in discovering and correcting erroneous practices, can it be considered worthwhile. Administrators, teachers and patrons should at all times be alert to, and interested in, any evidence which points to the level of efficiency which is achieved by the school.

Purpose of the Study

The purpose of this study was to obtain information about the awareness of the guidance services of District #91 by the students of this district.
Need for the Study

In administering any program adequately, it is important that a continuous evaluation be made of existing facilities and procedures for the purpose of determining the strengths and weaknesses of the present program and as a basis for further improvement and evaluation.

In a ten-year follow-up study of Idaho Falls graduates, Fifield reports that the respondents' evaluations of nine major areas of the guidance program proved to be a relatively weak part of the high school program. Inspection further revealed that about two-thirds, to more than three-fourths of the respondents indicated that they had received little or no help in the majority of the major areas being evaluated. Fifield states the "Additional information is needed to identify what specific steps should be taken toward improvement of this service, and strategies to render them more beneficial to a greater number of students." (6:18)

One of the most important steps in the progression and expansion of a district guidance program is to obtain a clear picture of the nature, scope, and effectiveness of the guidance services now being offered by the school. Are students aware of these services and are they finding them useful and worthwhile?

This information is an essential foundation on which to plan for further developments. Such stock-taking has numerous concomitant values including that of (1) refreshing staff members on services presently available, (2) finding strong points and (3) pinpointing the further needs of pupils for more effective assistance in their choices and adjustments.
This study is designed to obtain information about the awareness of the guidance services as seen by students in the hope that it will bring about a renewed interest in, and the promotion of, a more functional program of guidance.

The objectives of this study are summarized as follows:

1. To provide data regarding perceived value or worth of the guidance program as rated by the pupils.

2. To identify perceived strengths and weaknesses in the guidance services for consideration by the Pupil Personnel Department of the district.
   a. To what extent are pupils orientated to the guidance service and activities available?
   b. To what extent are standardized tests and inventories being used?
   c. To what extent are the counseling services being used and are they meeting the personal and vocational needs of the students?
   d. To what extent does the student receive information about occupational opportunities, post-high school training, and other aspects pertaining to the informational service?
   e. To what extent is a workable placement service being provided by the guidance program?

3. To identify areas of guidance services which might be emphasized in an in-service program.
Limitations of the Study

This study was limited to an evaluation of guidance services provided secondary students in the Idaho Falls School District #91 during the 1968-69 academic year.

Many outcomes of guidance cannot be determined for a long period of time and many outcomes are intangible, making them exceedingly difficult to evaluate.

Definition of Terms

For the purpose of this study the following terms are defined:

**Guidance program**: A guidance program is composed of many organized services which are set up for the purpose of helping students plan their class schedules and helping them solve personal problems which may arise.

**Pupil Inventory Records**: An individual record that is kept up-to-date by a member of the counseling staff and which includes educational, social, vocational, and health data.

**Standardized test**: A test that is a series of problem situations, or items carefully devised to be as free as possible of ambiguity, factual in the sense that there is a generally agreed upon correct answer. These items are tried out on a typical cross-section of classroom groups then they are carefully selected and checked for the validity and reliability of each item.
Counseling: A face to face relationship between a counselor and a counselee where the student is assisted in making adjustments and choices especially with regard to vocational, educational, and personal matters.

Information Service: Materials that are available for the student in assisting him to make vocational and educational plans.

Placement Service: The placement service is assisting pupils in taking successive steps whether they be educational or vocational ones.

Group Guidance: A service where individuals are brought together to work on common needs in the educational and vocational fields or a personal problem.

District #91: District #91 is located at Idaho Falls, Idaho. It includes three junior high schools and two high schools, with a student enrollment of approximately 4,900 students.

Research Design

Source of data

The data for this study were obtained from three major sources:

(1) Current and related literature was studied with emphasis placed upon literature which dealt primarily with the need for guidance, what a guidance program should contain and the functions of administration and staff members in the guidance program; (2) an awareness checklist was given to a random sample of students in grades seven through twelve in District #91.
The student sample was a random sample consisting of 40 students from each of the three grades in each of the three junior high schools and 60 students in each of the three grades of the two high schools. The students were selected by taking every tenth student from an alphabetized class list. The sample will represent 120 seniors, 120 juniors, 120 sophomores, 120 freshmen, 120 eighth graders, 120 seventh graders; the total number of students being 720.

Instruments used

The evaluative instrument used in this study was obtained from the Idaho State Department of Education. A group of District #91 counselors met under the direction of the Pupil Personnel Director and selected 50 questions which they felt would best measure the awareness of the guidance services offered. The criteria were developed on the belief that each criterion represents a fundamental service upon which a sound guidance program should rest.

A copy of the survey instrument used in this study is included in Appendix A.

Collection of data

Students selected for the survey in each school were given the questionnaire by their English or history teacher who then returned the questionnaire to the principal or counselor.

Order of data

The student views of the guidance program were set up in the following order: (1) Guidance awareness (2) Testing and Inventory
Service (3) Individual Counseling Service  (4) Group Counseling Service
(5) Informational Service (6) Placement Service and (7) Teacher
Functions in Guidance. This information is presented in percentage
charts showing the per cent of response to each question of the service
under consideration.
CHAPTER II
REVIEW OF THE LITERATURE

One of the most challenging tasks facing guidance workers today is the evaluation of the actual effects of guidance services upon the lives of pupils. Guidance workers are being asked, with greater frequency, to furnish evidence of the value of guidance services for pupils.

Some studies point out the deficiencies of the guidance program. One of these was a study by Moore in Missouri. In one part of his study counselors were asked to respond to nine criteria with "not at all," "limited," or "extensive." Of the nine criteria listed the two areas shown to be the weakest were the availability of specialists to which to refer students and the adequacy of research and follow-up studies of students (20:1).

Morrow's study in Virginia also reported that the weakest aspect of the guidance program in schools studies was research (21:159).

Shoben has stated:

Guidance is at present under fire. At the moment of its greatest expansion it can show little in the way of solid research and to demonstrate its merits or its achievements. (28:431)

Some progress in the development of evaluative criteria and techniques has been made since 1945. A plan for the systematic evaluation of guidance programs in secondary schools was developed

In order to help young people develop the skills, attitudes and personal resources necessary to meet the demands of today and tomorrow, school counselors must expand and strengthen the services they offer.

Need for Guidance

As our society becomes increasingly complex and as rapid change forces a re-examination of our institutions and way of life, we see intensified and multiplied demands placed upon education. In adjusting to these new demands of society, our educational institutions have found it necessary to provide services of a higher quality and of a more specialized and professional nature (2:271).

One such program, which has received increased emphasis in recent years, is that of guidance in the public school. Grieder (8:204) expressed the fact that guidance has developed to the status of an indispensable service, a fact attested to by its inclusion in the provisions of the National Defense Education Act of 1958.

In a speech to the Sixteenth Annual Conference on Guidance and Personnel Work, Miller (18:106) gave three reasons why improvement of guidance services is necessary today. They were: (1) Our society becomes more complex daily. The constantly increasing specialization of jobs and the increased training and education required to qualify for these same jobs are the more obvious factors in this problem. (2) The trend toward mass education continues. The trend toward
increased consolidation of our schools today, while bringing with it many advantages, increases the need for guidance. Consolidation means larger schools, larger schools very often mean larger classes, larger classes increase the likelihood of the students' becoming "buried in the mass" with consequent frustration of their need for achievement and recognition, and their urge for individuality. (3) World tension is at a new high today.

Effective guidance services will help teachers improve their professional practice, improve pupil-teacher relationships and parent-teacher relations, help pupils make adequate adjustments in their day-to-day contacts, as well as assisting them in their efforts to progress satisfactorily through the grades. In addition, an effective guidance program should help parents and patrons to better understand the total program of the school (3:83).

In a sense, evaluation is, at its best, the application of sound research procedures to secure the data which makes it possible to determine the worth and the outcomes of the guidance effort. (12:236)

Riccio (22:100) states the major purpose of evaluation is to ascertain the current service or activity within a frame of reference and, on the basis of this knowledge, to improve the activity in terms of quality and efficiency.

The expressed need for counseling services has been indicated by a number of studies. Sageser (4:348-9), in a study involving eight colleges and 1212 students, indicated that only four out of the total number expressed no need for counseling. Three-fourths of the respondents desired help with academic problems, one-half with vocational
problems, and one-tenth with psychological or psychiatric problems. Kirk (14:307) reported that 29 per cent of the 1955 Phi Beta Kappas at the University of California had been clients of the counseling center, as compared to 22 per cent of the total studentbody, and their reaction to the experience was generally positive. In a study comparing two small high schools in Kansas, one with counseling services and one without, Turney and Morehead (32:445) reported that the general achievement of the students in the high school having counseling services was significantly higher than those in the high school without counseling services. Serene's (27:324) study on motivating underachievers through counseling, indicated that the intelligent use of trained counselors could be of significant help in overcoming the problems of underachievers.

Counselor training alone does not seem to be the total answer to an improved guidance program. For maximum efficiency the guidance program must have the cooperation of the teachers and the leadership of the administration.

The Basic Guidance Services

According to Smith:

The guidance process consists of a group of services to individuals to assist them in securing the knowledge and skills needed in making adequate choices, plans, and interpretations essential to satisfactory adjustment in a variety of areas. These services are designed to result in efficiency in areas which require that the individual make adjustments in order that he may be an effective member of society. (30:5)

The Educational Policies Commission has described the guidance as:
Guidance is not the work of a few specialists. It is rather services from the entire school staff, which requires some people with special knowledge and skills, but enlists the cooperation of all. (30:6)

Traxler asked several questions about the functioning guidance program:

1. Is the guidance program appropriate to the objectives and functions of the local school?

2. Does the guidance program have administrative support?

3. Is the faculty attitude favorable to a guidance program?

4. Does the school have on its staff specialized guidance personnel; if not, does it have qualified staff members who are able and willing to acquire the necessary special training.

5. Has provisions been made for the physical equipment needed to carry on a guidance program?

6. Does the school have a comprehensive, well-organized cumulative record, and are the records kept up to date by trained clerical workers?

7. Has the school developed systematic procedures for the objective appraisal of individual pupils?

8. Does the school use systematic procedures for collecting information concerning educational and vocational opportunities?

9. Do the staff members participating in the counseling of individual pupils agree on certain principles of counseling, and so they carefully prepare for their counseling activities with these principles in mind?

10. Are referral agencies available, and have the services which these agencies can render to the school been explored?

11. In establishing a guidance program, is a special effort being made in the guidance program to build up mutually helpful relations with other agencies in the community that are particularly concerned with the problems of young people?
12. Is there a well-organized plan for following up individuals after they leave the school?

13. Has the school undertaken a continuous program of education of faculty members in guidance principles and techniques? (31:11-14)

Hamrin and Erickson listed some standards for the guidance program:

1. The guidance program should be administered in terms of the needs, interests, abilities, and opportunities of the pupils.

2. Guidance services should be available to all pupils at all educational levels.

3. Guidance is concerned with the best development of the "total" individual. It must be so organized that all pupil experiences are coordinated and related.

4. The guidance program must be organized to enlist the understanding, interest, ability, and energy of every member of the staff.

5. The guidance program should be organized to care for problems that have developed, to prevent such problems from arising, and help each pupil secure for himself the most productive and positive experiences. In other words, the guidance program should be organized to cure, to prevent, and to enrich.

6. The administration of the guidance program should insure planned services which are purposeful and unified.

7. The guidance program should be administered so that specialists may constantly seek to strengthen teachers.

8. The guidance program should be organized to utilize to supplement, and to enrich the guidance experiences provided pupils by home and community.

9. The guidance program should be so administered that personal contacts and the "human touch" are provided.

10. The guidance program should help members become increasingly able to guide themselves. (10:333-334)
Services to administrators

Through curriculum revision is an administrative function, the guidance program may often accumulate information concerning the needs and interests of pupils, parents, and employers which points to a need for curriculum modifications. Especially helpful in appraising the curriculum are the results of follow-up studies of former pupils.

The cooperative working relationships which counselors inevitably establish with certain community agencies and individuals tend to bring together the interests of school and community in serving the needs of pupils and adults. Such relationships are valuable to the administration since they expand the area of services to the community, promote community understanding and support for the administration's educational program (30:78).

Services to teachers

An important obligation of the guidance program is that of serving the needs and interests of teachers. There are several ways in which this responsibility can be met. The information about pupils collected for guidance purposes is useful to teachers in understanding the aptitudes, interests, needs, and problems of pupils in their classes. The assumption that teachers can always find time to study the inventories of pupils in their classes is sometimes not a realistic one. In addition to lack of time for this purpose, teachers often need help in synthesizing and interpreting pertinent information about pupils (30:76).
Services to students

Guidance programs usually offer the following counseling services to the students: (1) educational, (2) vocational, and (3) personal social needs and problems (29:31).

Functions of administration and staff members in the guidance program

The development of an effective guidance program entails certain responsibilities on the part of the superintendent, principal, parents, teachers and pupils.

Functions of the superintendent

The effectiveness of the guidance program depends to a marked degree upon its integration with the total school program. Its services as a coordinated function of all staff members depend upon the philosophy of education and administration subscribed to by the superintendent. Administrative leadership and support must stem first from him. Even though the principal of each school is chiefly responsible for the nature and scope of the educational program in his school, the coordinating function must be exercised by the superintendent whose responsibility for the community educational program requires that he exercise the function of over-all administration, leadership, coordination, and integration (30:89).

To the superintendent belongs the function of obtaining the support of the board of education and the community for the guidance program as an integrated part of the total educational program. The provision of funds for necessary personnel, supplies, materials, and facilities is essential to the success of the guidance program (30:90).
Functions of the director of guidance

The guidance director is primarily a consultant and supervisor of the system-wide guidance program. The guidance director, serving as the superintendent's agent, should have an important part in the planning of the guidance activities in each school.

The guidance director is responsible for giving leadership to the planning and coordination of the system-wide guidance program. To do this effectively he must provide consultation services for administrators, teachers, and counselors. He must also perform some supervisory functions, though these should be in the nature of consultation rather than authoritative supervision. It is his responsibility to encourage and assist with the development or improvement of guidance services, and to gather data through research and evaluation which will lead to a more effective guidance program. (30:92)

Functions of the principal

The principal is a key person in developing or improving guidance services in his school. He alone can convey to the superintendent requests for essential personnel, physical facilities, supplies and materials which must be provided. Selection or approval of counselors, policies concerning scheduled time for guidance activities, decisions affecting the organizational pattern of the program, providing for or approving in-service training of staff members, approval of staff members to serve in various capacities in program development and other administrative functions must be performed by the principal. Unless these tasks are carried out, the efforts of staff members to develop or improve the guidance program will be of no avail (30:90-91).

Functions of the teacher

Russell and Willis (23:709) stated that in a study directed toward exploring the extent to which teachers support the guidance program
in the intermediate schools that the results revealed two things.

(1) There was significant difference of opinion among the teachers as to the role of guidance concerning discipline. Many teachers felt counselors tend to overprotect students. (2) Guidance programs do not get the support of a large majority of the teachers.

Sayette (25:10) stated that an excellent guidance program hinges on a good relationship between the classroom teacher and the counselor. It is a recognized fact that the classroom teacher is the backbone of any good school. The first line in the guidance program is the student-teacher relationship in the classroom. The counselor exists to enhance this relationship between the student and the teacher.

Grieder, Pierce, and Rosenstengle stated that the:

... idea held by many superintendents and principals that every teacher is a guidance worker, or should be is all right up to a point, but it does not recognize that there are techniques and knowledge needed in guidance that every teacher cannot be expected to possess. (8:203)

Counseling involves a person-to-person relationship between two persons. A trained specialist, guidance counselor, is necessary. Everybody cannot guide and counsel. Teachers and principals may give advice; counselors avoid advice-giving. Guidance should not depend upon a whim or an opportunity which occasionally presents itself to the teacher, although the teacher should be alert to the possibilities that present themselves for the services of the counselor (26:31).

Iowa's Department of Public Instruction (9:28) lists the school administrator as responsible for five kinds of administrative activities in the guidance program: (1) setting direction for guidance in the school, (2) directing staff actions in guidance, (3) evaluating
effectiveness of guidance services, (4) administrator support of guidance in the community, and (5) guidance actions of the school administrator involving direct contact with pupils.

Martinson and Smallenburg (16:287) asked about administrators as guidance participants: Do principals assist in the coordination of guidance activities within their buildings? Do the administrators participate in planning guidance activities? Do the administrators provide time for teachers to carry on guidance activities. Do administrators help to interpret the program to the community? Are the administrators increasing their understanding of good guidance procedures? Do the administrators have a planned in-service program in guidance for themselves?

The administrator, according the Hatch and Stafflre (11:148) is responsible for the executive leadership of the guidance program. He is responsible for staff selection and the interpretation of the roles to be played by the various staff members. He procures time and facilities, interprets the program to the teachers, parents and pupils.

The principal is responsible for the policies, organization, and leadership of the guidance program and promotes the climate in which guidance can be effective (17:32).

Every classroom teacher is in an excellent position to observe, help, and evaluate each child and his problems, regardless of their nature. Many times the child will voluntarily bring his problems to the teacher. Thus the teacher may serve as a parent substitute in many ways. The teacher may also be forced to counsel with the parents (15:132).
Wolfson (33:34) asked questions concerning the teacher in guidance. Does the teacher have a rich, varied, and creative pattern of experience? Does he use the clues he finds in the cumulative records and in daily contacts as a basis for individualized assignments and projects? Does he keep a written record of what he learns about each child? Does he assess its accuracy at intervals? Is he tolerant of deviations in interests, values, intellectual specialities, creativeness, and competencies? Does he involve his pupils in cooperative planning to bring into the open individual goals, concerns, and aspirations as well as common needs and goals? Does he provide his pupils with ways to achieve recognition and success? Does he help his pupils to achieve self-perception, including realistic self-appraisal of strengths and weaknesses? Does he find ways to limit over-selfish ambition? Does he create a general atmosphere of warmth in the classroom and make each child feel accepted and supported? Does he inspire the kind of confidence that enables a child to bring into the open his hopes and his problems?

Martinson and Smallenburg (16:286) continued this type of questioning. Are teachers developing increased understanding of pupil needs? Do they use knowledge of individual differences in curriculum planning? Are they making curriculum improvements based upon mental health needs? Are they gaining ability to identify special needs? Do they participate in staff conferences regarding individual children? Do they accept behavior as motivated? Do they respect children? Do they participate in the formulation of guidance policies? Do they understand the responsibilities and functions of special guidance
personnel? Do they understand referral procedures? Do they study children's needs prior to referral? Do they use guidance materials and techniques in a professional manner? Do they study guidance literature? Do they take professional courses in guidance? Do they work closely with parents, individually and in groups?

Functions of the counselor

According to Hatch and Stefflre the role of the counselor includes:

1. Genuine interest in the problems and needs of pupils and a wholesome desire to help them with their problems.
2. Ability to develop good working relationships with the other staff members.
3. Effective interviewing competencies based on adequate training.
4. Knowledge of occupational, educational, and social information materials and how to use them with counselees.
5. Training in the psychology of human behavior and considerable insight into the nature and origin of pupil difficulties.
6. Wholesome and enthusiastic personal adjustment.
7. Skill in the use of tools and techniques used in the analysis of the individual.
8. Ability to work with administrators and to assist them in developing better school services.
9. Ability to identify and use school and community referral resources. (11:163)

Counseling requires many different kinds of tools, skills, and techniques according to Saysette (25:10) these include: extensive study of cumulative records, written anecdotal records prepared continually by both teachers and counselors; frequent conferences with teachers regarding student progress; conferences with students designed
to produce an understanding of their unique potentials, conferences with parents to develop realistic levels of accomplishment for their children; an adequate testing program, including measurement in the fields of aptitudes, achievements, and interests.

The Dictionary of Occupational Titles (5:173) said that a counselor counsels individuals and provides group educational and vocational guidance services; collects, organizes, and analyzes information about individuals through records, tests, interviews, and professional sources, to appraise their interests, aptitudes, and abilities. The counselor compiles and studies occupational, educational and economic information to aid counselors in making and carrying out vocational and educational objectives; refers students to placement service; assists individuals to understand and overcome social and emotional problems. He also engages in research and follow-up activities to evaluate counseling techniques.

Kenneth Hoyt, Professor of Education at Iowa State University, gives six areas in which the school has a right to expect on the part of its counselor:

1. Counselors will have a professional career commitment to education.

2. The counselor is to be a specialist in student appraisal procedures and dynamics; educational and occupational information including both college and non-college opportunities for youth; counseling methods and procedures; referral procedures and skills in recognizing the need for group procedures in guidance; and methods and procedures in conducting local research studies in the areas of student needs and opportunities.
3. The services of the counselor will extend to the teaching staff, including teaching units and courses in guidance to students in groups, solving problems of teacher-pupil relations and improving academic achievement through searching actively for the causes of student behavior. The counselor should be willing to help teachers develop added competencies in such areas as student appraisal procedures and counseling methodology so that teachers may perform more effectively as guidance workers.

4. The services of the counselor will extend to the administrative staff in that the counselor will take an active role in helping students formulate educational plans while in the secondary school. The counselor will take an active interest in ability grouping where it is practiced in the school. The counselor should take an active interest in students exhibiting attendance and/or discipline problems. This involvement should extend to searching for causes of behavior and actively seeking to counsel students whose behavior appears to be due to circumstances amenable to change. The counselor will take an active interest in interpreting school policy and procedures to students and parents in such a manner that they are accepted. The administrator has the right to know how the counselor is spending his time. The administrator has the right to expect evidence of the value of guidance and counseling in the school.

5. The counselor will be vitally interested in the welfare of counseling every student in the school. Counseling activities would be: all seniors with respect to post high school plans; all ninth graders with respect to senior high school educational plans; all new students in the school with respect to orientation interviews; all students who voluntarily seek the counselor's assistance; all students referred to counselors by teachers; all students experiencing academic difficulty as evidenced by gross underachievement or failure; students exhibiting attendance and/or discipline problems; and students exhibiting serious personality problems.

6. The counselor will constantly be striving to increase his professional competence by subscribing to and reading the professional literature, attending local, state, and national conventions, and frequent attendance at summer school sessions for further graduate work. (13:129-132)

Howard Couch, Director of Guidance in District #91, has set up a suggested list of duties and the approximate proportions of time for counselors to follow:
1. Collecting, organizing, interpreting, and collating information about pupils and their environment—15 per cent.

2. Providing assistance to other guidance workers—25 per cent.

3. Providing direct assistance to pupils in individual and group setting—40 per cent.

4. Working with other agencies, organizations, and individuals outside the school—10 per cent.

5. Conducting local evaluation—5 per cent.

6. Other school functions—5 per cent.

Functions of the pupil

A survey of pupil opinions of the high school guidance program by Gibson (7:453) gave the following results: Senior students gave overwhelming indication that they liked and were proud of their schools and felt that they knew a good deal about them. Ninety-four per cent of the students indicated that they felt the guidance program added something of value to their schooling, although 27 per cent said it had not assisted them personally in any way and an additional 18 per cent were not certain that they had been assisted. On the other hand, 56 per cent reported that they were not sure of the activities of their school guidance program and approximately one-third responded that the program had not been described, explained, or outlined to them in any way during their three or four years in high school.

The pupil has a concept of himself prior to his introduction to a program of guidance. He responds to these services as he understands that they protect or enhance this concept (9:24).
Ideally, a pupil who is optimally able to profit from guidance services will: (1) have a recognized need for help in the decision-making process; (2) have mental ability and attitudes required to work through this process in the counseling interview; and (3) have the resources available to implement decisions reached in counseling. (9:25)

Functions of the parents

Findings of a study by Bergstein and Grant (1:703) of parents' perceptions of the role of school counselors were that parents had high expectations of the role of secondary school counselors. Parents perceived school counselors to be more helpful with educational and vocational problems than with personal-emotional-social problems.

One excellent way parents and counselors can work together toward attainment of their common objectives of helping youth is to get together for parent-counselor contacts whenever the apparent need arises. This conference consists of an exchange of information regarding the child and his opportunities designed to provide both parent and counselor with new insight (9:31).

Parents with specific questions regarding such matters as college admittance, curricular choices, selective service requirements, or school placement services should find counselors able and willing to provide them with specific answers in a very short period of time.

Summary statement

The importance of providing counseling and guidance in our secondary schools has been given increased emphasis in recent years. This is, in part, due to the many and rapid changes that have taken place in our society and the world as a whole.
Through the review of literature, the guidance services were explained. The understanding and support of pupils, parents, school staff and administrators are essential for effective guidance.

The following study was designed to measure the adequacy and awareness of the guidance services in the secondary schools in Idaho Fall, District #91 by comparing the criteria that have been set forth in the review of literature with practices in the Idaho Falls school system.
CHAPTER III

THE FINDINGS

Introduction

The findings of this study were based on responses to a questionnaire given to 720 District #91 students from grades seven through twelve in Idaho Falls, Idaho.

The purpose of the questionnaire was to obtain data on the strengths and weaknesses of the guidance program in District #91.

In order to discover the extent to which students were familiar with the guidance services offered, a student questionnaire was used in which each student could indicate his feelings by answering either "yes" or "no." If he felt that he could not give a definite answer, he was instructed to place a check in the space marked "?" which was provided for this purpose.

These findings are divided into two sections. Section one is concerned with total District #91 boy-girl results. The results were tabulated by junior high girls, junior high boys (total junior high), senior high girls, senior high boys, (total senior high) also total junior high-senior high girls and total junior high-senior high boys.

These results give a general overview of strengths and weaknesses which exist in District #91 but do not pinpoint any particular problems which might exist in a specific grade or school.

The second section is an analysis of one particular school—Skyline High School—according to sex and grade. Similar data was collected
for other schools and is being treated by counselors in their particular schools. The remaining additional charts containing the student breakdown by grade, sex, and school are in Appendix B.

**Total Student Ratings**

**Guidance awareness**

Table I gives the participating students' reactions to guidance awareness.

Seventy-five per cent of the girls and 66 per cent of the boys stated that "they could tell a new student about the guidance activities offered at the schools," while 41 per cent girls and 45 per cent boys responded "no" to the question "has the school guidance program been described, explained, or outlined for you?"

Seventy-three per cent girls and 72 per cent boys felt that "guidance programs were valuable to the school," and 53 per cent girls and boys stated that "it has assisted them personally in some way."

"Is time available to see a counselor?" received "yes" from 71 per cent girls and from 73 per cent boys.

Ninety-eight per cent girls and 96 per cent boys know "where the counseling office was located" while 87 per cent girls and boys knew "which member of the staff was the counselor."

Fifty-nine per cent girls and 58 per cent boys felt that "guidance was available to all students."

Only 42 per cent girls and 43 per cent boys knew that "counselors could assist them in developing good study habits" while 59 per cent girls and 55 per cent boys knew "counselor-parent conferences were held."
### TABLE 1
A JUNIOR HIGH-SENIOR HIGH MALE AND FEMALE COMPARISON PERCENTAGE REPORT ON THE GUIDANCE AWARENESS SERVICES OFFERED IN DISTRICT #91

<table>
<thead>
<tr>
<th>NUMBER OF STUDENTS</th>
<th>QUESTION</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Jr. High Girls</td>
</tr>
<tr>
<td>Know about guidance services and activities being offered?</td>
<td>Yes</td>
</tr>
<tr>
<td>Is the guidance program valuable?</td>
<td>Yes</td>
</tr>
<tr>
<td>Is time available to see a counselor?</td>
<td>Yes</td>
</tr>
<tr>
<td>Has the guidance program been adequately explained?</td>
<td>Yes</td>
</tr>
<tr>
<td>Has the guidance program helped you personally?</td>
<td>Yes</td>
</tr>
<tr>
<td>Do you know the location of your counseling office?</td>
<td>Yes</td>
</tr>
<tr>
<td>Were you helped to learn about your school and how to get along in it?</td>
<td>Yes</td>
</tr>
<tr>
<td>Do you know which member of the staff is your school counselor?</td>
<td>Yes</td>
</tr>
<tr>
<td>Is an organized guidance program available to all students?</td>
<td>Yes</td>
</tr>
<tr>
<td>NUMBER OF STUDENTS</td>
<td></td>
</tr>
<tr>
<td>--------------------</td>
<td></td>
</tr>
<tr>
<td>QUESTION</td>
<td></td>
</tr>
<tr>
<td>Are guidance services provided to orient new students?</td>
<td>Yes</td>
</tr>
<tr>
<td>48</td>
<td>22</td>
</tr>
<tr>
<td>Are counselor-parent conferences held?</td>
<td>Yes</td>
</tr>
<tr>
<td>65</td>
<td>14</td>
</tr>
<tr>
<td>Is help given in planning an educational program?</td>
<td>Yes</td>
</tr>
<tr>
<td>48</td>
<td>14</td>
</tr>
</tbody>
</table>

TABLE 1 (Cont’d)
A JUNIOR HIGH-SENIOR HIGH MALE AND FEMALE COMPARISON PERCENTAGE REPORT ON THE GUIDANCE AWARENESS SERVICES OFFERED IN DISTRICT #01
Testing and inventory service

Table II show 84 per cent girls and 86 per cent boys said "yes" to "have you taken any guidance tests?" Sixty-six per cent girls and 69 per cent boys stated "they had been informed of the test results" but 43 per cent girls and 48 per cent boys said "no" when asked "if the school informed their parents of test results."

Forty-six per cent girls and 58 per cent boys "felt the tests had been helpful in their educational planning" while 49 per cent girls and 50 per cent boys responded "they had not had an opportunity to discuss their cumulative record with a counselor."

Individual counseling service

The question that received the highest percentage of responses was "have you been satisfied with the course selection you have made?" Sixty-nine per cent girls and 73 per cent boys said "yes" as shown on Table III.

Sixty-eight per cent girls and 63 per cent boys stated "individual counseling of students was part of the guidance program" and 58 per cent girls and 56 per cent boys said "they seek the assistance of the counselor" but the percentage dropped to 39 per cent girls and boys "if it were a personal problem."

Forty-one per cent girls and boys had "talked to a counselor about future plans--vocational and educational."

Group counseling

Table IV gives a picture of the reaction of students to group counseling.
TABLE II
A JUNIOR HIGH-SENIOR HIGH MALE AND FEMALE COMPARISON PERCENTAGE REPORT ON THE TESTING AND INVENTORY SERVICES OFFERED IN DISTRICT #91

<table>
<thead>
<tr>
<th>NUMBER OF STUDENTS</th>
<th>Jr. High</th>
<th>Jr. High</th>
<th>Total</th>
<th>Sr. High</th>
<th>Sr. High</th>
<th>Total</th>
<th>Total</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>QUESTION</td>
<td>Girls</td>
<td>Boys</td>
<td></td>
<td>Girls</td>
<td>Boys</td>
<td></td>
<td>Girls</td>
<td>Boys</td>
</tr>
<tr>
<td></td>
<td>Yes</td>
<td>No</td>
<td>Yes</td>
<td>No</td>
<td>Yes</td>
<td>No</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Have you discussed your cumulative record with a counselor?</td>
<td>38</td>
<td>53</td>
<td>9</td>
<td>32</td>
<td>56</td>
<td>12</td>
<td>55</td>
<td>55</td>
</tr>
<tr>
<td>Have you taken any guidance test (Attitude, Achievement, Scholastic)?</td>
<td>83</td>
<td>9</td>
<td>8</td>
<td>84</td>
<td>8</td>
<td>8</td>
<td>84</td>
<td>8</td>
</tr>
<tr>
<td>Have you been informed of guidance test results?</td>
<td>72</td>
<td>16</td>
<td>12</td>
<td>67</td>
<td>22</td>
<td>11</td>
<td>70</td>
<td>19</td>
</tr>
<tr>
<td>Have your tests been helpful in your educational planning?</td>
<td>28</td>
<td>28</td>
<td>22</td>
<td>60</td>
<td>22</td>
<td>18</td>
<td>55</td>
<td>25</td>
</tr>
<tr>
<td>Does the school inform parents of standardized test results?</td>
<td>49</td>
<td>31</td>
<td>20</td>
<td>41</td>
<td>39</td>
<td>20</td>
<td>45</td>
<td>35</td>
</tr>
<tr>
<td>Does the school have a standardized testing program?</td>
<td>50</td>
<td>14</td>
<td>36</td>
<td>61</td>
<td>14</td>
<td>25</td>
<td>56</td>
<td>14</td>
</tr>
<tr>
<td>Are standardized test results interpreted for teacher and student use?</td>
<td>49</td>
<td>13</td>
<td>38</td>
<td>50</td>
<td>19</td>
<td>31</td>
<td>50</td>
<td>16</td>
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</tr>
<tr>
<td>Have you been helped with future plans---vocational and educational?</td>
<td>33 56 11 57 52</td>
<td>11 95 11 95</td>
<td>49 93</td>
<td>49 93 10 44 10</td>
<td>46 44 10</td>
<td>41 49 11 49</td>
<td>50 10 9</td>
<td></td>
</tr>
<tr>
<td>Have you been helped to examine your abilities and interests as they pertain to your future?</td>
<td>27 63 11 62 66</td>
<td>6 6 6 6 6 4 4 4 4 10 44 10</td>
<td>44 47 9</td>
<td>42 48 10 34 56 10 36</td>
<td>57 7</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Have you been helped to consider information about yourself as it relates to your future plans?</td>
<td>35 32 33 40 31 29</td>
<td>38 31 31 49 32 19</td>
<td>43 36 21</td>
<td>46 34 20 41 32 27 41 33 26</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Have you been satisfied with the course selections you have made?</td>
<td>69 19 12 71 19</td>
<td>10 70 19 11</td>
<td>68 22 10 74 15 11</td>
<td>71 19 10 69 21 10 73 17 10</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Would you feel free to discuss a personal problem with your counselor?</td>
<td>42 38 20 36 44 20 49 41 20 41 41 18 40 46 14 40 44 16 39</td>
<td>40 21 39 43 18</td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Is individual counseling of students a part of the guidance program?</td>
<td>68 8 24 53 20 27 61 14 25 67 11 22 73 9 18 70 10 20 68 10 22 63 14 23</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Do you seek the assistance of the counselor?</td>
<td>31 39 10 47 40 13 49 40 11 63 23 14 63 26 11 63 24 14 58 31 11 56 33 11</td>
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<tr>
<td>Have students been encouraged to investigate the personal and</td>
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<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>educational requirements for occupations?</td>
<td>Yes No ?</td>
<td>Yes No ?</td>
<td>Yes No ?</td>
<td>Yes No ?</td>
<td>Yes No ?</td>
<td>Yes No ?</td>
<td>Yes No ?</td>
<td>Yes No ?</td>
</tr>
<tr>
<td>Have students had opportunities through a school activity to</td>
<td>40 25 35 50 33</td>
<td>28 40 29 51</td>
<td>55 18 27</td>
<td>59 21 20 57 20</td>
<td>23 48 21 31</td>
<td>50 27 23</td>
<td></td>
<td></td>
</tr>
<tr>
<td>discuss job opportunities or training programs that interest you with</td>
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<tr>
<td>people engaged in the field?</td>
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<td></td>
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</tr>
<tr>
<td>Have students been helped to develop both immediate and</td>
<td>34 34 32 41 35</td>
<td>24 38 34 28</td>
<td>57 21 22</td>
<td>39 57 24 49 29</td>
<td>23 45 28 27</td>
<td>40 36 24</td>
<td></td>
<td></td>
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<tr>
<td>long-range plans?</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Have you participated in a student, teacher, counselor conference?</td>
<td>31 30 39 31 35</td>
<td>54 31 33 36</td>
<td>49 32 29</td>
<td>52 31 17 57 26</td>
<td>23 60 26 34</td>
<td>42 33 25</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Is an opportunity provided for groups of students to discuss matters</td>
<td>32 51 11 27 59</td>
<td>14 30 58 12</td>
<td>29 58 13 29 58</td>
<td>13 29 59 12 28</td>
<td>59 13</td>
<td></td>
<td></td>
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<tr>
<td>of concern to them?</td>
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</tbody>
</table>
When asked if opportunity was provided for groups to discuss job opportunities or training programs with people engaged in the field, 45 per cent girls and 40 per cent boys said "yes."

Forty-eight per cent girls and 50 per cent boys felt "they had been encouraged to investigate the personal and educational requirements for occupations."

"No" was the major response of 59 per cent girls and boys to the question "have you participated in a student-teacher-counselor conference?"

Forty-five per cent girls and boys stated "opportunity was provided for groups of students to discuss matters of concern to them."

Girls ranked high with a 60 per cent response to "have you been helped to develop both immediate and long-range plans?" Forty-two per cent of the boys felt they had been helped.

**Informational service**

Table V shows that 64 per cent girls and 72 per cent boys "felt the school used film-strips, books, etc. to help students understand problems of personal and social development" while 59 per cent girls and 65 per cent boys "felt they had access to the information they wanted and needed about colleges and other schools which offer post high school education."

Fifty-four per cent girls and 62 per cent boys "were aware that the school had information about occupations on file for students use concerning opportunities and requirements."
### TABLE VI
A JUNIOR HIGH-SENIOR HIGH MALE AND FEMALE COMPARISON PERCENTAGE REPORT ON THE INFORMATIONAL SERVICES OFFERED IN DISTRICT #91

<table>
<thead>
<tr>
<th></th>
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<th></th>
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<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>NUMBER OF STUDENTS</td>
<td>Yes</td>
<td>No</td>
<td>?</td>
<td>Yes</td>
<td>No</td>
<td>?</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Does the school use film-strips, films, books, etc. to help students understand problems of personal and social development?</td>
<td>64</td>
<td>23</td>
<td>13</td>
<td>73</td>
<td>15</td>
<td>12</td>
<td>68</td>
<td>19</td>
</tr>
<tr>
<td>Were you helped before the 9th grade to plan your high school program of courses?</td>
<td>54</td>
<td>28</td>
<td>18</td>
<td>54</td>
<td>28</td>
<td>18</td>
<td>58</td>
<td>26</td>
</tr>
<tr>
<td>Have you received any help from your school in improvements of study habits?</td>
<td>54</td>
<td>31</td>
<td>13</td>
<td>43</td>
<td>42</td>
<td>15</td>
<td>48</td>
<td>38</td>
</tr>
<tr>
<td>Do students have access to the information they want and need about colleges and technical schools?</td>
<td>34</td>
<td>25</td>
<td>41</td>
<td>33</td>
<td>33</td>
<td>33</td>
<td>34</td>
<td>33</td>
</tr>
<tr>
<td>Does the school have occupational information on file?</td>
<td>37</td>
<td>41</td>
<td>41</td>
<td>42</td>
<td>24</td>
<td>34</td>
<td>40</td>
<td>22</td>
</tr>
<tr>
<td>Are services provided to assist students to obtain additional education or training?</td>
<td>35</td>
<td>18</td>
<td>47</td>
<td>42</td>
<td>29</td>
<td>29</td>
<td>39</td>
<td>23</td>
</tr>
<tr>
<td>Are services provided to assist students in planning careers?</td>
<td>40</td>
<td>21</td>
<td>39</td>
<td>42</td>
<td>32</td>
<td>26</td>
<td>41</td>
<td>26</td>
</tr>
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</table>
### TABLE 5 (Cont'd)
A JUNIOR HIGH-SENIOR HIGH MALE AND FEMALE COMPARISON PERCENTAGE REPORT ON THE INFORMATIONAL SERVICES OFFERED IN DISTRICT #91

<table>
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</thead>
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<tr>
<td>QUESTION</td>
<td>Yes</td>
<td>No</td>
<td>Yes</td>
<td>No</td>
<td>Yes</td>
<td>No</td>
<td>Yes</td>
<td>No</td>
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<tr>
<td>Are informational materials on the education available to students?</td>
<td>14</td>
<td>30</td>
<td>48</td>
<td>17</td>
<td>35</td>
<td>6</td>
<td>17</td>
<td>9</td>
</tr>
<tr>
<td>Are informational materials available to students concerning occupational opportunities and requirements?</td>
<td>42</td>
<td>17</td>
<td>46</td>
<td>19</td>
<td>35</td>
<td>11</td>
<td>25</td>
<td>70</td>
</tr>
</tbody>
</table>
In answer to the question "are services provided to assist students to obtain additional education or training" 46 per cent girls and 51 per cent boys responded "yes."

Forty-five per cent girls and boys "felt they had received help in the improvements of study skills and habits."

Teachers function in guidance

In response to the question "do teachers have responsibilities in the guidance program," Table VI shows 46 per cent girls and 44 per cent boys answering "yes" with 41 per cent girls and 39 per cent boys "not sure."

Forty-two per cent girls and 41 per cent boys agree "teachers discuss various occupations which are related to the subjects taught by them."

"Not sure" if teachers "accept and take advantage of the guidance services offered" were 40 per cent girls and 36 per cent boys.

Fifty-three per cent girls and 56 per cent boys stated "teachers refer students to the school counselor."

Placement services

The percentage responses of the placement services as viewed by students in District #91 are shown in Table VII.

Fifty-two per cent girls and 51 per cent boys responded "yes" when asked "if they had made realistic course selections in relation to their abilities and interests."
### TABLE VI
A JUNIOR HIGH-SENIOR HIGH MALE AND FEMALE COMPARISON PERCENTAGE REPORT ON THE TEACHERS' FUNCTION IN GUIDANCE IN DISTRICT #91

<table>
<thead>
<tr>
<th>NUMBER OF STUDENTS</th>
<th>Jr. High</th>
<th>Jr. High</th>
<th>Total</th>
<th>Sr. High</th>
<th>Sr. High</th>
<th>Total</th>
<th>Total</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Question</td>
<td>Girls</td>
<td>Boys</td>
<td></td>
<td>Girls</td>
<td>Boys</td>
<td></td>
<td>Girls</td>
<td>Boys</td>
</tr>
<tr>
<td>Do teachers discuss the various occupations which are related to the subjects taught by them?</td>
<td>Yes No</td>
<td>Yes No</td>
<td>Yes No</td>
<td>Yes No</td>
<td>Yes No</td>
<td>Yes No</td>
<td>Yes No</td>
<td>Yes No</td>
</tr>
<tr>
<td></td>
<td>32 27 21</td>
<td>41 43 16</td>
<td>47 35 18</td>
<td>33 41 26</td>
<td>39 43 18</td>
<td>36 42 22</td>
<td>42 36 22</td>
<td>41 42 17</td>
</tr>
<tr>
<td>Do teachers discuss vocational applications of subject matter fields?</td>
<td>Yes No</td>
<td>Yes No</td>
<td>Yes No</td>
<td>Yes No</td>
<td>Yes No</td>
<td>Yes No</td>
<td>Yes No</td>
<td>Yes No</td>
</tr>
<tr>
<td></td>
<td>31 36 33</td>
<td>30 35 35</td>
<td>31 35 34</td>
<td>36 38 26</td>
<td>38 41 21</td>
<td>37 40 23</td>
<td>33 38 29</td>
<td>34 38 28</td>
</tr>
<tr>
<td>Do teachers have responsibilities in the guidance program?</td>
<td>Yes No</td>
<td>Yes No</td>
<td>Yes No</td>
<td>Yes No</td>
<td>Yes No</td>
<td>Yes No</td>
<td>Yes No</td>
<td>Yes No</td>
</tr>
<tr>
<td></td>
<td>14 10 43</td>
<td>39 28</td>
<td>45 16 39</td>
<td>43 15 42</td>
<td>45 18 37</td>
<td>44 17 39</td>
<td>46 13 41</td>
<td>44 17 39</td>
</tr>
<tr>
<td>Do teachers and students accept and take advantage of the guidance services offered?</td>
<td>Yes No</td>
<td>Yes No</td>
<td>Yes No</td>
<td>Yes No</td>
<td>Yes No</td>
<td>Yes No</td>
<td>Yes No</td>
<td>Yes No</td>
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<td>35 29 36</td>
<td>35 24 41</td>
<td>41 27 32</td>
<td>41 23 36</td>
<td>41 25 34</td>
<td>38 22 40</td>
<td>38 26 36</td>
</tr>
<tr>
<td>Do teachers discuss educational implications of your subject matter field?</td>
<td>Yes No</td>
<td>Yes No</td>
<td>Yes No</td>
<td>Yes No</td>
<td>Yes No</td>
<td>Yes No</td>
<td>Yes No</td>
<td>Yes No</td>
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<tr>
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<td>28 32 40</td>
<td>34 35</td>
<td>31 32 37</td>
<td>43 31 26</td>
<td>36 39 25</td>
<td>40 35 25</td>
<td>33 32 35</td>
<td>34 35 31</td>
</tr>
<tr>
<td>Do teachers refer students to the school counselor?</td>
<td>Yes No</td>
<td>Yes No</td>
<td>Yes No</td>
<td>Yes No</td>
<td>Yes No</td>
<td>Yes No</td>
<td>Yes No</td>
<td>Yes No</td>
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<tr>
<td></td>
<td>57 16 27</td>
<td>52 26 22</td>
<td>55 21 24</td>
<td>54 17 29</td>
<td>57 24 19</td>
<td>56 20 24</td>
<td>53 18 29</td>
<td>56 24 20</td>
</tr>
<tr>
<td>NUMBER OF STUDENTS</td>
<td>Jr. High</td>
<td>Jr. High</td>
<td>Total</td>
<td>Sr. High</td>
<td>Sr. High</td>
<td>Total</td>
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<tr>
<td>QUESTION</td>
<td>Girls</td>
<td>Boys</td>
<td>Yes</td>
<td>No</td>
<td>Yes</td>
<td>No</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Have students made realistic course selections in relation to their abilities and interests?</td>
<td>25 40 35 26 41 33</td>
<td>26 40 34</td>
<td>38 33 29</td>
<td>45 34 21</td>
<td>42 33 26</td>
<td>32 36 32</td>
<td>35 38 27</td>
<td></td>
</tr>
<tr>
<td>Can students get assistance from the school in getting part or full-time work?</td>
<td>18 32 50 21 46 33</td>
<td>20 39 41</td>
<td>58 16 26</td>
<td>64 14 24</td>
<td>61 15 23</td>
<td>38 24 38</td>
<td>44 30 26</td>
<td></td>
</tr>
<tr>
<td>Are students helped to become familiar with the employment possibilities in your community and surrounding areas?</td>
<td>52 12 36 42 23 35</td>
<td>47 17 36</td>
<td>55 16 29</td>
<td>57 15 28</td>
<td>56 16 28</td>
<td>52 13 35</td>
<td>51 19 30</td>
<td></td>
</tr>
</tbody>
</table>
"No" was the response of 36 per cent girls and 38 per cent boys when asked if "they were helped to become familiar with the employment possibilities in their community and surrounding areas."

Thirty-eight per cent girls and 44 per cent boys stated "students can get assistance from the school in getting part or full-time work."

**Skyline High School Ratings**

**Guidance awareness**

Table VIII shows seventy-seven per cent sophomore girls "knew about guidance services offered," and "felt the guidance program had been adequately explained," and "felt they were helped to learn about the school and how to get along in it." Ninety per cent sophomore girls "felt the guidance program was valuable," but only 60 per cent reported "it had assisted them personally."

Fifty per cent stated "counselors could assist students with good study habits," while 63 per cent "felt they could receive help planning an educational program."

The sophomore boys rated above 50 per cent in all areas except "has the guidance program been adequately explained." Sixty-three per cent "felt it had assisted them personally."

Fifty per cent of the junior girls and the junior boys stated that they "felt the guidance program had not been adequately explained," 40 per cent girls and 27 per cent boys had not received help with study habits, nor did they know if "parent-teacher conferences were held."

Seventy-three per cent junior girls and 63 per cent junior boys felt the guidance program "had assisted them personally in some way."
<table>
<thead>
<tr>
<th>QUESTION</th>
<th>FEMALEs</th>
<th></th>
<th></th>
<th></th>
<th>MALES</th>
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<tbody>
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<td></td>
<td>Tenth</td>
<td>Eleventh</td>
<td>Twelfth</td>
<td>TOTAL</td>
<td>Tenth</td>
<td>Eleventh</td>
<td>Twelfth</td>
<td>TOTAL</td>
</tr>
<tr>
<td>Know about guidance services and activities being offered</td>
<td>Yes: 77</td>
<td>Yes: 13</td>
<td>No: 10</td>
<td>Tenth: 17</td>
<td>Yes: 80</td>
<td>No: 13</td>
<td>Tenth: 7</td>
<td>Tenth: 13</td>
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<tr>
<td></td>
<td>Eleventh: 87</td>
<td>6</td>
<td>7</td>
<td>13</td>
<td>Eleventh: 83</td>
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<td>Twelfth: 10</td>
<td>97</td>
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<tr>
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<td>Twelfth: 60</td>
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<td>4</td>
<td>17</td>
<td>30</td>
<td>3</td>
<td>17</td>
<td>63</td>
</tr>
<tr>
<td></td>
<td>TOTAL: 100</td>
<td>10</td>
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<td>10</td>
<td>90</td>
<td>No: 3</td>
<td>10</td>
<td>69</td>
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<tr>
<td>Is the guidance program valuable?</td>
<td>Yes: 90</td>
<td>No: 7</td>
<td>Yes: 80</td>
<td>10</td>
<td>Yes: 85</td>
<td>No: 10</td>
<td>Yes: 93</td>
<td>4</td>
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<td></td>
<td>No: 13</td>
<td>7</td>
<td>No: 80</td>
<td>10</td>
<td>No: 80</td>
<td>10</td>
<td>No: 93</td>
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<td>10</td>
<td>4</td>
<td>7</td>
<td>4</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Is time available to see a counselor?</td>
<td>Yes: 93</td>
<td>No: 7</td>
<td>Yes: 80</td>
<td>10</td>
<td>Yes: 85</td>
<td>No: 10</td>
<td>Yes: 93</td>
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<td>No: 13</td>
<td>7</td>
<td>No: 80</td>
<td>10</td>
<td>No: 80</td>
<td>10</td>
<td>No: 93</td>
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<td>4</td>
<td>7</td>
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<td>4</td>
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<tr>
<td>Has the guidance program been adequately explained?</td>
<td>Yes: 77</td>
<td>No: 2</td>
<td>Yes: 87</td>
<td>6</td>
<td>Yes: 60</td>
<td>No: 4</td>
<td>Yes: 97</td>
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<td>No: 20</td>
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<td>No: 57</td>
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<td>No: 97</td>
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<td>4</td>
<td>7</td>
<td>4</td>
<td>3</td>
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<tr>
<td>Has the guidance program assisted you personally?</td>
<td>Yes: 60</td>
<td>No: 7</td>
<td>Yes: 87</td>
<td>3</td>
<td>Yes: 80</td>
<td>No: 7</td>
<td>Yes: 90</td>
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<td>4</td>
<td>7</td>
<td>4</td>
<td>3</td>
<td>4</td>
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<tr>
<td>Do you know the location of your counseling office?</td>
<td>Yes: 97</td>
<td>No: 3</td>
<td>Yes: 98</td>
<td>2</td>
<td>Yes: 97</td>
<td>No: 3</td>
<td>Yes: 97</td>
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<td>4</td>
<td>7</td>
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<td>4</td>
</tr>
<tr>
<td>Were you helped to learn about your school and how to get along with it?</td>
<td>Yes: 77</td>
<td>No: 13</td>
<td>Yes: 80</td>
<td>10</td>
<td>Yes: 80</td>
<td>No: 13</td>
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<td>7</td>
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<td>4</td>
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<tr>
<td>Do you know which member of the staff is your school counselor?</td>
<td>Yes: 87</td>
<td>No: 13</td>
<td>Yes: 90</td>
<td>7</td>
<td>Yes: 80</td>
<td>No: 7</td>
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<td>4</td>
<td>7</td>
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<tr>
<td>Is an organized guidance program available to all students?</td>
<td>Yes: 80</td>
<td>No: 10</td>
<td>Yes: 60</td>
<td>10</td>
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<tr>
<td>Are guidance services provided to orient new students?</td>
<td>Yes: 40</td>
<td>Yes: 60</td>
<td></td>
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<td>Are counselor panel conferences held?</td>
<td>Yes: 53</td>
<td>Yes: 63</td>
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<tr>
<td>Is help given in planning an educational program?</td>
<td>Yes: 63</td>
<td>Yes: 63</td>
<td></td>
<td></td>
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<td></td>
<td>No: 17</td>
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<tr>
<td>Are services provided to assist students in developing good study habits?</td>
<td>Yes: 50</td>
<td>Yes: 60</td>
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<td></td>
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<td>Eleventh: 30</td>
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<td></td>
<td>Total: 70</td>
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</tbody>
</table>
Although 63 per cent senior girls and 87 per cent junior boys felt the guidance program "had assisted them personally in some way." they also stated more help should be given to orient new students and to help with developing good study habits.

Eighty per cent or better of all students at Skyline felt that the guidance program was valuable, knew that time was available to see a counselor, where the counseling office was located and which member of the staff was the counselor.

**Testing and inventory services**

Table IX reveals that fifty-three per cent sophomore girls and 40 per cent sophomore boys would like to discuss their cumulative record with a counselor and only ten per cent sophomore girls and 23 per cent sophomore boys felt that the school informed parents of test results. The sophomores; boys 37 per cent and girls 50 per cent, felt the tests had not been helpful to their educational planning and they would like the results interpreted.

The juniors and seniors expressed favorable results about the testing services with the exception of 43 per cent junior girls, 47 per cent junior boys, 33 per cent senior girls and 50 per cent senior boys, feeling that the school did not inform parents of test results.

The majority of students knew the school had a standardized testing program, had taken guidance tests and also felt that they had been informed of the results.
### TABLE IX

A MALE AND FEMALE PERCENTAGE REPORT ON THE TESTING AND INVENTORY SERVICES
OFFERED AT SKYLINE HIGH SCHOOL IN DISTRICT #91

<table>
<thead>
<tr>
<th>NUMBER OF STUDENTS</th>
<th>FEMALES</th>
<th>MALES</th>
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<tbody>
<tr>
<td></td>
<td>Tenth</td>
<td>30</td>
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<tr>
<td>QUESTION</td>
<td>ELEVENTH</td>
<td>TWELFTH</td>
</tr>
<tr>
<td></td>
<td>Yes No</td>
<td>Yes No</td>
</tr>
<tr>
<td>Have you discussed your cumulative record with a counselor?</td>
<td>57</td>
<td>53</td>
</tr>
<tr>
<td>Have you taken any guidance tests (Aptitude, Achievement, Scholastic)?</td>
<td>83</td>
<td>10</td>
</tr>
<tr>
<td>Have you been informed of guidance tests results?</td>
<td>30</td>
<td>53</td>
</tr>
<tr>
<td>Have your tests been helpful in your educational planning?</td>
<td>30</td>
<td>50</td>
</tr>
<tr>
<td>Does the school inform parents of standardized test results?</td>
<td>10</td>
<td>57</td>
</tr>
<tr>
<td>Does the school have a standardized testing program?</td>
<td>73</td>
<td>3</td>
</tr>
<tr>
<td>Are standardized test results interpreted for teacher and student use?</td>
<td>23</td>
<td>30</td>
</tr>
</tbody>
</table>
Individual counseling

Table X shows that 73 per cent or higher of all Skyline students "knew individual counseling of students was a part of the guidance program," but many students, (53 per cent sophomore and junior girls and 43 per cent sophomore and junior boys) expressed "a desire to have a chance to examine their abilities and interests as they pertain to their future" with a counselor.

Fifty per cent or higher of all grades stated "they sought the assistance of the counselor but only 67 per cent of the sophomore girls and 57 per cent of senior boys "felt free to discuss a personal problem." All other groups were below 50 per cent.

A high percentage of students responded "they were satisfied with the course selections they had made.

Group counseling

Table XI deals with group counseling services. Fifty per cent or better of the Skyline students "felt that an opportunity was provided for groups of students to discuss matters of concern to them."

Only 47 per cent sophomore boys, 40 per cent junior boys and 30 per cent senior boys "felt they had had an opportunity through a school activity to discuss job opportunities or training programs that interested them with people engaged in the field."

"Have you participated in a student, teacher, counselor conference?" brought a "yes" response in the 30 per cents from all grades, boys and girls.

Fifty per cent or better of all Skyline students "felt they had been helped to develop both immediate and long-range plans."
<table>
<thead>
<tr>
<th>NUMBER OF STUDENTS</th>
<th>10</th>
<th>20</th>
<th>30</th>
<th>TOTAL</th>
<th>10</th>
<th>20</th>
<th>30</th>
<th>TOTAL</th>
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<td></td>
<td></td>
</tr>
<tr>
<td>QUESTION</td>
<td>Yes</td>
<td>No</td>
<td>?</td>
<td>Yes</td>
<td>No</td>
<td>?</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Have you been helped with future plans—vocational and educational?</td>
<td>47</td>
<td>47</td>
<td>6</td>
<td>57</td>
<td>37</td>
<td>6</td>
<td>60</td>
<td>30</td>
</tr>
<tr>
<td>Have you been helped to examine your abilities and interests as they pertain to your future?</td>
<td>54</td>
<td>53</td>
<td>13</td>
<td>43</td>
<td>53</td>
<td>4</td>
<td>50</td>
<td>40</td>
</tr>
<tr>
<td>Have you been helped to consider information about yourself as it relates to your future plans?</td>
<td>50</td>
<td>23</td>
<td>27</td>
<td>50</td>
<td>30</td>
<td>20</td>
<td>43</td>
<td>40</td>
</tr>
<tr>
<td>Have you been satisfied with the course selections you have made?</td>
<td>80</td>
<td>13</td>
<td>7</td>
<td>67</td>
<td>23</td>
<td>10</td>
<td>57</td>
<td>30</td>
</tr>
<tr>
<td>Would you feel free to discuss a personal problem with your counselor?</td>
<td>67</td>
<td>23</td>
<td>10</td>
<td>33</td>
<td>47</td>
<td>20</td>
<td>42</td>
<td>42</td>
</tr>
<tr>
<td>Is individual counseling of students a part of the guidance program?</td>
<td>73</td>
<td>3</td>
<td>24</td>
<td>77</td>
<td>3</td>
<td>20</td>
<td>77</td>
<td>13</td>
</tr>
<tr>
<td>Do you seek the assistance of the counselor?</td>
<td>70</td>
<td>13</td>
<td>17</td>
<td>70</td>
<td>10</td>
<td>20</td>
<td>63</td>
<td>27</td>
</tr>
</tbody>
</table>
### TABLE # XI
A MALE AND FEMALE PERCENTAGE REPORT ON THE GROUP COUNSELING SERVICES
OFFERED AT THE SKYLINE HIGH SCHOOL IN DISTRICT #91

<table>
<thead>
<tr>
<th>NUMBER OF STUDENTS</th>
<th>FEMALES</th>
<th>MALES</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Tenth</td>
<td>Eleven</td>
</tr>
<tr>
<td>QUESTION</td>
<td>Tenth</td>
<td>Eleven</td>
</tr>
<tr>
<td></td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Have students been encouraged to investigate the personal and educational requirements for an occupation?</td>
<td>67</td>
<td>10</td>
</tr>
<tr>
<td>Have students had opportunity through a school activity to discuss job opportunities or training programs that interest them with people engaged in the field?</td>
<td>60</td>
<td>17</td>
</tr>
<tr>
<td>Have students been helped to develop both immediate and long-range plans?</td>
<td>57</td>
<td>17</td>
</tr>
<tr>
<td>Have you participated in a student, teacher, counselor conference?</td>
<td>30</td>
<td>50</td>
</tr>
<tr>
<td>Is an opportunity provided for groups of students to discuss matters of concern to them?</td>
<td>57</td>
<td>17</td>
</tr>
</tbody>
</table>
Informational services

From the results in Table XII, it appears that Skyline counselors have done an above average job in letting students know what information materials are available. Eighty per cent or better of all students "knew they had access to information they wanted about colleges and technical schools." Sixty per cent or higher of the students "knew the school had files, filmstrips, books, etc. to help students understand problems of personal and social development" and "that the school had occupational information on file." Sixty-seven per cent or above "knew services were provided to assist students in planning careers."

Teachers functions in guidance

Table XIII seems to reveal a definite weakness in the counseling area. Most students state "no" to the questions: "Do teachers discuss the various occupations which are related to the subjects taught by them?" "Do teachers discuss vocational applications of subject matter fields?" and "Do teachers discuss educational implications of their subject matter field?"

About 50 per cent of the students "feel that teachers have a responsibility in the guidance program," while 52 per cent or above "feel teachers refer students to the school counselor."

Placement services

Table XIV shows seniors leading in "yes" responses to the questions "Are students helped to become familiar with the employment possibilities in the community" and "Can students get assistance from the school
<table>
<thead>
<tr>
<th>QUESTION</th>
<th>FEMALES</th>
<th>MALES</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Tenth</td>
<td>Eleventh</td>
</tr>
<tr>
<td>Does the school use filmsstrips, films, books, etc., to help students understand problems of personal and social development?</td>
<td>63 13 24 77 3 20 80 13 7 74 9 17 73 10 17 67 13 20</td>
<td>87 10 3 76 11 13</td>
</tr>
<tr>
<td>Were you helped before the 9th grade to plan your high school program of courses?</td>
<td>67 23 10 77 20 3 67 13 20 70 19 11 87 10 3 63 24 13</td>
<td>57 33 10 69 22 9</td>
</tr>
<tr>
<td>Have you received any help from your school in improvements of study habits?</td>
<td>43 45 14 37 47 16 43 37 20 41 42 17 57 33 10 47 50 3</td>
<td>60 30 10 55 37 8</td>
</tr>
<tr>
<td>Do students have access to the information they want and need about colleges and technical schools?</td>
<td>90 3 7 87 3 10 60 13 7 83 6 11 80 3 17 87 3 10 85 3 12</td>
<td></td>
</tr>
<tr>
<td>Does the school have occupational information on file?</td>
<td>65 7 30 60 3 37 67 13 20 63 6 29 60 3 37 60 7 33 70 10 20 69 6 30</td>
<td></td>
</tr>
<tr>
<td>Are services provided to assist students to obtain additional education or training?</td>
<td>50 17 33 73 7 20 63 13 24 62 12 26 67 13 20 53 7 40 67 10 23 63 10 27</td>
<td></td>
</tr>
<tr>
<td>Are services provided to assist students in planning careers</td>
<td>77 10 13 67 13 20 67 10 15 70 11 19 67 13 20 67 7 26 83 7 10 72 9 19</td>
<td></td>
</tr>
<tr>
<td>NUMBER OF STUDENTS</td>
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<td>Males</td>
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<tr>
<td>10</td>
<td>90</td>
<td>90</td>
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<td>30</td>
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</tbody>
</table>

**TABLE XII (Cont'd)**

A MALE AND FEMALE PERCENTAGE REPORT ON THE INFORMATIONAL SERVICES OFFERED AT SKYLINE HIGH SCHOOL IN DISTRICT #91

<table>
<thead>
<tr>
<th>QUESTION</th>
<th>Females</th>
<th>Males</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Are informational materials on education available to students?</td>
<td>70</td>
<td>17</td>
<td>87</td>
</tr>
<tr>
<td>Are informational materials available to students concerning occupational opportunities and requirements?</td>
<td>50</td>
<td>17</td>
<td>67</td>
</tr>
</tbody>
</table>
### TABLE XIII

A MALE AND FEMALE PERCENTAGE REPORT ON TEACHERS' FUNCTIONS IN GUIDANCE AT THE SKYLINE HIGH SCHOOL IN DISTRICT # 91

<table>
<thead>
<tr>
<th>NUMBER OF STUDENTS</th>
<th>FEMALES</th>
<th>MALES</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Tenth</td>
<td>Eleventh</td>
</tr>
<tr>
<td>QUESTION</td>
<td>Yes</td>
<td>No?</td>
</tr>
<tr>
<td>Do teachers discuss the various occupations which are related to the subjects taught by them?</td>
<td>27</td>
<td>50</td>
</tr>
<tr>
<td>Do teachers discuss vocational applications of subject matter fields?</td>
<td>30</td>
<td>34</td>
</tr>
<tr>
<td>Do teachers have responsibilities in the guidance program?</td>
<td>35</td>
<td>57</td>
</tr>
<tr>
<td>Do teachers and students accept and take advantage of the guidance services offered?</td>
<td>47</td>
<td>20</td>
</tr>
<tr>
<td>Do teachers discuss educational implications of your subject matter field?</td>
<td>30</td>
<td>30</td>
</tr>
<tr>
<td>Do teachers refer students to the school counselor?</td>
<td>60</td>
<td>13</td>
</tr>
<tr>
<td>QUESTION</td>
<td>FEMALES</td>
<td>MALES</td>
</tr>
<tr>
<td>-------------------------------------------------------------------------</td>
<td>---------</td>
<td>-------</td>
</tr>
<tr>
<td></td>
<td>Tenth</td>
<td>Klavenh</td>
</tr>
<tr>
<td>Have students made realistic course selections in relation to their abilities and interests?</td>
<td>20</td>
<td>50</td>
</tr>
<tr>
<td>Can students get assistance from the school in getting part or full-time work?</td>
<td>50</td>
<td>3</td>
</tr>
<tr>
<td>Are students helped to become familiar with the employment possibilities in your community and surrounding areas?</td>
<td>57</td>
<td>13</td>
</tr>
</tbody>
</table>
in getting part or fulltime work?" Junior girls and boys follow with 57 per cent.

Testing and inventory services

Fifty-three per cent sophomore girls and 40 per cent sophomore boys would like to discuss their cumulative record with a counselor and only 10 per cent sophomore girls and 23 per cent sophomore boys felt the school informed parents of test results. The sophomore boys, 37 per cent, sophomore girls, 50 per cent, felt the tests had not been helpful to their educational planning and they would like the results interpreted.

The juniors and seniors expressed favorable results about the testing services with the exception of 43 per cent junior girls, 47 per cent junior boys; 33 per cent senior girls, and 50 per cent senior boys, felt the school did not inform parents of test results.

The majority of students knew the school had a standardized testing program, had taken guidance tests and felt they had been informed of the results.
Summary, Conclusions, and Recommendations

Summary

The Problem

The purpose of this study was to obtain information about the awareness of the guidance services of District #91 as seen by the students.

A general overview of strengths and weaknesses which exist in District #91 was obtained by using total junior high-senior high girl and total junior high-senior high boy results.

Specific strengths and weaknesses were pinpointed by analyzing the results of one particular school—Skyline High School.

Similar data was collected for the other schools in District #91 and charts containing the student breakdown by grade, sex, and school are in Appendix B.

Procedures Used

The questionnaire used in the study was obtained from the Idaho State Department of Education. A group of District #91 counselors met under the direction of the Pupil Personnel Director and fifty questions were selected which they felt would measure the awareness of the guidance services offered. The questionnaire was used to evaluate the effectiveness and to point out strengths and weaknesses of the guidance program.
Findings

The study showed that there is an increased awareness and use of the guidance services offered in District #91 since Dr. Fifield's ten year follow up study (6).

The findings of this study, including all schools, revealed certain strengths and weaknesses of the guidance program. The most noticeable strengths of the guidance program as viewed by the students were:

1. The students seemed to have a knowledge of the guidance services and activities that are offered in the school.
2. Many students sought the assistance of the counselor.
3. The guidance program seemed to be of value to the school and also had assisted the students personally.
4. Most of the students seemed to participate in the testing program.
5. The students seemed to be informed of their standardized test results and the majority felt that they understood what the results meant.
6. Students were pleased with the help received in course selection.
7. Students were satisfied with the help they received and the materials available concerning occupations, colleges and technical schools.
8. Students seemed to feel they were helped to become familiar with the employment possibilities in their community and surrounding area.
The most noticeable weakness of the guidance program as reported by the students were:

1. It appeared that parents were not informed of the results of standardized tests.
2. It seemed that students would like more help with developing good study habits.
3. It seemed that more students would like to discuss their cumulative record with a counselor.
4. It seemed that more specific help should be given students concerning future plans.
5. It appeared that not enough students felt free to discuss a personal problem with the counselor.
6. It seemed that teachers did not accept their responsibility as part of the guidance program.
7. It appeared that there was not a part or full-time placement program to assist the students in obtaining employment.

Conclusions

Based upon the findings of this study, the following conclusions were drawn:

1. The guidance program was functioning adequately in the testing field—if the interested parents could be informed of test results.
2. The emphasis in the placement service was in educational placement with nothing being done to assist the students with occupational employment.
3. The teachers were not taking advantage of the occupational material available nor informing students about occupations in their particular fields.

4. There was a lack of time to go over future plans, cumulative records and the developing of good study habits with individual students.

Recommendations

1. Encourage parents to attend the PTSA meeting where test scores are given and explained. Encourage students to take home their profile chart for parents to see test results.

2. Begin an in-service training program to help teachers understand their role in the counseling program—to also explain the material available for their use.

3. A survey of local and surrounding areas should be conducted to determine what job opportunities are available and then to set up a full or part-time employment service to assist students to gain employment.

4. Adopt an effective orientation procedure to let each student know that the counselor is available to go over the student's future plans, cumulative record or to provide suggestions and material to help develop good study habits.
SELECTED REFERENCES


APPENDIXES
Information Data

Please check:

1. Male
   Female

2. What school do you attend?
   Central Junior High
   Clair E. Gale
   Idaho Falls High School
   O. E. Bell Junior High School
   Skyline High School
STUDENT INVENTORY OF GUIDANCE AWARENESS

We would like to obtain an indication of your awareness of the guidance services offered in your school. By knowing how you feel about this phase of our school program, we shall be better able to initiate changes in areas which you indicate. Will you please respond as frankly and honestly as you are able? DO NOT PLACE YOUR NAME ON THIS INVENTORY.

DIRECTIONS: Will you please check (X) the answer that best indicates your feelings about each question. (If you feel that you cannot give a definite YES or NO answer, will you please check (X) in the space marked (?).

Are You Aware Of?

__Yes__ No__? 1. Could you tell a new student what Guidance Services and activities are carried on in this school?

__Yes__ No__? 2. In your opinion does the guidance program add anything of value to your school?

__Yes__ No__? 3. Is school time made available for students to see a counselor?

__Yes__ No__? 4. Has the school guidance program ever been explained, described or outlined for you?

__Yes__ No__? 5. Has the school guidance program, as you understand it, assisted you personally in any way?

__Yes__ No__? 6. Have you had the opportunity to discuss your cumulative record with a counselor?

__Yes__ No__? 7. Have you taken any guidance test (Aptitude, Achievement, Scholastic?)

__Yes__ No__? 8. If you have taken any guidance test, have you usually been informed of the results?

__Yes__ No__? 9. Have your ability and achievement tests been helpful to you in your educational planning?

__Yes__ No__? 10. Does the school inform parents of standardized test results?

__Yes__ No__? 11. Has your school counselor talked with you about your future plans—vocational and educational?

__Yes__ No__? 12. Has a counselor helped you to examine your abilities and interest traits as they pertain to your future?

__Yes__ No__? 13. Do you know where your school counselor's office is?
Yes_No? 14. When you entered high school, were you helped to learn about your new school and how to get along in it?

Yes_No? 15. Does the school use film-strips, films pamphlets, books, etc., to help students understand problems of personal and social development?

Yes_No? 16. Were you helped before the 9th grade to plan your high school program of courses?

Yes_No? 17. Have you received any help from your school in the improvements of study skills and habits?

Yes_No? 18. Do students have access to the information they want and need about colleges and other schools which offer post high school education?

Yes_No? 19. Does the school have information about occupations on file anywhere for student's use?

Yes_No? 20. Have students been encouraged to investigate the personal and educational requirements for occupations they have considered?

Yes_No? 21. Have students had opportunities through a school activity to discuss job opportunities or training programs that interest you with people engaged in the field?

Yes_No? 22. Do teachers discuss the various occupations which are related to the subjects taught by them?

Yes_No? 23. Does the school help you to consider information about yourself as it relates to your future educational and vocational plans?

Yes_No? 24. Are students helped to become familiar with the employment possibilities in your community and surrounding areas?

Yes_No? 25. Have you been satisfied with the course selections which you have made?

Yes_No? 26. Can students get assistance from the school in getting part or full-time work?

Yes_No? 27. If you feel you had a personal problem, would you feel free to discuss it with a counselor?

Yes_No? 28. Do you know which member of your school staff is your school counselor?

Yes_No? 29. Is an organized program of guidance available to all students?

Yes_No? 30. Does the school have a standardized testing program?

Yes_No? 31. Have Guidance Services been provided to orient new students to the school?

Yes_No? 32. Do teachers discuss vocational applications of subject matter fields?

Yes_No? 33. Have students been helped to develop both immediate and long-range plans?
34. Are services provided to assist students to obtain additional education or training?

35. Are services provided to assist students in planning careers?

36. Is individual counseling of students a part of the guidance program?

37. Are informational materials on education available to students?

38. Do teachers have responsibilities in the guidance program?

39. Are standardized test results interpreted for teacher and student use?

40. Have you participated in a student, teacher, counselor conference?

41. Do teachers and students accept and take advantage of the guidance services offered?

42. Do teachers discuss educational implications of your subject matter field?

43. Do you seek the assistance of the counselor?

44. Do teachers refer students to the school counselor?

45. Is an opportunity provided for groups of students to discuss matters of concern to them?

46. Are informational materials available to students concerning occupational opportunities and requirements?

47. Are counselor-parent conferences held?

48. Is help given to students in planning an educational program to meet their individual needs?

49. Are services provided to assist students in developing good study habits?

50. Have students made realistic course selections in relation to their abilities and interests?
### TABLE IV

A SEVENTH GRADE MALE AND FEMALE PERCENTAGE REPORT ON THE GUIDANCE AWARENESS SERVICES OFFERED AT THE JUNIOR HIGH SCHOOLS IN DISTRICT #91

<table>
<thead>
<tr>
<th>NUMBER OF STUDENTS</th>
<th>20</th>
<th>20</th>
<th>TOTAL</th>
<th>20</th>
<th>20</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>SEVENTH FEMALES</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>SEVENTH MALES</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>QUESTION</strong></td>
<td>Yes</td>
<td>No</td>
<td></td>
<td>Yes</td>
<td>No</td>
<td></td>
</tr>
</tbody>
</table>

1. Know about guidance services and activities being offered:

<table>
<thead>
<tr>
<th></th>
<th>Central</th>
<th>Gal</th>
<th>Total</th>
<th>Central</th>
<th>Gal</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>15</td>
<td>10</td>
<td>30</td>
<td>15</td>
<td>10</td>
<td>30</td>
</tr>
<tr>
<td>No</td>
<td>65</td>
<td>5</td>
<td>70</td>
<td>65</td>
<td>5</td>
<td>70</td>
</tr>
<tr>
<td>Total</td>
<td>80</td>
<td>10</td>
<td>90</td>
<td>80</td>
<td>10</td>
<td>90</td>
</tr>
</tbody>
</table>

2. Is the guidance program valuable?

<table>
<thead>
<tr>
<th></th>
<th>Central</th>
<th>Gal</th>
<th>Total</th>
<th>Central</th>
<th>Gal</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>40</td>
<td>20</td>
<td>60</td>
<td>40</td>
<td>20</td>
<td>60</td>
</tr>
<tr>
<td>No</td>
<td>45</td>
<td>20</td>
<td>65</td>
<td>45</td>
<td>20</td>
<td>65</td>
</tr>
<tr>
<td>Total</td>
<td>85</td>
<td>40</td>
<td>125</td>
<td>85</td>
<td>40</td>
<td>125</td>
</tr>
</tbody>
</table>

3. Is time available to see a counselor?

<table>
<thead>
<tr>
<th></th>
<th>Central</th>
<th>Gal</th>
<th>Total</th>
<th>Central</th>
<th>Gal</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>55</td>
<td>25</td>
<td>80</td>
<td>55</td>
<td>25</td>
<td>80</td>
</tr>
<tr>
<td>No</td>
<td>25</td>
<td>15</td>
<td>40</td>
<td>25</td>
<td>15</td>
<td>40</td>
</tr>
<tr>
<td>Total</td>
<td>80</td>
<td>40</td>
<td>120</td>
<td>80</td>
<td>40</td>
<td>120</td>
</tr>
</tbody>
</table>

4. Has the guidance program been adequately explained?

<table>
<thead>
<tr>
<th></th>
<th>Central</th>
<th>Gal</th>
<th>Total</th>
<th>Central</th>
<th>Gal</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>95</td>
<td>0</td>
<td>100</td>
<td>95</td>
<td>0</td>
<td>100</td>
</tr>
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<td>5</td>
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<td>5</td>
<td>100</td>
<td>100</td>
</tr>
<tr>
<td>Total</td>
<td>100</td>
<td>100</td>
<td>200</td>
<td>100</td>
<td>100</td>
<td>200</td>
</tr>
</tbody>
</table>

5. Do you know the location of your counseling office?

<table>
<thead>
<tr>
<th></th>
<th>Central</th>
<th>Gal</th>
<th>Total</th>
<th>Central</th>
<th>Gal</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>100</td>
<td></td>
<td>100</td>
<td>100</td>
<td></td>
<td>100</td>
</tr>
<tr>
<td>No</td>
<td>5</td>
<td>95</td>
<td>100</td>
<td>5</td>
<td>95</td>
<td>100</td>
</tr>
<tr>
<td>Total</td>
<td>100</td>
<td>95</td>
<td>100</td>
<td>100</td>
<td>95</td>
<td>100</td>
</tr>
</tbody>
</table>

6. Were you helped to learn about your school and how to get along with it?

<table>
<thead>
<tr>
<th></th>
<th>Central</th>
<th>Gal</th>
<th>Total</th>
<th>Central</th>
<th>Gal</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>95</td>
<td>5</td>
<td>100</td>
<td>95</td>
<td>5</td>
<td>100</td>
</tr>
<tr>
<td>No</td>
<td>5</td>
<td>95</td>
<td>100</td>
<td>5</td>
<td>95</td>
<td>100</td>
</tr>
<tr>
<td>Total</td>
<td>100</td>
<td>95</td>
<td>100</td>
<td>100</td>
<td>95</td>
<td>100</td>
</tr>
</tbody>
</table>

7. Do you know which member of the staff is your school counselor?

<table>
<thead>
<tr>
<th></th>
<th>Central</th>
<th>Gal</th>
<th>Total</th>
<th>Central</th>
<th>Gal</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>75</td>
<td>10</td>
<td>85</td>
<td>75</td>
<td>10</td>
<td>85</td>
</tr>
<tr>
<td>No</td>
<td>15</td>
<td>95</td>
<td>110</td>
<td>15</td>
<td>95</td>
<td>110</td>
</tr>
<tr>
<td>Total</td>
<td>90</td>
<td>100</td>
<td>100</td>
<td>90</td>
<td>100</td>
<td>100</td>
</tr>
</tbody>
</table>

8. Is an organized guidance program available to all students?

<table>
<thead>
<tr>
<th></th>
<th>Central</th>
<th>Gal</th>
<th>Total</th>
<th>Central</th>
<th>Gal</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>75</td>
<td>20</td>
<td>95</td>
<td>75</td>
<td>20</td>
<td>95</td>
</tr>
<tr>
<td>No</td>
<td>5</td>
<td>80</td>
<td>85</td>
<td>5</td>
<td>80</td>
<td>85</td>
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<tr>
<td>Total</td>
<td>80</td>
<td>100</td>
<td>100</td>
<td>80</td>
<td>100</td>
<td>100</td>
</tr>
</tbody>
</table>
TABLE # XV (Cont'd)
A SEVENTH GRADE MALE AND FEMALE PERCENTAGE REPORT ON THE GUIDANCE AWARENESS SERVICES
OFFERED AT THE JUNIOR HIGH SCHOOLS IN DISTRICT #91

<table>
<thead>
<tr>
<th>NUMBER OF STUDENTS</th>
<th>SEVENTH FEMALES</th>
<th>SEVENTH MALES</th>
</tr>
</thead>
<tbody>
<tr>
<td>QUESTION</td>
<td>Central 20</td>
<td>Clair E. 20</td>
</tr>
<tr>
<td>Are guidance services provided to orient new students?</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td></td>
<td>50</td>
<td>15</td>
</tr>
<tr>
<td>Are counselor panel conferences held?</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td></td>
<td>65</td>
<td>-</td>
</tr>
<tr>
<td>Is help given in planning an educational program?</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td></td>
<td>50</td>
<td>20</td>
</tr>
<tr>
<td>Are services provided to assist students in developing good study habits?</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td></td>
<td>65</td>
<td>20</td>
</tr>
<tr>
<td>QUESTION</td>
<td>SEVENTH FEMALES</td>
<td></td>
</tr>
<tr>
<td>-------------------------------------------------------------------------</td>
<td>----------------</td>
<td>-------------------------------</td>
</tr>
<tr>
<td></td>
<td>Central</td>
<td>Clair E.</td>
</tr>
<tr>
<td></td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>60</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Total</td>
</tr>
<tr>
<td>Have you discussed your cumulative record with a counselor?</td>
<td>Yes</td>
<td>35</td>
</tr>
<tr>
<td>Have you taken any guidance tests (Aptitude, Achievement, Scholastic)?</td>
<td>Yes</td>
<td>90</td>
</tr>
<tr>
<td>Have you been informed of guidance tests results?</td>
<td>Yes</td>
<td>100</td>
</tr>
<tr>
<td>Have your tests been helpful in your educational planning?</td>
<td>Yes</td>
<td>80</td>
</tr>
<tr>
<td>Does the school inform parents of standardized test results?</td>
<td>Yes</td>
<td>100</td>
</tr>
<tr>
<td>Does the school have a standardized testing program?</td>
<td>Yes</td>
<td>90</td>
</tr>
<tr>
<td>Are standardized test results interpreted for teacher and student use?</td>
<td>Yes</td>
<td>75</td>
</tr>
</tbody>
</table>
TABLE # XVII
A SEVENTH GRADE MALE AND FEMALE PERCENTAGE REPORT ON THE INDIVIDUAL COUNSELING SERVICES OFFERED AT THE JUNIOR HIGH SCHOOLS IN DISTRICT #91

<table>
<thead>
<tr>
<th>NUMBER OF STUDENTS</th>
<th>SEVENTH FEMALES</th>
<th>SEVENTH MALES</th>
</tr>
</thead>
<tbody>
<tr>
<td>QUESTION</td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>Central</td>
<td>Clair E.</td>
</tr>
<tr>
<td>Yes No ?</td>
<td>Yes No ?</td>
<td>Yes No ?</td>
</tr>
<tr>
<td>Have you been helped with future plans---vocational and educational?</td>
<td>15 80 5</td>
<td>23 67 10</td>
</tr>
<tr>
<td>Have you been helped to examine your abilities and interests as they pertain to your future?</td>
<td>15 80 5</td>
<td>23 67 10</td>
</tr>
<tr>
<td>Have you been helped to consider information about yourself as it relates to your future plans?</td>
<td>15 80 5</td>
<td>23 67 10</td>
</tr>
<tr>
<td>Have you been satisfied with the course selections you have made?</td>
<td>15 80 5</td>
<td>23 67 10</td>
</tr>
<tr>
<td>Would you feel free to discuss a personal problem with your counselor?</td>
<td>15 80 5</td>
<td>23 67 10</td>
</tr>
<tr>
<td>Is individual counseling of students a part of the guidance program?</td>
<td>15 80 5</td>
<td>23 67 10</td>
</tr>
<tr>
<td>Do you seek the assistance of the counselor?</td>
<td>15 80 5</td>
<td>23 67 10</td>
</tr>
</tbody>
</table>
TABLE # XVIII
A SEVENTH GRADE MALE AND FEMALE PERCENTAGE REPORT ON THE GROUP COUNSELING SERVICES
OFFERED AT THE JUNIOR HIGH SCHOOLS IN DISTRICT #91

<table>
<thead>
<tr>
<th>QUESTION</th>
<th>SEVENTH FEMALES</th>
<th>SEVENTH MALES</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Central</td>
<td>O. E.</td>
</tr>
<tr>
<td></td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td>Have students been encouraged to investigate the personal and educational</td>
<td>Clair E.</td>
<td>Clair E.</td>
</tr>
<tr>
<td>requirements for an occupation?</td>
<td>45 Yes 30 No 25 ?</td>
<td>15 Yes 15 No 75 ?</td>
</tr>
<tr>
<td>Have students had opportunities through a school activity to discuss</td>
<td>Bell Ple</td>
<td>Bell Ple</td>
</tr>
<tr>
<td>job opportunities or training programs that interest you with people</td>
<td>35 Yes 40 No 25</td>
<td>10 Yes 20 No 70</td>
</tr>
<tr>
<td>engaged in the field?</td>
<td>40 Yes 30 No 10</td>
<td>20 Yes 10 No 70</td>
</tr>
<tr>
<td>Have students been helped to develop both immediate and long-range</td>
<td>Bell Ple</td>
<td>Bell Ple</td>
</tr>
<tr>
<td>plans?</td>
<td>25 Yes 55 No 20</td>
<td>20 Yes 30 No 65</td>
</tr>
<tr>
<td>Have you participated in a student, teacher, counselor conference?</td>
<td>80 Yes 10 No 75</td>
<td>25 Yes 30 No 60</td>
</tr>
<tr>
<td>Is an opportunity provided for groups of students to discuss matters of</td>
<td>Bell Ple</td>
<td>Bell Ple</td>
</tr>
<tr>
<td>concern to them?</td>
<td>80 Yes 10 No 75</td>
<td>25 Yes 30 No 60</td>
</tr>
</tbody>
</table>
### Table # XIX

A SEVENTH GRADE MALE AND FEMALE PERCENTAGE REPORT ON THE INFORMATIONAL SERVICES OFFERED AT THE JUNIOR HIGH SCHOOLS IN DISTRICT #9

<table>
<thead>
<tr>
<th>QUESTION</th>
<th>SEVENTH FEMALES</th>
<th>SEVENTH MALES</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Central</td>
<td>Gale</td>
</tr>
<tr>
<td>Does the school use filmstrips, films, books, etc. to help students understand problems of personal and social development?</td>
<td>100</td>
<td>20</td>
</tr>
<tr>
<td>Were you helped before the 9th grade to plan your high school program of courses?</td>
<td>45</td>
<td>35</td>
</tr>
<tr>
<td>Have you received any help from your school in improvements of study habits?</td>
<td>60</td>
<td>20</td>
</tr>
<tr>
<td>Do students have access to the information they want and need about colleges and technical schools?</td>
<td>60</td>
<td>25</td>
</tr>
<tr>
<td>Does the school have occupational information of file?</td>
<td>60</td>
<td>25</td>
</tr>
<tr>
<td>Are services provided to assist students to obtain additional education or training?</td>
<td>60</td>
<td>20</td>
</tr>
<tr>
<td>Are services provided to assist students in planning careers?</td>
<td>50</td>
<td>30</td>
</tr>
</tbody>
</table>
## TABLE # XX (Cont'd)

A SEVENTH GRADE MALE AND FEMALE PERCENTAGE REPORT ON THE INFORMATIONAL SERVICES OFFERED AT THE JUNIOR HIGH SCHOOLS IN DISTRICT #91

<table>
<thead>
<tr>
<th>QUESTION</th>
<th>SEVENTH FEMALES</th>
<th>SEVENTH MALES</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>Central</td>
<td>Clair E. Cale</td>
</tr>
<tr>
<td>Are informational materials on education available to students?</td>
<td>Yes  No</td>
<td>Yes  No</td>
</tr>
<tr>
<td></td>
<td>75  15  10  30  15</td>
<td>65  20  5   75</td>
</tr>
<tr>
<td>Are informational materials available to students concerning occupational opportunities and requirements?</td>
<td>60  20  20  20  5   75</td>
<td>95  5  60  98  10  52</td>
</tr>
</tbody>
</table>

SIXTH GRADE PERCENTAGE REPORT ON THE INFORMATIONAL SERVICES OFFERED AT THE JUNIOR HIGH SCHOOLS IN DISTRICT #91
### Table XI

**A SEVENTH GRADE MALE AND FEMALE PERCENTAGE REPORT ON TEACHERS' FUNCTIONS IN GUIDANCE AT THE JUNIOR HIGH SCHOOLS IN DISTRICT #21**

<table>
<thead>
<tr>
<th>QUESTION</th>
<th>SEVENTH FEMALES</th>
<th>SEVENTH MALES</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Central</td>
<td>Clair E.</td>
</tr>
<tr>
<td>Do teachers discuss the various occupations which are related to the subjects taught by them?</td>
<td>Yes: 70 No: 20</td>
<td>Yes: 45 No: 20</td>
</tr>
<tr>
<td>Do teachers have responsibilities in the guidance program?</td>
<td>Yes: 60 No: 20</td>
<td>Yes: 60 No: 20</td>
</tr>
<tr>
<td>Do teachers and students accept and take advantage of the guidance services offered?</td>
<td>Yes: 50 No: 15</td>
<td>Yes: 35 No: 40</td>
</tr>
</tbody>
</table>
### TABLE XXI

A SEVENTH GRADE MALE AND FEMALE PERCENTAGE REPORT ON THE PLACEMENT SERVICES OFFERED AT THE JUNIOR HIGH SCHOOLS IN DISTRICT #91

#### SEVENTH FEMALES

<table>
<thead>
<tr>
<th>QUESTION</th>
<th>Central</th>
<th>Clair E.</th>
<th>O. E.</th>
<th>Bell</th>
<th>TOTAL</th>
<th>Central</th>
<th>Clair E.</th>
<th>O. E.</th>
<th>Bell</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Have students made realistic course selections in relation to their abilities and interests?</td>
<td>Yes: 45 No: 10</td>
<td>Yes: 20 No: 20</td>
<td>Yes: 60 No: 15</td>
<td>Yes: 35 No: 50</td>
<td>Yes: 27 No: 33 No: 40</td>
<td>Yes: 45 No: 35 No: 20 No: 15 No: 35 No: 50</td>
<td>Yes: 20 No: 40 No: 40</td>
<td>Yes: 27 No: 37 No: 36</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Can students get assistance from the school in getting part or full-time work?</td>
<td>Yes: 30 No: 40</td>
<td>Yes: 15 No: 30</td>
<td>Yes: 55 No: 5</td>
<td>Yes: 22 No: 22 No: 56</td>
<td>Yes: 10 No: 30 No: 60 No: 10 No: 35 No: 55</td>
<td>Yes: 25 No: 30 No: 45 No: 29 No: 39 No: 32</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Are students helped to become familiar with the employment possibilities in your community and surrounding areas?</td>
<td>Yes: 75 No: 5</td>
<td>Yes: 20 No: 30</td>
<td>Yes: 20 No: 50</td>
<td>Yes: 50 No: 5</td>
<td>Yes: 65 No: 45 No: 10 No: 45</td>
<td>Yes: 65 No: 10 No: 25 No: 60 No: 5</td>
<td>Yes: 35 No: 35 No: 20 No: 45 No: 47 No: 22 No: 31</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Table \# XXII

**An Eighth Grade Male and Female Percentage Report on the Guidance Awareness Services**

- Offered at the Junior High Schools in District \#91

<table>
<thead>
<tr>
<th>NUMBER OF STUDENTS</th>
<th>EIGHT FEMALES</th>
<th>EIGHT MALES</th>
<th>QUESTION</th>
<th>YES</th>
<th>NO</th>
<th>TOTAL</th>
<th>YES</th>
<th>NO</th>
<th>TOTAL</th>
<th>YES</th>
<th>NO</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Central</td>
<td>Clair E. Gale</td>
<td>C. E. Bell</td>
<td>Know about guidance services and activities being offered</td>
<td>95</td>
<td>5</td>
<td>100</td>
<td>65</td>
<td>35</td>
<td>100</td>
<td>60</td>
<td>40</td>
<td>100</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Is the guidance program valuable?</td>
<td>75</td>
<td>15</td>
<td>90</td>
<td>65</td>
<td>35</td>
<td>100</td>
<td>60</td>
<td>40</td>
<td>100</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Is time available to see a counselor?</td>
<td>75</td>
<td>15</td>
<td>90</td>
<td>65</td>
<td>35</td>
<td>100</td>
<td>60</td>
<td>40</td>
<td>100</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Has the guidance program been adequately explained?</td>
<td>35</td>
<td>65</td>
<td>100</td>
<td>45</td>
<td>55</td>
<td>100</td>
<td>45</td>
<td>55</td>
<td>100</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Has the guidance program assisted you personally?</td>
<td>80</td>
<td>20</td>
<td>100</td>
<td>45</td>
<td>55</td>
<td>100</td>
<td>45</td>
<td>55</td>
<td>100</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Do you know the location of your counseling office?</td>
<td>100</td>
<td></td>
<td>100</td>
<td>100</td>
<td></td>
<td>100</td>
<td>100</td>
<td></td>
<td>100</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Were you helped to learn about your school and how to get along with it</td>
<td>40</td>
<td>60</td>
<td>100</td>
<td>35</td>
<td>65</td>
<td>100</td>
<td>35</td>
<td>65</td>
<td>100</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Do you know which member of the staff is your school counselor?</td>
<td>95</td>
<td>5</td>
<td>100</td>
<td>80</td>
<td>20</td>
<td>100</td>
<td>80</td>
<td>20</td>
<td>100</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Is an organized guidance program available to all students?</td>
<td>65</td>
<td>35</td>
<td>100</td>
<td>45</td>
<td>55</td>
<td>100</td>
<td>45</td>
<td>55</td>
<td>100</td>
</tr>
</tbody>
</table>
### Table #XXII (Cont'd)

AN EIGHTH GRADE MALE AND FEMALE PERCENTAGE REPORT ON THE GUIDANCE AWARENESS SERVICES OFFERED AT THE JUNIOR HIGH SCHOOLS IN DISTRICT #91

<table>
<thead>
<tr>
<th>QUESTION</th>
<th>EIGHTH FEMALES</th>
<th>EIGHTH MALES</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number of Students</td>
<td></td>
</tr>
<tr>
<td></td>
<td>20  20  20</td>
<td>20  20  20</td>
</tr>
<tr>
<td>Are guidance services provided to orient new students?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yes</td>
<td>35  35  35</td>
<td>35  35  35</td>
</tr>
<tr>
<td>No</td>
<td>50  50  50</td>
<td>50  50  50</td>
</tr>
<tr>
<td>Total</td>
<td>85  85  85</td>
<td>85  85  85</td>
</tr>
<tr>
<td>Are counselor panel conferences held?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yes</td>
<td>65  65  65</td>
<td>65  65  65</td>
</tr>
<tr>
<td>Total</td>
<td>80  80  80</td>
<td>80  80  80</td>
</tr>
<tr>
<td>Is help given in planning an educational program?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yes</td>
<td>25  25  25</td>
<td>25  25  25</td>
</tr>
<tr>
<td>No</td>
<td>25  25  25</td>
<td>25  25  25</td>
</tr>
<tr>
<td>Total</td>
<td>50  50  50</td>
<td>50  50  50</td>
</tr>
<tr>
<td>Are services provided to assist students in developing good study habits?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yes</td>
<td>35  35  35</td>
<td>35  35  35</td>
</tr>
<tr>
<td>No</td>
<td>50  50  50</td>
<td>50  50  50</td>
</tr>
<tr>
<td>Total</td>
<td>85  85  85</td>
<td>85  85  85</td>
</tr>
<tr>
<td>NUMBER OF STUDENTS</td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td>---------------------</td>
<td>----</td>
<td>----</td>
</tr>
<tr>
<td>QUESTION</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Have you discussed your cumulative record with a counselor?</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td></td>
<td>25</td>
<td>65</td>
</tr>
<tr>
<td>Have you taken any guidance tests (Aptitude, Achievement, Scholastic)?</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td></td>
<td>70</td>
<td>30</td>
</tr>
<tr>
<td>Have you been informed of guidance tests results?</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td></td>
<td>85</td>
<td>45</td>
</tr>
<tr>
<td>Have your tests been helpful in your educational planning?</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td></td>
<td>85</td>
<td>45</td>
</tr>
<tr>
<td>Does the school inform parents of standardized test results?</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td></td>
<td>85</td>
<td>20</td>
</tr>
<tr>
<td>Does the school have a standardized testing program?</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td></td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td>Are standardized test results interpreted for teacher and student use?</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td></td>
<td>90</td>
<td>20</td>
</tr>
</tbody>
</table>
### Table XXIV

An Eighth Grade Male and Female Percentage Report on the Individual Counseling Services Offered at the Junior High Schools in District #91

<table>
<thead>
<tr>
<th>NUMBER OF STUDENTS</th>
<th>EIGHTH FEMALES</th>
<th>EIGHTH MALES</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td>QUESTION</td>
<td>Central</td>
<td>Clair E.</td>
</tr>
<tr>
<td>Have you been helped with future plans---vocational and educational?</td>
<td>Yes 40</td>
<td>No 45</td>
</tr>
<tr>
<td>Have you been helped to examine your abilities and interests as they pertain to your future?</td>
<td>Yes 20</td>
<td>No 70</td>
</tr>
<tr>
<td>Have you been helped to consider information about yourself as it relates to your future plans?</td>
<td>Yes 15</td>
<td>No 50</td>
</tr>
<tr>
<td>Have you been satisfied with the course selections you have made?</td>
<td>Yes 75</td>
<td>No 10</td>
</tr>
<tr>
<td>Would you feel free to discuss a personal problem with your counselor?</td>
<td>Yes 45</td>
<td>No 20</td>
</tr>
<tr>
<td>Is individual counseling of students a part of the guidance program?</td>
<td>Yes 70</td>
<td>No 5</td>
</tr>
<tr>
<td>Do you seek the assistance of the counselor?</td>
<td>Yes 65</td>
<td>No 25</td>
</tr>
</tbody>
</table>
### TABLE XXV

AN EIGHTH GRADE MALE AND FEMALE PERCENTAGE REPORT ON THE GROUP COUNSELING SERVICES OFFERED AT THE JUNIOR HIGH SCHOOLS IN DISTRICT #91

<table>
<thead>
<tr>
<th>NUMBER OF STUDENTS</th>
<th>EIGHTH FEMALES</th>
<th>EIGHTH MALES</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Central</td>
<td>Clair E.</td>
<td>C. E.</td>
</tr>
<tr>
<td></td>
<td>20</td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>Yes No ?</td>
<td>Yes No ?</td>
<td>Yes No ?</td>
</tr>
<tr>
<td>Have students been encouraged to investigate the personal and educational requirements for an occupation?</td>
<td>35 35 30 40 20 40</td>
<td>20 55 25 32 37 31</td>
<td>35 30 15 20 30 50</td>
</tr>
<tr>
<td>Have students had opportunities through a school activity to discuss job opportunities or training programs that interest you with people engaged in the field?</td>
<td>25 35 40 25 25 50</td>
<td>25 65 10 24 38 38</td>
<td>20 55 20 25 35 40</td>
</tr>
<tr>
<td>Have students been helped to develop both immediate and long-range plans?</td>
<td>35 30 35 50 25 25</td>
<td>15 45 40 34 33 33</td>
<td>35 25 40 25 30 45 40</td>
</tr>
<tr>
<td>Have you participated in a student, teacher, counselor conference?</td>
<td>40 50 10 30 65 5</td>
<td>20 70 10 30 62 8</td>
<td>15 65 20 25 55 20</td>
</tr>
<tr>
<td>Is an opportunity provided for groups of students to discuss matters of concern to them?</td>
<td>35 20 45 85 10 5</td>
<td>20 35 45 47 21 32</td>
<td>35 40 25 15 25 30</td>
</tr>
</tbody>
</table>

**Note:** The table provides a percentage report on the group counseling services offered at junior high schools in District #91, comparing EIGHTH FEMALES and EIGHTH MALES. The numbers indicate the percentage of students who responded 'Yes' or 'No' to the given questions.
## TABLE #XXVI

AN EIGHTH GRADE MALE AND FEMALE PERCENTAGE REPORT ON THE INFORMATIONAL SERVICES OFFERED AT THE JUNIOR HIGH SCHOOLS IN DISTRICT #91

<table>
<thead>
<tr>
<th>QUESTION</th>
<th>EIGHT MALES</th>
<th>EIGHT FEMALES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Does the school use filmstrips, films, books, etc. to help students understand problems of personal and social development?</td>
<td>Clair E.</td>
<td>Yes  No  %</td>
</tr>
<tr>
<td>95 30 35 85 5 10 70 20 10 64 18 18 80 20 75 10 15 75 10 15 75 10 15</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Were you helped before the 9th grade to plan your high school program of courses?</td>
<td>Clair E.</td>
<td>Yes  No  %</td>
</tr>
<tr>
<td>90 10 - 95 - 5 75 15 10 87 8 5 70 15 15 65 20 15 85 10 5 73 15 12</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Have you received any help from your school in improvements of study habits?</td>
<td>Clair E.</td>
<td>Yes  No  %</td>
</tr>
<tr>
<td>45 10 25 25 20 35 30 15 67 21 12 40 35 25 35 35 30 40 55 5 38 42 20</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Do students have access to the information they want and need about colleges and technical schools?</td>
<td>Clair E.</td>
<td>Yes  No  %</td>
</tr>
<tr>
<td>30 10 60 30 5 65 25 35 40 28 17 55 40 20 20 35 15 50 35 30 35 37 22 41</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Does the school have occupational information on file?</td>
<td>Clair E.</td>
<td>Yes  No  %</td>
</tr>
<tr>
<td>45 5 50 30 15 55 20 20 60 31 14 55 50 20 30 15 35 50 40 80 30 35 29 36</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Are services provided to assist students to obtain additional education or training?</td>
<td>Clair E.</td>
<td>Yes  No  %</td>
</tr>
<tr>
<td>50 15 35 35 10 35 25 15 60 43 44 43 35 30 35 25 25 50 45 15 40 37 23 40</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Are services provided to assist students in planning careers?</td>
<td>Clair E.</td>
<td>Yes  No  %</td>
</tr>
<tr>
<td>25 20 55 50 15 35 35 10 55 37 15 46 50 25 25 25 40 35 45 35 20 40 33 27</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### TABLE # XXVI (Cont'd)

**AN EIGHTH GRADE MALE AND FEMALE PERCENTAGE REPORT ON THE INFORMATIONAL SERVICES OFFERED AT THE JUNIOR HIGH SCHOOLS IN DISTRICT #91**

<table>
<thead>
<tr>
<th>NUMBER OF STUDENTS</th>
<th>20</th>
<th>20</th>
<th>20</th>
<th>TOTAL</th>
<th>20</th>
<th>20</th>
<th>20</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>QUESTION</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Are informational materials on education available to students?</td>
<td>50</td>
<td>65</td>
<td>50</td>
<td>45</td>
<td>30</td>
<td>10</td>
<td>60</td>
<td>30</td>
</tr>
<tr>
<td>Are informational materials available to students concerning occupational opportunities and requirements?</td>
<td>50</td>
<td>15</td>
<td>55</td>
<td>40</td>
<td>20</td>
<td>40</td>
<td>65</td>
<td>30</td>
</tr>
</tbody>
</table>

**EIGHTH FEMALES**

**EIGHTH MALES**
### TABLE # XXVII

**AN EIGHTH GRADE MALE AND FEMALE PERCENTAGE REPORT OF TEACHERS' FUNCTIONS IN GUIDANCE AT THE JUNIOR HIGH SCHOOLS IN DISTRICT #91**

<table>
<thead>
<tr>
<th>QUESTION</th>
<th>EIGHTH FEMALES</th>
<th>EIGHTH MALES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Do teachers discuss the various occupations which are related to the subjects taught by them?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| Yes No | ? | Yes No | ? | Yes No | ? | Yes No | ? | Yes No | ? | Yes No | ? | Yes No | ? | Yes No | ? | Yes No | ? | Yes No | ? | Yes No | ? | Yes No | ? 
| 45 45 20 55 20 25 | 60 30 10 | 55 35 10 | 50 30 20 | 35 50 15 | 42 45 13 |
| Do teachers discuss vocational applications of subject matter fields? | | |
| Yes No | ? | Yes No | ? | Yes No | ? | Yes No | ? | Yes No | ? | Yes No | ? | Yes No | ? | Yes No | ? | Yes No | ? | Yes No | ? | Yes No | ? | Yes No | ? 
| 45 5 50 45 5 | 50 25 25 | 50 12 50 | 50 25 25 | 25 25 50 | 10 40 50 | 23 35 42 |
| Do teachers have responsibilities in the guidance program? | | |
| Yes No | ? | Yes No | ? | Yes No | ? | Yes No | ? | Yes No | ? | Yes No | ? | Yes No | ? | Yes No | ? | Yes No | ? | Yes No | ? | Yes No | ? | Yes No | ? 
| 45 5 50 45 5 | 50 25 25 | 50 12 50 | 50 25 25 | 25 25 50 | 10 40 50 | 23 35 42 |
| Do teachers discuss educational implications of your subject matter field? | | |
| Yes No | ? | Yes No | ? | Yes No | ? | Yes No | ? | Yes No | ? | Yes No | ? | Yes No | ? | Yes No | ? | Yes No | ? | Yes No | ? | Yes No | ? | Yes No | ? 
| 45 5 50 45 5 | 50 25 25 | 50 12 50 | 50 25 25 | 25 25 50 | 10 40 50 | 23 35 42 |
| Do teachers refer students to the school counselor? | | |
| Yes No | ? | Yes No | ? | Yes No | ? | Yes No | ? | Yes No | ? | Yes No | ? | Yes No | ? | Yes No | ? | Yes No | ? | Yes No | ? | Yes No | ? | Yes No | ? 
| 45 5 40 65 15 | 20 60 20 | 20 60 13 | 27 65 15 | 20 65 15 | 45 30 25 | 51 25 24 |
### TABLE # XXVIII

**An Eighth Grade Male and Female Percentage Report on the Placement Services Offered at the Junior High Schools in District #91**

<table>
<thead>
<tr>
<th>QUESTION</th>
<th>EIGHTH FEMALES</th>
<th>EIGHTH MALES</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>20 Clair E.</td>
<td>20 O. E.</td>
</tr>
<tr>
<td>Have students made realistic course selections in relation to their abilities and interests?</td>
<td>Yes No</td>
<td>Yes No</td>
</tr>
<tr>
<td></td>
<td>25 80 45 35 15 50 15 50 35 25 32 40 25 40 35 15 20 65 25 45 30 22 35 43</td>
<td></td>
</tr>
<tr>
<td>Can students get assistance from the school in getting part of full-time work?</td>
<td>Yes No</td>
<td>Yes No</td>
</tr>
<tr>
<td></td>
<td>15 20 65 15 20 45 5 30 65 12 23 65 30 50 20 10 25 65 5 55 40 15 43 42</td>
<td></td>
</tr>
<tr>
<td>Are students helped to become familiar with the employment possibilities in your community and surrounding areas?</td>
<td>Yes No</td>
<td>Yes No</td>
</tr>
<tr>
<td></td>
<td>35 15 30 55 5 40 75 10 15 62 10 28 30 25 45 25 10 65 35 20 45 32 18 50</td>
<td></td>
</tr>
<tr>
<td>QUESTION</td>
<td>NINTH FEMALES</td>
<td>NINTH MALES</td>
</tr>
<tr>
<td>-------------------------------------------------------------------------</td>
<td>---------------</td>
<td>-------------</td>
</tr>
<tr>
<td></td>
<td>Central</td>
<td>Gala</td>
</tr>
<tr>
<td>Know about guidance services and activities being offered</td>
<td>Yes No ?</td>
<td>Yes No ?</td>
</tr>
<tr>
<td></td>
<td>80 10 10 15</td>
<td>65 10 5</td>
</tr>
<tr>
<td>Is the guidance program valuable?</td>
<td>80 10 10 60 15 25 55 35 10</td>
<td>65 20 15 80 10 10 65 30 5</td>
</tr>
<tr>
<td>Is time available to see a counselor?</td>
<td>40 35 25 25</td>
<td>35 10 15</td>
</tr>
<tr>
<td>Has the guidance program been adequately explained?</td>
<td>35 50 15 40 35 25 25 60 15</td>
<td>33 48 19 50 45 5</td>
</tr>
<tr>
<td>Has the guidance program assisted you personally?</td>
<td>30 35 15 40 40 20 40 55 5</td>
<td>43 42 15 50 40 10 55 55 10 45 45 10 43 47 10</td>
</tr>
<tr>
<td>Do you know the location of your counseling office?</td>
<td>100 - - 95 - 5</td>
<td>85 10 5</td>
</tr>
<tr>
<td>Were you helped to learn about your school and how to get along with it</td>
<td>35 50 35 45 95 20 50 15 35</td>
<td>43 27 30 70 10 20 45 35 20 45 90 25 53 27 20</td>
</tr>
<tr>
<td>Do you know which member of the staff is your school counselor?</td>
<td>90 5 5 80 5 15 95 5</td>
<td>- 88 3 9 95 5</td>
</tr>
<tr>
<td>Is an organized guidance program available to all students?</td>
<td>70 15 15 60 5 85 55 25 20 61 15 24 50 30 20 60 20 20 45 20 35 53 23 24</td>
<td></td>
</tr>
<tr>
<td>NUMBER OF STUDENTS</td>
<td>NINTH FEMALES</td>
<td>NINTH MALES</td>
</tr>
<tr>
<td>-------------------</td>
<td>---------------</td>
<td>-------------</td>
</tr>
<tr>
<td>20</td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td>20</td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td>20</td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td>20</td>
<td>20</td>
<td>20</td>
</tr>
</tbody>
</table>

**QUESTION**

- Are guidance services provided to orient new students?
- Are counselor panel conferences held?
- Is help given in planning an educational program?
- Are services provided to assist students in developing good study habits?

<table>
<thead>
<tr>
<th>Central</th>
<th>Gale</th>
<th>Ball</th>
<th>Central</th>
<th>Gale</th>
<th>Ball</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes No</td>
<td>Yes No</td>
<td>Yes No</td>
<td>Yes No</td>
<td>Yes No</td>
<td>Yes No</td>
</tr>
</tbody>
</table>

**Results**

- Are guidance services provided to orient new students: Central - 25%, Gale - 35%, Ball - 40%
- Are counselor panel conferences held: Central - 80%, Gale - 10%
- Is help given in planning an educational program: Central - 50%, Gale - 10%
- Are services provided to assist students in developing good study habits: Central - 20%, Gale - 55%, Ball - 25%
### TABLE # XXX

**A NINTH GRADE MALE AND FEMALE PERCENTAGE REPORT ON THE TESTING AND INVENTORY SERVICES OFFERED AT THE JUNIOR HIGH SCHOOLS IN DISTRICT #91**

<table>
<thead>
<tr>
<th>NINTH FEMALES</th>
<th>NINTH MALES</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>NUMBER OF STUDENTS</strong></td>
<td><strong>20</strong></td>
</tr>
<tr>
<td><strong>QUESTION</strong></td>
<td><strong>Central</strong></td>
</tr>
<tr>
<td></td>
<td>Yes</td>
</tr>
<tr>
<td>Have you discussed your cumulative record with a counselor?</td>
<td>25</td>
</tr>
<tr>
<td>Have you taken any guidance tests (Aptitude, Achievement, Scholastic)?</td>
<td>90</td>
</tr>
<tr>
<td>Have you been informed of guidance tests results?</td>
<td>85</td>
</tr>
<tr>
<td>Have your tests been helpful in your educational planning?</td>
<td>60</td>
</tr>
<tr>
<td>Does the school inform parents of standardized test results?</td>
<td>10</td>
</tr>
<tr>
<td>Does the school have a standardized testing program?</td>
<td>35</td>
</tr>
<tr>
<td>Are standardized test results interpreted for teacher and student use?</td>
<td>50</td>
</tr>
<tr>
<td>NUMBER OF STUDENTS</td>
<td>NINTH FEMALES</td>
</tr>
<tr>
<td>--------------------</td>
<td>--------------</td>
</tr>
<tr>
<td></td>
<td>Central</td>
</tr>
<tr>
<td>QUESTION</td>
<td>Yes</td>
</tr>
<tr>
<td>Have you been helped with future plans---vocational and educational?</td>
<td>55</td>
</tr>
<tr>
<td>Have you been helped to examine your abilities and interests as they pertain to your future?</td>
<td>80</td>
</tr>
<tr>
<td>Have you been helped to consider information about yourself as it relates to your future plans?</td>
<td>80</td>
</tr>
<tr>
<td>Have you been satisfied with the course selections you have made?</td>
<td>65</td>
</tr>
<tr>
<td>Would you feel free to discuss a personal problem with your counselor?</td>
<td>50</td>
</tr>
<tr>
<td>Is individual counseling of students a part of the guidance program?</td>
<td>70</td>
</tr>
<tr>
<td>Do you seek the assistance of the counselor?</td>
<td>55</td>
</tr>
</tbody>
</table>
TABLE # XXXII
A NINTH GRADE MALE AND FEMALE PERCENTAGE REPORT ON THE GROUP COUNSELING SERVICES OFFERED AT THE JUNIOR HIGH SCHOOLS IN DISTRICT #91

NINTH FEMALES  NINTH MALES

<table>
<thead>
<tr>
<th>NUMBER OF STUDENTS</th>
<th>20</th>
<th>20</th>
<th>20</th>
<th>TOTAL</th>
<th>20</th>
<th>20</th>
<th>20</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>QUESTION</td>
<td>Central</td>
<td>Claire</td>
<td>E.</td>
<td>Gale</td>
<td>Central</td>
<td>Claire</td>
<td>E.</td>
<td>Gale</td>
</tr>
<tr>
<td>Have students been encouraged to investigate the personal and educational requirements for an occupation?</td>
<td>55</td>
<td>50</td>
<td>15</td>
<td>10</td>
<td>25</td>
<td>64</td>
<td>20</td>
<td>16</td>
</tr>
<tr>
<td>Have students had opportunities through a school activity to discuss job opportunities or training programs that interest you with people engaged in the field?</td>
<td>55</td>
<td>35</td>
<td>10</td>
<td>50</td>
<td>35</td>
<td>15</td>
<td>75</td>
<td>20</td>
</tr>
<tr>
<td>Have students been helped to develop both immediate and long-range plans?</td>
<td>80</td>
<td>35</td>
<td>35</td>
<td>35</td>
<td>35</td>
<td>30</td>
<td>45</td>
<td>30</td>
</tr>
<tr>
<td>Have you participated in a student, teacher, counselor conference?</td>
<td>85</td>
<td>60</td>
<td>5</td>
<td>15</td>
<td>65</td>
<td>20</td>
<td>40</td>
<td>50</td>
</tr>
<tr>
<td>Is an opportunity provided for groups of students to discuss matters of concern to them?</td>
<td>15</td>
<td>65</td>
<td>20</td>
<td>70</td>
<td>15</td>
<td>15</td>
<td>20</td>
<td>50</td>
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</tbody>
</table>
### TABLE 8 XXXIII

**A NINTH GRADE MALE AND FEMALE PERCENTAGE RECIPIENT OF THE INFORMATIONAL SERVICES OFFERED AT THE JUNIOR HIGH SCHOOLS IN DISTRICT #91**

<table>
<thead>
<tr>
<th>NUMBER OF STUDENTS</th>
<th>20</th>
<th>20</th>
<th>20</th>
<th>60</th>
<th>20</th>
<th>20</th>
<th>20</th>
<th>60</th>
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<tbody>
<tr>
<td><strong>NINTH FEMALES</strong></td>
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<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>NINTH MALES</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>QUESTION</strong></td>
<td>Central Clair E.</td>
<td>O. E. Gale Bell</td>
<td>Total</td>
<td>Central Clair E.</td>
<td>O. E. Gale Bell</td>
<td>Total</td>
<td>Central Clair E.</td>
<td>O. E. Gale Bell</td>
</tr>
<tr>
<td>Yes No ?</td>
<td>Yes No ?</td>
<td>Yes No ?</td>
<td>Yes No ?</td>
<td>Yes No ?</td>
<td>Yes No ?</td>
<td>Yes No ?</td>
<td>Yes No ?</td>
<td>Yes No ?</td>
</tr>
<tr>
<td><strong>Does the school use filmstrips, films, books, etc. to help students understand problems of personal and social development?</strong></td>
<td>35 60 5 65 20 15 55 35 10 51 38 11 70 20 10 75 15 10 70 20 10 72 18 10</td>
<td>70 30 50 35 15 40 50 10 53 38 9 65 30 5 70 30 10 65 30 5 67 30 3</td>
<td>35 55 10 10 65 25 25 60 15 23 60 17 30 60 10 40 50 10 30 50 20 33 53 14</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Were you helped before the 9th grade to plan your high school program of courses?</strong></td>
<td>55 30 15 40 20 40 35 45 20 43 32 25 40 45 15 35 50 15 40 25 35 38 40 22</td>
<td>20 45 35 45 25 30 75 15 10 47 29 24 60 15 25 30 35 15 70 15 15 60 22 18</td>
<td></td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td><strong>Have you received any help from your school in improvements of study habits?</strong></td>
<td>25 30 45 35 25 40 35 25 40 30 27 43 45 40 15 25 45 30 35 40 25 38 42 20</td>
<td>25 30 45 35 25 40 35 25 40 30 27 43 45 40 15 25 45 30 35 40 25 38 42 20</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Do students have access to the information they want and need about colleges and technical schools?</strong></td>
<td>25 30 45 35 25 40 35 25 40 30 27 43 45 40 15 25 45 30 35 40 25 38 42 20</td>
<td>25 30 45 35 25 40 35 25 40 30 27 43 45 40 15 25 45 30 35 40 25 38 42 20</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Does the school have occupational information on file?</strong></td>
<td>25 30 45 35 25 40 35 25 40 30 27 43 45 40 15 25 45 30 35 40 25 38 42 20</td>
<td>25 30 45 35 25 40 35 25 40 30 27 43 45 40 15 25 45 30 35 40 25 38 42 20</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Are services provided to assist students to obtain additional education or training?</strong></td>
<td>25 30 45 35 25 40 35 25 40 30 27 43 45 40 15 25 45 30 35 40 25 38 42 20</td>
<td>25 30 45 35 25 40 35 25 40 30 27 43 45 40 15 25 45 30 35 40 25 38 42 20</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Are services provided to assist students in planning careers?</strong></td>
<td>25 30 45 35 25 40 35 25 40 30 27 43 45 40 15 25 45 30 35 40 25 38 42 20</td>
<td>25 30 45 35 25 40 35 25 40 30 27 43 45 40 15 25 45 30 35 40 25 38 42 20</td>
<td></td>
<td></td>
<td></td>
<td></td>
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</table>

*Note: The table continues with more questions and data.*
TABLE # XXXIII (Cont’d)
A NINTH GRADE MALE AND FEMALE PERCENTAGE REPORT OF THE INFORMATIONAL SERVICES
OFFERED AT THE JUNIOR HIGH SCHOOLS IN DISTRICT #1

<table>
<thead>
<tr>
<th>NINTH FEMALES</th>
<th>NINTH MALES</th>
</tr>
</thead>
<tbody>
<tr>
<td>QUESTION</td>
<td>Central 26</td>
</tr>
<tr>
<td>Are informational manuals on education available to students?</td>
<td>25 20 40 40 25 65 65 25 10 53 23 24</td>
</tr>
<tr>
<td>Are informational materials available to students concerning occupational opportunities and requirements?</td>
<td>35 10 55 65 15 20</td>
</tr>
</tbody>
</table>
TABLE # XXXIV
A NINTH GRADE MALE AND FEMALE PERCENTAGE REPORT ON TEACHERS' FUNCTIONS IN
GUIDANCE AT THE JUNIOR HIGH SCHOOLS IN DISTRICT #91

<table>
<thead>
<tr>
<th>QUESTION</th>
<th>NINTH FEMALES</th>
<th>NINTH MALES</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>20 Central</td>
<td>20 Clair E.</td>
</tr>
<tr>
<td>Do teachers discuss the various occupations which are related to the subjects taught by them?</td>
<td>Yes No ?</td>
<td>Yes No ?</td>
</tr>
<tr>
<td></td>
<td>30 35 45 40 15</td>
<td>50 40 10 50 32 18</td>
</tr>
<tr>
<td>Do teachers discuss vocational applications of subject matter fields?</td>
<td>25 60 15 40 30</td>
<td>45 45 10 37 45 18</td>
</tr>
<tr>
<td>Do teachers have responsibilities in the guidance program?</td>
<td>30 25 45 40 20</td>
<td>25 35 40 32 27 41</td>
</tr>
<tr>
<td>Do teachers and students accept and take advantage of the guidance services offered?</td>
<td>30 20 50 20 20 60</td>
<td>40 35 25 30 25 45 30 40 30</td>
</tr>
<tr>
<td>Do teachers discuss educational implications of your subject matter field?</td>
<td>20 60 20 20 35 45</td>
<td>20 50 30 20 40 32</td>
</tr>
<tr>
<td>Do teachers refer students to the school counselor?</td>
<td>65 15 20 35 30 35 70 10 20 57 18 25 60 25 15</td>
<td>40 45 15 50 35 15 48 37 15</td>
</tr>
<tr>
<td>NUMBER OF STUDENTS</td>
<td>NINTH FEMALES</td>
<td>NINTH MALES</td>
</tr>
<tr>
<td>--------------------</td>
<td>--------------</td>
<td>-------------</td>
</tr>
<tr>
<td>QUESTION</td>
<td>Central</td>
<td>Clair E.</td>
</tr>
<tr>
<td>Have students made realistic course selections in relation to their abilities and interests?</td>
<td>20</td>
<td>60</td>
</tr>
<tr>
<td>Can students get assistance from the school in getting part or full-time work?</td>
<td>15</td>
<td>55</td>
</tr>
<tr>
<td>Are students helped to become familiar with the employment possibilities in your community and surrounding areas?</td>
<td>40</td>
<td>20</td>
</tr>
<tr>
<td>NUMBER OF STUDENTS</td>
<td>TENTH FEMALES</td>
<td>TENTH MALES</td>
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<tr>
<td>-------------------</td>
<td>---------------</td>
<td>-------------</td>
</tr>
<tr>
<td></td>
<td>Idaho Falls</td>
<td>Skyline</td>
</tr>
<tr>
<td>Know about guidance services and activities being offered?</td>
<td>70 23 7 77 13 10 74 18 8</td>
<td>67 13 20 80 13 7 73 14 13</td>
</tr>
<tr>
<td>Is time available to see a counselor?</td>
<td>53 27 20 93 7 - 73 17 10</td>
<td>60 34 6 93 7 - 77 20 3</td>
</tr>
<tr>
<td>Has the guidance program assisted you personally?</td>
<td>34 47 19 60 37 3 47 42 11</td>
<td>30 50 20 70 30 - 50 40 10</td>
</tr>
<tr>
<td>Were you helped to learn about your school and how to get along with it?</td>
<td>50 34 16 77 13 10 64 23 13</td>
<td>43 47 10 77 13 10 60 30 10</td>
</tr>
<tr>
<td>Is organized guidance program available to all students?</td>
<td>40 13 47 80 10 10 60 12 28</td>
<td>50 20 30 67 7 26 58 14 28</td>
</tr>
<tr>
<td>QUESTION</td>
<td>TENTH FEMALES</td>
<td>TENTH MALES</td>
</tr>
<tr>
<td>-------------------------------------------------------------------------</td>
<td>---------------</td>
<td>-------------</td>
</tr>
<tr>
<td>Are guidance services provided to orient new students?</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Are counselor panel conferences held?</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Is help given in planning an educational program?</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Are services provided to assist students in developing good study habits?</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>QUESTION</td>
<td>10</td>
<td>20</td>
</tr>
<tr>
<td>-------------------------------------------------------------------------</td>
<td>----</td>
<td>----</td>
</tr>
<tr>
<td>Have you discussed your cumulative record with a counselor?</td>
<td>Yes No</td>
<td>Yes No</td>
</tr>
<tr>
<td>Have you taken any guidance tests (Aptitude, Achievement, Scholastic)?</td>
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<td>83 10</td>
</tr>
<tr>
<td>Have you been informed of guidance tests results?</td>
<td>41 40</td>
<td>30 53</td>
</tr>
<tr>
<td>Have your tests been helpful in your educational planning?</td>
<td>30 40</td>
<td>30 50</td>
</tr>
<tr>
<td>Does the school inform parents of standardized test results?</td>
<td>13 43</td>
<td>10 57</td>
</tr>
<tr>
<td>Does the school have a standardized testing program?</td>
<td>57 10</td>
<td>33 73</td>
</tr>
<tr>
<td>Are standardized test results interpreted for teacher and student use?</td>
<td>43 23</td>
<td>34 23</td>
</tr>
<tr>
<td>QUESTION</td>
<td>I. Ha</td>
<td>b. Idaho Falls</td>
</tr>
<tr>
<td>----------</td>
<td>-------</td>
<td>----------------</td>
</tr>
<tr>
<td>Have you been helped with future plans—vocational and educational?</td>
<td>30</td>
<td>53</td>
</tr>
<tr>
<td>Have you been helped to examine your abilities and interests as they pertain to your future?</td>
<td>23</td>
<td>60</td>
</tr>
<tr>
<td>Have you been helped to consider information about yourself as it relates to your future plans?</td>
<td>40</td>
<td>34</td>
</tr>
<tr>
<td>Have you been satisfied with the course selections you have made?</td>
<td>67</td>
<td>27</td>
</tr>
<tr>
<td>Would you feel free to discuss a personal problem with your counselor?</td>
<td>27</td>
<td>53</td>
</tr>
<tr>
<td>Is individual counseling of students a part of the guidance program?</td>
<td>40</td>
<td>17</td>
</tr>
<tr>
<td>Do you seek the assistance of the counselor?</td>
<td>50</td>
<td>37</td>
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</table>
TABLE XXXIX
A TENTH GRADE MALE AND FEMALE PERCENTAGE REPORT ON THE GROUP COUNSELING SERVICES OFFERED AT THE SENIOR HIGH SCHOOLS IN DISTRICT #81

<table>
<thead>
<tr>
<th>QUESTION</th>
<th>TENTH FEMALES</th>
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<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Idaho Falls</td>
<td>Skyline</td>
<td>60</td>
</tr>
<tr>
<td>Have students been encouraged to investigate the personal and educational requirements for an occupation?</td>
<td>50 Yes</td>
<td>13 No</td>
<td>37 Yes</td>
</tr>
<tr>
<td>Have students had opportunities through a school activity to discuss job opportunities or training programs that interest you with people engaged in the field?</td>
<td>50 Yes</td>
<td>27 No</td>
<td>23 Yes</td>
</tr>
<tr>
<td>Have students been helped to develop both immediate and long-range plans?</td>
<td>34 Yes</td>
<td>23 No</td>
<td>43 Yes</td>
</tr>
<tr>
<td>Have you participated in a student, teacher, counselor conference?</td>
<td>23 Yes</td>
<td>60 No</td>
<td>17 Yes</td>
</tr>
<tr>
<td>In an opportunity provided for groups of students to discuss matters of concern to them?</td>
<td>23 Yes</td>
<td>47 No</td>
<td>30 Yes</td>
</tr>
</tbody>
</table>
### TABLE # XL
A TENTH GRADE MALE AND FEMALE PERCENTAGE REPORT ON THE INFORMATIONAL SERVICES OFFERED AT THE SENIOR HIGH SCHOOLS IN DISTRICT #91

<table>
<thead>
<tr>
<th>QUESTION</th>
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<th>TOTAL</th>
<th>TENTH MALES</th>
<th>30</th>
<th>30</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Does the school use filmstrips, films, books, etc., to help students understand problems of personal and social development?</td>
<td>Idaho Falls</td>
<td>40</td>
<td>24</td>
<td>63 13</td>
<td>Idaho Falls</td>
<td>50</td>
<td>40</td>
<td>90 10</td>
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<tr>
<td></td>
<td>Skyline</td>
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<td>51</td>
<td>40</td>
<td></td>
<td>40</td>
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<td>40</td>
<td>90 10</td>
<td></td>
<td>50</td>
<td>40</td>
<td>90 10</td>
</tr>
<tr>
<td>Were you helped before the 9th grade to plan your high school program of courses?</td>
<td>Idaho Falls</td>
<td>57</td>
<td>27</td>
<td>67 23</td>
<td>Idaho Falls</td>
<td>67</td>
<td>30</td>
<td>97 10</td>
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<td></td>
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<td>50</td>
<td>97 10</td>
<td></td>
<td>73</td>
<td>50</td>
<td>97 20</td>
</tr>
<tr>
<td>Have you received any help from your school in improvements of study habits?</td>
<td>Idaho Falls</td>
<td>34</td>
<td>47</td>
<td>43 14</td>
<td>Idaho Falls</td>
<td>43</td>
<td>53</td>
<td>96 14</td>
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<td>43</td>
<td>45 17</td>
<td></td>
<td>45</td>
<td>14</td>
<td>59 14</td>
</tr>
<tr>
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<td>TOTAL</td>
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<td>90</td>
<td>100 14</td>
<td></td>
<td>98</td>
<td>14</td>
<td>112 14</td>
</tr>
<tr>
<td>Do students have access to the information they want and need about colleges and technical schools?</td>
<td>Idaho Falls</td>
<td>60</td>
<td>3</td>
<td>90 3</td>
<td>Idaho Falls</td>
<td>73</td>
<td>10</td>
<td>83 17</td>
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<td>88 16</td>
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<td>10</td>
<td>98 17</td>
<td></td>
<td>88</td>
<td>13</td>
<td>111 33</td>
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<tr>
<td>Does the school have occupational information on file?</td>
<td>Idaho Falls</td>
<td>34</td>
<td>17</td>
<td>49 7</td>
<td>Idaho Falls</td>
<td>57</td>
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<td>52 14</td>
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<td>83</td>
<td>47</td>
<td>99 22</td>
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<td>97</td>
<td>25</td>
<td>122 34</td>
</tr>
<tr>
<td>Are services provided to assist students to obtain additional education or training?</td>
<td>Idaho Falls</td>
<td>50</td>
<td>20</td>
<td>50 17</td>
<td>Idaho Falls</td>
<td>53</td>
<td>20</td>
<td>73 20</td>
</tr>
<tr>
<td></td>
<td>Skyline</td>
<td>30</td>
<td>18</td>
<td>48 32</td>
<td></td>
<td>48</td>
<td>32</td>
<td>90 32</td>
</tr>
<tr>
<td></td>
<td>TOTAL</td>
<td>80</td>
<td>40</td>
<td>98 32</td>
<td></td>
<td>81</td>
<td>52</td>
<td>150 32</td>
</tr>
<tr>
<td>Are services provided to assist students in planning careers?</td>
<td>Idaho Falls</td>
<td>70</td>
<td>3</td>
<td>73 7</td>
<td>Idaho Falls</td>
<td>63</td>
<td>17</td>
<td>80 17</td>
</tr>
<tr>
<td></td>
<td>Skyline</td>
<td>27</td>
<td>13</td>
<td>40 20</td>
<td></td>
<td>40</td>
<td>20</td>
<td>60 20</td>
</tr>
<tr>
<td></td>
<td>TOTAL</td>
<td>97</td>
<td>17</td>
<td>93 27</td>
<td></td>
<td>103</td>
<td>37</td>
<td>140 20</td>
</tr>
</tbody>
</table>

*Note: The percentages are rounded to the nearest whole number.*
### Table XL (Cont'd)

A Tenth Grade Male and Female Percentage Report on the Informational Services Offered at the Senior High Schools in District #91

<table>
<thead>
<tr>
<th>QUESTION</th>
<th>Tenth Females</th>
<th></th>
<th>Tenth Males</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Idaho Falls</td>
<td>Skyline 60</td>
<td>Idaho Falls</td>
<td>Skyline 60</td>
</tr>
<tr>
<td>Are informational materials on education available to students?</td>
<td>Yes No ?</td>
<td>Yes No ?</td>
<td>Yes No ?</td>
<td>Yes No ?</td>
</tr>
<tr>
<td></td>
<td>53 17 30</td>
<td>70 7 23</td>
<td>62 12 26</td>
<td>70 13 17</td>
</tr>
<tr>
<td>Are informational materials available to students concerning occupational opportunities and requirements?</td>
<td>Yes No ?</td>
<td>Yes No ?</td>
<td>Yes No ?</td>
<td>Yes No ?</td>
</tr>
<tr>
<td></td>
<td>50 13 37</td>
<td>50 17 33</td>
<td>50 15 35</td>
<td>67 20 13</td>
</tr>
</tbody>
</table>

TOTAL: 60 30 90 60 30 90
<table>
<thead>
<tr>
<th>QUESTION</th>
<th>30</th>
<th>30</th>
<th>TOTAL</th>
<th>30</th>
<th>30</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Do teachers discuss the various occupations which are related to the subjects taught by them?</td>
<td>30 57 13</td>
<td>27 50 23</td>
<td>27 50 23</td>
<td>30 37 33</td>
<td>47 47 6</td>
<td>39 51 10</td>
</tr>
<tr>
<td>Do teachers discuss vocational applications of subject matter fields?</td>
<td>30 47 23</td>
<td>30 34 36</td>
<td>30 40 30</td>
<td>20 57 23</td>
<td>57 30 13</td>
<td>37 43 20</td>
</tr>
<tr>
<td>Do teachers have responsibilities in the guidance program?</td>
<td>30 20 50</td>
<td>53 7 40</td>
<td>42 14 44</td>
<td>23 27 50</td>
<td>47 20 33</td>
<td>35 23 42</td>
</tr>
<tr>
<td>Do teachers and students accept and take advantage of the guidance services offered?</td>
<td>13 40 47</td>
<td>47 20 33</td>
<td>30 30 40</td>
<td>20 37 43</td>
<td>53 7 40</td>
<td>37 22 41</td>
</tr>
<tr>
<td>Do teachers discuss educational implications of your subject matter field?</td>
<td>30 43 27</td>
<td>30 30 40</td>
<td>30 37 33</td>
<td>20 47 33</td>
<td>43 30 27</td>
<td>32 38 30</td>
</tr>
<tr>
<td>Do teachers refer students to the school counselor?</td>
<td>57 20 23</td>
<td>60 13 27</td>
<td>58 17 25</td>
<td>67 23 10</td>
<td>57 23 20</td>
<td>62 23 15</td>
</tr>
</tbody>
</table>
**TABLE # XLII**

A TENTH GRADE MALE AND FEMALE PERCENTAGE REPORT OF THE PLACEMENT SERVICES OFFERED AT THE SENIOR HIGH SCHOOLS IN DISTRICT #77

<table>
<thead>
<tr>
<th>QUESTION</th>
<th>TENTH FEMALES</th>
<th>TENTH MALES</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Idaho Falls</td>
<td>Skyline</td>
</tr>
<tr>
<td>Have students made realistic course selections in relation to their abilities and interests?</td>
<td>30 Yes No</td>
<td>30 Yes No</td>
</tr>
<tr>
<td>Can students get assistance from the school in getting part or full-time work?</td>
<td>63 Yes No</td>
<td>20 Yes No</td>
</tr>
<tr>
<td>Are students helped to become familiar with the employment possibilities in your community and surrounding areas?</td>
<td>47 Yes No</td>
<td>34 Yes No</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>NUMBER OF STUDENTS</th>
<th>30</th>
<th>30</th>
<th>TOTAL 60</th>
<th>30</th>
<th>30</th>
<th>TOTAL 60</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Yes</td>
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<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td></td>
<td>30</td>
<td>30</td>
<td>40</td>
<td>20</td>
<td>30</td>
<td>25</td>
</tr>
<tr>
<td>QUESTION</td>
<td>#12</td>
<td>#10</td>
<td>TOTAL</td>
<td>#12</td>
<td>#10</td>
<td>TOTAL</td>
</tr>
<tr>
<td>-------------------------------------------------------------------------</td>
<td>-----</td>
<td>-----</td>
<td>-------</td>
<td>-----</td>
<td>-----</td>
<td>-------</td>
</tr>
<tr>
<td>Know about guidance services and activities being offered?</td>
<td>Yes</td>
<td>No</td>
<td>Yes</td>
<td>No</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Is the guidance program valuable?</td>
<td>77</td>
<td>13</td>
<td>10</td>
<td>17</td>
<td>13</td>
<td>75</td>
</tr>
<tr>
<td>Is time available to see a counselor?</td>
<td>83</td>
<td>17</td>
<td>80</td>
<td>10</td>
<td>81</td>
<td>5</td>
</tr>
<tr>
<td>Has the guidance program been adequately explained?</td>
<td>13</td>
<td>13</td>
<td>14</td>
<td>80</td>
<td>10</td>
<td>81</td>
</tr>
<tr>
<td>Has the guidance program assisted you personally?</td>
<td>43</td>
<td>14</td>
<td>80</td>
<td>17</td>
<td>3</td>
<td>77</td>
</tr>
<tr>
<td>Do you know the location of your counseling office?</td>
<td>47</td>
<td>43</td>
<td>10</td>
<td>63</td>
<td>17</td>
<td>20</td>
</tr>
<tr>
<td>Were you helped to learn about your school and how to get along with it?</td>
<td>53</td>
<td>37</td>
<td>10</td>
<td>73</td>
<td>23</td>
<td>4</td>
</tr>
<tr>
<td>Do you know which member of the staff is your school counselor?</td>
<td>90</td>
<td>10</td>
<td>93</td>
<td>7</td>
<td>92</td>
<td>8</td>
</tr>
<tr>
<td>Is an organized guidance program available to all students?</td>
<td>57</td>
<td>7</td>
<td>36</td>
<td>67</td>
<td>10</td>
<td>23</td>
</tr>
<tr>
<td>NUMBER OF STUDENTS</td>
<td>ELEVENTH FEMALES</td>
<td>ELEVENTH MALES</td>
<td>TOTAL</td>
<td>TOTAL</td>
<td></td>
<td></td>
</tr>
<tr>
<td>--------------------</td>
<td>----------------</td>
<td>----------------</td>
<td>-------</td>
<td>-------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>QUESTION</td>
<td>IDAHO FALLS</td>
<td>SKYLINE</td>
<td>60</td>
<td>IDAHO FALLS</td>
<td>SKYLINE</td>
<td>60</td>
</tr>
<tr>
<td>Are guidance services provided to orient new students?</td>
<td>Yes</td>
<td>No</td>
<td>Yes</td>
<td>No</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td></td>
<td>60</td>
<td>23</td>
<td>17</td>
<td>63</td>
<td>3</td>
<td>34</td>
</tr>
<tr>
<td>Are counselor panel conferences held?</td>
<td>Yes</td>
<td>No</td>
<td>Yes</td>
<td>No</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td></td>
<td>40</td>
<td>17</td>
<td>43</td>
<td>50</td>
<td>10</td>
<td>40</td>
</tr>
<tr>
<td>Is help given in planning an educational program?</td>
<td>Yes</td>
<td>No</td>
<td>Yes</td>
<td>No</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td></td>
<td>73</td>
<td>7</td>
<td>20</td>
<td>50</td>
<td>17</td>
<td>33</td>
</tr>
<tr>
<td>Are services provided to assist students in developing good study habits?</td>
<td>Yes</td>
<td>No</td>
<td>Yes</td>
<td>No</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td></td>
<td>30</td>
<td>27</td>
<td>43</td>
<td>40</td>
<td>40</td>
<td>20</td>
</tr>
</tbody>
</table>
## Table XLIV

### AN ELEVENTH GRADE MALE AND FEMALE PERCENTAGE REPORT C. THE TESTING AND INVENTORY SERVICES OFFERED AT THE SENIOR HIGH SCHOOLS IN DISTRICT 

<table>
<thead>
<tr>
<th>NUMBER OF STUDENTS</th>
<th>ELEVENTH FEMALES</th>
<th>ELEVENTH MALES</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>30</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>Idaho Falls</td>
<td>Skyline</td>
</tr>
<tr>
<td></td>
<td>Yes No ?</td>
<td>Yes No ?</td>
</tr>
<tr>
<td>Have you discussed your cumulative record with a counselor?</td>
<td>47 50 3 57 37 6 52 43 5</td>
<td>37 57 6 50 47 3 43 52 5</td>
</tr>
<tr>
<td>Have you taken any guidance tests (Aptitude, Achievement, Scholastic)?</td>
<td>87 7 6 93 3 4 90 5 5</td>
<td>93 7 - 87 7 6 90 7 3</td>
</tr>
<tr>
<td>Have you been informed of guidance test results?</td>
<td>80 7 3 80 10 10 85 8 7</td>
<td>80 20 - 77 17 6 78 18 4</td>
</tr>
<tr>
<td>Have your tests been helpful in your educational planning?</td>
<td>53 34 13 37 37 26 63 23 14</td>
<td>50 34 16 63 23 14 57 29 14</td>
</tr>
<tr>
<td>Does the school inform parents of standardized test results?</td>
<td>30 43 2 31 4 30 28 43 29</td>
<td>13 43 44 30 47 23 22 45 33</td>
</tr>
<tr>
<td>Does the school have a standardized testing program?</td>
<td>60 17 23 04 - 16 72 6 20</td>
<td>47 27 26 70 7 23 58 17 25</td>
</tr>
<tr>
<td>Are standardized test results interpreted for teacher and student use?</td>
<td>63 10 27 80 - 20 72 5 23</td>
<td>53 13 34 57 17 26 55 15 30</td>
</tr>
</tbody>
</table>
# TABLE 8: ELX.

AN ELEVENTH GRADE MALE AND FEMALE PERCENTAGE REPORT ON THE INDIVIDUAL COUNSELING SERVICES OFFERED AT THE SENIOR HIGH SCHOOLS IN DISTRICT #91

<table>
<thead>
<tr>
<th>QUESTION</th>
<th>ELEVENTH FEMALES</th>
<th>ELEVENTH MALES</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Idaho Falls 60</td>
<td>Idaho Falls 60</td>
</tr>
<tr>
<td></td>
<td>Skyline 60</td>
<td>Skyline 60</td>
</tr>
<tr>
<td>Have you been helped with future plans—vocational and educational?</td>
<td>Yes No ?</td>
<td>Yes No ?</td>
</tr>
<tr>
<td></td>
<td>67 43 10 57 37 6</td>
<td>37 60 3 43 50 7</td>
</tr>
<tr>
<td></td>
<td>Yes No ?</td>
<td>Yes No ?</td>
</tr>
<tr>
<td></td>
<td>47 47 6 43 53 4</td>
<td>34 63 3 47 43 10</td>
</tr>
<tr>
<td></td>
<td>Yes No ?</td>
<td>Yes No ?</td>
</tr>
<tr>
<td></td>
<td>53 30 17 50 30 20</td>
<td>17 53 20 63 23 14</td>
</tr>
<tr>
<td></td>
<td>Yes No ?</td>
<td>Yes No ?</td>
</tr>
<tr>
<td></td>
<td>77 17 6 67 23 10</td>
<td>73 20 7 63 13 24</td>
</tr>
<tr>
<td></td>
<td>Yes No ?</td>
<td>Yes No ?</td>
</tr>
<tr>
<td></td>
<td>27 47 26 33 47 20</td>
<td>27 60 13 47 37 16</td>
</tr>
<tr>
<td></td>
<td>Yes No ?</td>
<td>Yes No ?</td>
</tr>
<tr>
<td></td>
<td>60 7 33 77 3 20</td>
<td>63 17 20 73 3 24</td>
</tr>
<tr>
<td></td>
<td>Yes No ?</td>
<td>Yes No ?</td>
</tr>
<tr>
<td></td>
<td>77 20 5 70 10 20</td>
<td>60 37 3 50 37 13</td>
</tr>
<tr>
<td></td>
<td>Yes No ?</td>
<td>Yes No ?</td>
</tr>
<tr>
<td></td>
<td>77 20 5 70 10 20</td>
<td>60 37 3 50 37 13</td>
</tr>
</tbody>
</table>
\begin{table}[h]
\centering
\begin{tabular}{|l|c|c|c|c|c|c|c|c|c|c|c|}
\hline
\textbf{QUESTION} & \textbf{Idaho Falls} & \textbf{Skyline} & \textbf{TOTAL} & \textbf{Idaho Falls} & \textbf{Skyline} & \textbf{TOTAL} \\
\hline
Have students been encouraged to investigate the personal and educational requirements for an occupation? & 67 & 17 & 63 & 13 & 24 & 65 & 15 & 20 & 57 & 23 & 67 & 17 & 62 & 20 & 18 \\
Have students had opportunities through a school activity to discuss job opportunities or training programs that interest you with people engaged in the field? & 60 & 20 & 20 & 60 & 20 & 20 & 60 & 20 & 20 & 43 & 27 & 30 & 40 & 28 & 30 \\
Have students been helped to develop both immediate and long-range plans? & 53 & 23 & 43 & 27 & 30 & 53 & 25 & 22 & 43 & 43 & 14 & 57 & 30 & 13 & 50 & 37 & 14 \\
Have you participated in a student, teacher, counselor conference? & 27 & 70 & 3 & 37 & 60 & 3 & 32 & 65 & 3 & 40 & 27 & 13 & 30 & 60 & 10 & 35 & 53 & 12 \\
Is an opportunity provided for groups of students to discuss matters of concern to them? & 27 & 27 & 46 & 47 & 20 & 33 & 37 & 23 & 40 & 53 & 30 & 17 & 50 & 17 & 33 & 52 & 23 & 25 \\
\hline
\end{tabular}
\caption{AN ELEVENTH GRADE MALE AND FEMALE PERCENTAGE REPORT ON THE GROUP COUNSELING SERVICES OFFERED AT THE SENIOR HIGH SCHOOLS IN DISTRICT #91}
\end{table}
### TABLE # XLVII

**An Eleventh Grade Male and Female Percentage Report on the Informational Services Offered at the Senior High Schools in District #91**

<table>
<thead>
<tr>
<th>QUESTION</th>
<th>ELEVENTH FEMALES</th>
<th></th>
<th></th>
<th>ELEVENTH MALES</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number of Students</td>
<td>30</td>
<td>30</td>
<td>TOTAL</td>
<td>20</td>
<td>30</td>
</tr>
<tr>
<td></td>
<td>Idaho Falls</td>
<td>Yes</td>
<td>No</td>
<td>Idaho Falls</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Does the school use filmstrips, films, books, etc. to help students understand problems of personal and social development?</td>
<td>47</td>
<td>30</td>
<td>23</td>
<td>60</td>
<td>34</td>
<td>6</td>
</tr>
<tr>
<td>Were you helped before the 9th grade to plan your high school program of courses?</td>
<td>63</td>
<td>20</td>
<td>17</td>
<td>77</td>
<td>20</td>
<td>3</td>
</tr>
<tr>
<td>Have you received any help from your school in improvements of study habits?</td>
<td>23</td>
<td>60</td>
<td>17</td>
<td>37</td>
<td>47</td>
<td>16</td>
</tr>
<tr>
<td>Do students have access to the information they want and need about colleges and technical schools?</td>
<td>80</td>
<td>3</td>
<td>17</td>
<td>81</td>
<td>3</td>
<td>10</td>
</tr>
<tr>
<td>Does the school have occupational information on file?</td>
<td>47</td>
<td>27</td>
<td>26</td>
<td>60</td>
<td>3</td>
<td>37</td>
</tr>
<tr>
<td>Are services provided to assist students to obtain additional education or training?</td>
<td>60</td>
<td>13</td>
<td>27</td>
<td>73</td>
<td>7</td>
<td>20</td>
</tr>
<tr>
<td>Are services provided to assist students in planning careers?</td>
<td>70</td>
<td>7</td>
<td>23</td>
<td>67</td>
<td>13</td>
<td>20</td>
</tr>
<tr>
<td>QUESTION</td>
<td>Eleventh Females</td>
<td>Eleventh Males</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
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<td>------------------</td>
<td>----------------</td>
<td>-----------</td>
<td>-----------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Are informational materials on education available to students?</td>
<td>Idaho Falls 60</td>
<td>Idaho Falls 60</td>
<td>Skyline 60</td>
<td>Skyline 60</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Yes No 19 31 60</td>
<td>Yes No 19 31 60</td>
<td>Yes No 19</td>
<td>Yes No 19</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>73 3 20 83 14 63 15</td>
<td>53 20 20 83 17 60 10 22</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Are informational materials available to students concerning occupational opportunities and requirements?</td>
<td>Idaho Falls 60</td>
<td>Idaho Falls 60</td>
<td>Skyline 60</td>
<td>Skyline 60</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Yes No 19 31 60</td>
<td>Yes No 19 31 60</td>
<td>Yes No 19</td>
<td>Yes No 19</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>77 3 20 83 3 14 80 3 17</td>
<td>43 17 20 70 10 20 66 14 20</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
TABLE # XLVIII
AN ELEVENTH GRADE MALE AND FEMALE PERCENTAGE REPORT ON TEACHERS' FUNCTIONS IN GUIDANCE AT THE SENIOR HIGH SCHOOLS IN DISTRICT #51

<table>
<thead>
<tr>
<th>NUMBER OF STUDENTS</th>
<th>ELEVENTH FEMALES</th>
<th>ELEVENTH MALES</th>
</tr>
</thead>
<tbody>
<tr>
<td>QUESTION</td>
<td>Idaho Falls</td>
<td>Skyline</td>
</tr>
<tr>
<td></td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Do teachers discuss the various occupations which are related to the subjects taught by them?</td>
<td>37</td>
<td>30</td>
</tr>
<tr>
<td>Do teachers discuss vocational applications of subject matter fields?</td>
<td>23</td>
<td>53</td>
</tr>
<tr>
<td>Do teachers have responsibilities in the guidance program?</td>
<td>40</td>
<td>17</td>
</tr>
<tr>
<td>Do teachers and students accept and take advantage of the guidance services offered?</td>
<td>20</td>
<td>30</td>
</tr>
<tr>
<td>Do teachers discuss educational implications of your subject matter field?</td>
<td>50</td>
<td>27</td>
</tr>
<tr>
<td>Do teachers refer students to the school counselor?</td>
<td>53</td>
<td>17</td>
</tr>
</tbody>
</table>
### TABLE # XLIX

An Eleventh Grade Male and Female Percentage Report on the Placement Services Offered at the Senior High Schools in District #91

<table>
<thead>
<tr>
<th>ELEVENTH FEMALES</th>
<th>ELEVENTH MALES</th>
</tr>
</thead>
<tbody>
<tr>
<td>NUMBER OF STUDENTS</td>
<td>30</td>
</tr>
<tr>
<td>QUESTION</td>
<td>Idaho Falls</td>
</tr>
<tr>
<td>Have students made realistic course selections in relation to their abilities and interests?</td>
<td>Yes 43</td>
</tr>
<tr>
<td>Can students get assistance from the school in getting part of full-time work?</td>
<td>Yes 67</td>
</tr>
<tr>
<td>Are students helped to become familiar with the employment possibilities in your community and surrounding areas?</td>
<td>Yes 50</td>
</tr>
</tbody>
</table>
### TABLE 4.1

#### A Twelfth Grade Male and Female Percentage Report on the Guidance Awareness Services Offered at the Senior High Schools in District #91

<table>
<thead>
<tr>
<th>NUMBER OF STUDENTS</th>
<th>20</th>
<th>20</th>
<th>TOTAL</th>
<th>20</th>
<th>20</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Tenth Females</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>QUESTION</td>
<td>Idaho Falls</td>
<td>Skyline</td>
<td>60</td>
<td>Idaho Falls</td>
<td>Skyline</td>
<td>60</td>
</tr>
<tr>
<td>Know about guidance services and activities being offered?</td>
<td>Yes</td>
<td>No</td>
<td>Yes</td>
<td>No</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Is the guidance program valuable?</td>
<td>92 / 8 - 97 / 3 - 94 / 6</td>
<td>75 / 12 - 13 / 77 - 10 / 13 - 76 / 11 - 13 / 7</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Is time available to see a counselor?</td>
<td>90 / 5 - 5 / 6 / 7 - 68 / 6 / 6</td>
<td>92 / 5 - 3 / 97 / 3 - 6 / 94 / 4 - 2 / 8</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Has the guidance program been adequately explained?</td>
<td>82 / 0 / 10 - 8 / 0 / 10 - 10 / 81 / 10 / 9</td>
<td>90 / 6 - 4 / 93 / 3 - 4 / 92 / 4 - 4 / 8</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Has the guidance program assisted you personally?</td>
<td>96 / 36 / 8 - 57 / 37 / 6 - 57 / 36 / 7</td>
<td>65 / 25 / 10 - 63 / 27 / 10 - 10 / 64 / 26 / 10</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Do you know the location of your counseling office?</td>
<td>60 / 30 / 10 - 63 / 27 / 10 - 64 / 26 / 10</td>
<td>90 / 8 - 2 / 87 / 10 / 9 - 88 / 10 / 2</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Were you helped to learn about your school and how to get along with it?</td>
<td>99 / 1 / - 97 / 3 / - 98 / 2 / -</td>
<td>99 / 1 / - 100 / - / - 100 / - / -</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Do you know which member of the staff is your school counselor?</td>
<td>52 / 39 / 9 - 57 / 34 / 9 - 54 / 37 / 9</td>
<td>59 / 32 / 9 - 60 / 30 / 10 - 60 / 30 / 10</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Is an organized guidance program available to all students?</td>
<td>85 / 8 / 7 - 90 / 3 / 7 - 88 / 5 / 7</td>
<td>98 / 1 / 1 - 97 / 3 / - 97 / 2 / 1</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

TOTAL: 60 60 60 60 60 60 60 60
<table>
<thead>
<tr>
<th>QUESTION</th>
<th>30</th>
<th>40</th>
<th>TOTAL</th>
<th>30</th>
<th>40</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Are guidance services provided to orient new students?</td>
<td>38</td>
<td>15</td>
<td>47</td>
<td>40</td>
<td>13</td>
<td>47</td>
</tr>
<tr>
<td>Are counselor panel conferences held?</td>
<td>53</td>
<td>17</td>
<td>70</td>
<td>50</td>
<td>17</td>
<td>67</td>
</tr>
<tr>
<td>Is help given in planning an educational program?</td>
<td>42</td>
<td>10</td>
<td>52</td>
<td>60</td>
<td>10</td>
<td>70</td>
</tr>
<tr>
<td>Are services provided to assist students in developing good study habits?</td>
<td>28</td>
<td>25</td>
<td>53</td>
<td>23</td>
<td>47</td>
<td>66</td>
</tr>
<tr>
<td>QUESTION</td>
<td>IDAHO FALLS</td>
<td>SKYLINE</td>
<td>TOTAL</td>
<td>IDAHO FALLS</td>
<td>SKYLINE</td>
<td>TOTAL</td>
</tr>
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<td>---------</td>
<td>-------</td>
<td>-------------</td>
<td>---------</td>
<td>-------</td>
</tr>
<tr>
<td>Have you discussed your cumulative record with a counselor?</td>
<td>49 35 16</td>
<td>47 37 16</td>
<td>48 36 16</td>
<td>50 35 15</td>
<td>60 30 10</td>
<td>55 33 12</td>
</tr>
<tr>
<td>Have you taken any guidance tests (Aptitude, Achievement, Scholastic)?</td>
<td>80 10 10</td>
<td>83 10 7</td>
<td>82 10 8</td>
<td>89 10 1</td>
<td>87 13</td>
<td>88 11 1</td>
</tr>
<tr>
<td>Have you been informed of guidance test results?</td>
<td>86 30 14</td>
<td>67 20 13</td>
<td>62 25 13</td>
<td>85 10 5</td>
<td>90 3 7</td>
<td>88 6 6</td>
</tr>
<tr>
<td>Have your tests been helpful in your educational planning?</td>
<td>48 35 17</td>
<td>57 23 20</td>
<td>53 29 18</td>
<td>40 30 10</td>
<td>70 23 7</td>
<td>65 26 9</td>
</tr>
<tr>
<td>Does the school inform parents of standardized test results?</td>
<td>31 40 29</td>
<td>40 33 27</td>
<td>36 40 24</td>
<td>40 25 35</td>
<td>33 50 17</td>
<td>37 37 26</td>
</tr>
<tr>
<td>Does the school have a standardized testing program?</td>
<td>54 16 30</td>
<td>60 17 23</td>
<td>57 17 24</td>
<td>65 15 20</td>
<td>77 7 16</td>
<td>71 11 18</td>
</tr>
<tr>
<td>Are standardized test results interpreted for teacher and student use?</td>
<td>35 19 46</td>
<td>40 17 43</td>
<td>37 18 45</td>
<td>72 15 13</td>
<td>67 13 20</td>
<td>70 14 16</td>
</tr>
<tr>
<td>NUMBER OF STUDENTS</td>
<td>TWELFTH FEMALES</td>
<td></td>
<td>TOTAL</td>
<td></td>
<td></td>
<td>TWELFTH MALES</td>
</tr>
<tr>
<td>--------------------</td>
<td>----------------</td>
<td>----------</td>
<td>----------</td>
<td>----------</td>
<td>----------</td>
<td>----------------</td>
</tr>
<tr>
<td>QUESTION</td>
<td>Idaho Falls</td>
<td>Skyline</td>
<td>60</td>
<td>Idaho Falls</td>
<td>Skyline</td>
<td>60</td>
</tr>
<tr>
<td>Have you been helped with future plans—vocational and educational?</td>
<td>53</td>
<td>37</td>
<td>10</td>
<td>56</td>
<td>34</td>
<td>10</td>
</tr>
<tr>
<td>Have you been helped to examine your abilities and interests as they pertain to your future?</td>
<td>47</td>
<td>42</td>
<td>11</td>
<td>49</td>
<td>41</td>
<td>10</td>
</tr>
<tr>
<td>Have you been helped to consider information about yourself as it relates to your future plans?</td>
<td>57</td>
<td>35</td>
<td>8</td>
<td>43</td>
<td>40</td>
<td>17</td>
</tr>
<tr>
<td>Have you been satisfied with the course selections you have made?</td>
<td>63</td>
<td>22</td>
<td>15</td>
<td>57</td>
<td>30</td>
<td>13</td>
</tr>
<tr>
<td>Would you feel free to discuss a personal problem with your counselor?</td>
<td>49</td>
<td>37</td>
<td>14</td>
<td>42</td>
<td>42</td>
<td>16</td>
</tr>
<tr>
<td>Is individual counseling of students a part of the guidance program?</td>
<td>71</td>
<td>10</td>
<td>19</td>
<td>77</td>
<td>13</td>
<td>10</td>
</tr>
<tr>
<td>Do you seek the assistance of the counselor?</td>
<td>50</td>
<td>33</td>
<td>17</td>
<td>63</td>
<td>27</td>
<td>10</td>
</tr>
</tbody>
</table>
TABLE # LIII
A TWELFTH GRADE MALE AND FEMALE PERCENTAGE REPORT ON THE GROUP COUNSELING SERVICES OFFERED AT THE SENIOR HIGH SCHOOLS IN DISTRICT #71

<table>
<thead>
<tr>
<th>NUMBER OF STUDENTS</th>
<th>TWELFTH FEMALES</th>
<th>TWELFTH MALES</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Idaho Falls</td>
<td>Skyline</td>
<td>60</td>
</tr>
<tr>
<td>QUESTION</td>
<td>Yes</td>
<td>No</td>
<td>Yes</td>
</tr>
<tr>
<td>Have students been encouraged to investigate the personal and educational requirements for an occupation?</td>
<td>35</td>
<td>32</td>
<td>40</td>
</tr>
<tr>
<td>Have students had opportunities through a school activity to discuss job opportunities or training programs that interest you with people engaged in the field?</td>
<td>57</td>
<td>17</td>
<td>26</td>
</tr>
<tr>
<td>Have students been helped to develop both immediate and long-range plans?</td>
<td>45</td>
<td>24</td>
<td>31</td>
</tr>
<tr>
<td>Have you participated in a student-teacher-counselor conference?</td>
<td>20</td>
<td>60</td>
<td>20</td>
</tr>
<tr>
<td>Is an opportunity provided for groups of students to discuss matters of concern to them?</td>
<td>47</td>
<td>20</td>
<td>33</td>
</tr>
<tr>
<td>QUESTION</td>
<td>TWELFTH FEMALES</td>
<td>TOTAL</td>
<td>TWELFTH MALES</td>
</tr>
<tr>
<td>------------------------------------------------------------------------</td>
<td>-----------------</td>
<td>-------</td>
<td>---------------</td>
</tr>
<tr>
<td>Does the school use filmstrips, films, books, etc. to help students understand problems of personal and social development?</td>
<td>82 18 10 60 13 7 81 11 8</td>
<td>10 22 8 87 10 3 79 16 5</td>
<td></td>
</tr>
<tr>
<td>Were you helped before the 9th grade to plan your high school program of courses?</td>
<td>60 18 22 67 13 20 64 15 21</td>
<td>63 20 17 57 33 10 60 26 14</td>
<td></td>
</tr>
<tr>
<td>Have you received any help from your school in improvements of study habits?</td>
<td>50 24 26 43 37 20 47 30 23</td>
<td>67 27 6 60 30 10 63 29 8</td>
<td></td>
</tr>
<tr>
<td>Do students have access to the information they want and need about colleges and technical schools?</td>
<td>73 24 3 80 13 7 77 18 5</td>
<td>70 19 11 87 3 10 79 11 10</td>
<td></td>
</tr>
<tr>
<td>Does the school have occupational information on file?</td>
<td>59 20 21 67 13 20 63 17 20</td>
<td>72 14 14 70 10 20 71 12 17</td>
<td></td>
</tr>
<tr>
<td>Are services provided to assist students to obtain additional education or training?</td>
<td>51 17 32 63 13 24 57 15 28</td>
<td>63 21 16 67 10 23 65 15 20</td>
<td></td>
</tr>
<tr>
<td>Are services provided to assist students in planning careers?</td>
<td>73 12 15 67 10 23 70 11 19</td>
<td>70 14 16 83 7 10 77 10 13</td>
<td></td>
</tr>
</tbody>
</table>
### TABLE # LIV (Cont’d)

A TWELFTH GRADE MALE AND FEMALE PERCENTAGE REPORT ON THE INFORMATIONAL SERVICES OFFERED AT THE SENIOR HIGH SCHOOLS IN DISTRICT #91

<table>
<thead>
<tr>
<th>NUMBER OF STUDENTS</th>
<th>30</th>
<th>30</th>
<th>TOTAL</th>
<th>30</th>
<th>30</th>
<th>TOTAL</th>
<th>30</th>
<th>30</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>QUESTION</td>
<td>Yes</td>
<td>No</td>
<td></td>
<td>Yes</td>
<td>No</td>
<td></td>
<td>Yes</td>
<td>No</td>
<td></td>
</tr>
<tr>
<td>Are informational materials on education available to students?</td>
<td>83</td>
<td>10</td>
<td>7</td>
<td>80</td>
<td>7</td>
<td>13</td>
<td>89</td>
<td>6</td>
<td>5</td>
</tr>
<tr>
<td>Are informational materials available to students concerning occupational opportunities and requirements?</td>
<td>60</td>
<td>14</td>
<td>26</td>
<td>67</td>
<td>20</td>
<td>13</td>
<td>63</td>
<td>17</td>
<td>20</td>
</tr>
<tr>
<td>QUESTION</td>
<td>30</td>
<td>30</td>
<td>TOTAL</td>
<td>30</td>
<td>30</td>
<td>TOTAL</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>-------------------------------------------------------------------------</td>
<td>-----</td>
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<td>-----</td>
<td>-----</td>
<td>-------</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Do teachers discuss the various occupations which are related to the subjects taught by them?</td>
<td>40</td>
<td>29</td>
<td>31 37</td>
<td>33</td>
<td>30</td>
<td>39 31 30</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>30</td>
<td>43</td>
<td>27</td>
<td>47 30</td>
<td>23</td>
<td>39 36 25</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Do teachers discuss vocational applications of subject matter fields?</td>
<td>57</td>
<td>25</td>
<td>18 43</td>
<td>37</td>
<td>20</td>
<td>50 31 19</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>49</td>
<td>31</td>
<td>20 47</td>
<td>37</td>
<td>16</td>
<td>48 34 18</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Do teachers have responsibilities in the guidance program?</td>
<td>31</td>
<td>20</td>
<td>49 47</td>
<td>10</td>
<td>43</td>
<td>39 15 46</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>47</td>
<td>23</td>
<td>30 53</td>
<td>10</td>
<td>37</td>
<td>50 17 33</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Do teachers and students accept and take advantage of the guidance services offered?</td>
<td>47</td>
<td>29</td>
<td>24 40</td>
<td>23</td>
<td>37</td>
<td>44 26 30</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>62</td>
<td>19</td>
<td>19 57</td>
<td>17</td>
<td>26</td>
<td>59 16 23</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Do teachers discuss educational implications of your subject matter field?</td>
<td>53</td>
<td>30</td>
<td>17 45</td>
<td>34</td>
<td>21</td>
<td>49 32 19</td>
<td></td>
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<td></td>
<td>47</td>
<td>37</td>
<td>16 40</td>
<td>34</td>
<td>26</td>
<td>44 35 12</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Do teachers refer students to the school counselor?</td>
<td>44</td>
<td>23</td>
<td>33 52</td>
<td>11</td>
<td>37</td>
<td>48 17 35</td>
<td></td>
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<td>53</td>
<td>22</td>
<td>25 60</td>
<td>13</td>
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<td>57 17 26</td>
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</table>
### TABLE 65
A TWELFTH GRADE MALE AND FEMALE PERCENTAGE REPORT ON THE PLACEMENT SERVICES OFFERED AT THE SENIOR HIGH SCHOOLS IN DISTRICT #1

<table>
<thead>
<tr>
<th>QUESTION</th>
<th>30</th>
<th>30</th>
<th>TOTAL</th>
<th>30</th>
<th>30</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Have students made realistic course selections in relation to their abilities and interests?</td>
<td>Idaho Falls</td>
<td>Skyline</td>
<td>60</td>
<td>Idaho Falls</td>
<td>Skyline</td>
<td>60</td>
</tr>
<tr>
<td>Yes</td>
<td>No</td>
<td>Yes</td>
<td>No</td>
<td>Yes</td>
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</tr>
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<td>50</td>
<td>19</td>
<td>43</td>
<td>27</td>
<td>30</td>
<td>47</td>
<td>23</td>
</tr>
<tr>
<td>Can students get assistance from the school in getting part or full-time work?</td>
<td>Idaho Falls</td>
<td>Skyline</td>
<td>60</td>
<td>Idaho Falls</td>
<td>Skyline</td>
<td>60</td>
</tr>
<tr>
<td>Yes</td>
<td>No</td>
<td>Yes</td>
<td>No</td>
<td>Yes</td>
<td>No</td>
<td>Yes</td>
</tr>
<tr>
<td>40</td>
<td>28</td>
<td>23</td>
<td>17</td>
<td>20</td>
<td>56</td>
<td>23</td>
</tr>
<tr>
<td>Are students helped to become familiar with the employment possibilities in your community and surrounding areas?</td>
<td>Idaho Falls</td>
<td>Skyline</td>
<td>60</td>
<td>Idaho Falls</td>
<td>Skyline</td>
<td>60</td>
</tr>
<tr>
<td>Yes</td>
<td>No</td>
<td>Yes</td>
<td>No</td>
<td>Yes</td>
<td>No</td>
<td>Yes</td>
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