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### A Study to Determine the Effectiveness and to Propose a Plan for Improvement of the Eureka Junior and Senior High School Guidance Program

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A STUDY TO DETERMINE THE EFFECTIVENESS AND TO  
PROPOSE A PLAN FOR IMPROVEMENT OF THE  
EUREKA JUNIOR AND SENIOR HIGH  
SCHOOL GUIDANCE PROGRAM

A Paper  
Presented to the Faculty of  
Eastern Illinois University  
In Education 490

In Partial Fulfillment  
Of The Requirements For The Degree  
Master of Science in Education

Plan B

By  
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July, 1960

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Date:

July 25, 1960



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G.H.

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## CHAPTER I

### AN INTRODUCTION AND PURPOSE OF THE STUDY

In recent years, guidance has become more prominent in the secondary school than it has in the elementary or junior high school. Originally it was viewed as a service to help make appropriate decisions regarding occupational choice and was termed vocational guidance. Since that time guidance has taken on a new look. Guidance now encompasses the activities of assisting students in establishing goals, solving problems, and making wise decisions. The teacher who is deeply concerned with understanding his pupils as individuals and in assisting them in realizing their maximum potential will find his teaching enriched and vitalized by new insights. Acceptance of this principle leads to recognition that everyone on the school staff has some responsibility for guidance.

In view of the fact that guidance is an important responsibility of the school, the writer, as the principal of the Eureka Junior High School, undertook this study to determine the effectiveness of the Eureka Junior and Senior High School's guidance program and to propose improvements where needed.

As for determining the needs of the present guidance program in the junior and senior high school, the logical approach was to begin with an analysis of the guidance and counseling already in existence in the school. From the position of the junior high school principal, the

problem could be viewed quite easily for this department. However, the high school situation required more time for study before an analysis could be made.

In observing the guidance program in the Eureka Junior and Senior High School for one year, several inconsistencies were noticed. These inconsistencies were primarily a result of hurried planning and a lack of proper leadership on the part of the guidance counselor appointed for this position.

Although no formal surveys were made, several interviews were held with the superintendent, high school principal, and the guidance counselor regarding the purpose of the guidance program. The objectives of this program were basically sound, but it lacked effectiveness.

After talking with members of the school staff, parents, and students, the reason for this ineffectiveness became quite clear. The guidance counselor had been unsuccessful in gaining the confidence of the people with whom he was working.

For reasons stated above, the proposal of an improved guidance program in the Eureka Junior and Senior High School was a definite reason for continuance of this study.



## CHAPTER II

### THE PRESENT SITUATION

#### The School and the Community

The school community consists of Eureka, Congerville, Goodfield, and the rural areas surrounding these towns. Eureka is the center of the school district, and has a population of nearly three thousand residents. The county seat, as well as a small Christian college, Eureka College, is located in Eureka.

All senior high school students attend the Community Unit high school. There are three grade schools in this unit. One school is located in each of the three towns. The junior high school is confined to the lower portion of the high school building. Total enrollment of the junior and senior high school for the year 1959-60 was approximately 470 students. Employed in the junior and senior high school are 21 full-time and 4 part-time teachers. With this many students and teachers, a full-time counselor is justified.

Interviews were held with the high school principal and the guidance counselor in securing the necessary information concerning the guidance program. Through this means, evidence was found which indicated that the high school guidance program was on a hit-or-miss basis. Some students are receiving guidance as freshmen but very little more until they are seniors. Their interviews then are with the principal in connection with graduation requirements.

A few students in the high school are seeking help from their guidance counselor in solving personal problems, while others are turning to the teachers for this assistance. Although no record is kept of these interviews, this is undoubtedly a step in the right direction of service to the students.

The junior high school, utilizing the same building as the high school, does not have access to any of the services of the high school guidance department. The students in the junior high school must look to the faculty for help in solving their problems. This type of guidance is incidental and unorganized.

Although the guidance program in the Eureka High School has been in operation for nearly three years, it still remains very ineffective. This condition is believed to be due largely to poor planning and weak leadership. Conferences with teachers, pupils, and parents in the community are the basis for this opinion.

In the beginning, the counselor was appointed on a part-time basis as a result of a decision of the previous administration and school board. Despite the fact that the counselor is academically qualified for this position, he has difficulty in gaining the confidence of the pupils, teachers, and parents. The reason for this may be that this person was at one time the superintendent and then the principal of the school in which he now serves as guidance counselor.

Nothing will decrease the effectiveness of counseling more in any school system than to use the position as a reward. The counselor must be well qualified and well trained. Guidance personnel, just as English teachers, must be personally and professionally trained for this work.

If it is used only as a stepping stone for administration, it probably will not be as important to the school system or as beneficial to students as if it were thought of as an integral part of the curriculum.<sup>1</sup>

It could also be said that the effectiveness of counseling will decrease if the position is used as a means of keeping certain school personnel on the staff. The situation being studied appears to have been such an instance.

### Guidance and Counseling

Guidance and counseling is an all-inclusive term. The services included under this phase of the guidance program are the individual and group services. Individual services, such as educational and vocational planning, social and maladjustment counseling and individual inventories, are carried on incidentally by different members of the school staff. The group services are handled in very much the same way as the individual services, with the high school principal doing the counseling of freshmen and seniors.

Group guidance for educational programs and planning is conducted by the high school principal for the in-coming freshmen. This should rightly be the responsibility of the guidance counselor. The counseling that is done, other than that for curriculum planning, is of the incidental type. All senior counseling is done by the high school principal. This, too, is a function for which the guidance counselor should be responsible. The counselor does make an effort to counsel with the freshmen regarding their scores on the Kuder Preference test

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<sup>1</sup>Henry V. Duel, Problems in a Guidance Program. National Association of Secondary School Principals, Vol. XLIII, (October, 1959), p. 57.

administered to them in mid-year. Other duties for which the guidance counselor is concerned include: (1) assistance in administering the standardized tests, (2) maintenance of the permanent records, and (3) a half-time teaching load.

Interviews concerning vocational and educational planning, as well as personal and social maladjustment counseling, are handled on an incidental basis by the counselor. The students do not seem to have confidence in the counselor and consequently do not seek his advice. All students are not scheduled for interviews each year as a regular part of the guidance program.

Conferences with parents were held for the first time this last year as an improvement measure initiated by the new superintendent. The teachers, principals, and guidance counselor were all involved in this program. Later conferences of the same nature were conducted at the request of the parents who were interested in their child's welfare.

The only type of individual inventory service available in either the junior or senior high school is the maintenance of the cumulative record and the health record. The cumulative records are maintained by the counselor, while the health records are kept on file in the principal's office. The school nurse usually keeps these health records active. Other than that, no other use is made of the health record. The information found on the cumulative records includes: (1) the results of standardized tests, (2) school marks, (3) personal data (name, age, birth date, address, etc.), and (4) mental ability of the individual.

These individual inventories are not as complete as recommended by the State Superintendent of Public Instruction in the Guide to

Supervision, Evaluation, and Recognition of Illinois Schools.<sup>2</sup> The other services recommended in this publication are: (1) placement and orientation, (2) research, (3) follow-up, and (4) in-service education. These services are not included in the present guidance program of the Eureka Junior and Senior High School.

Although the informational services may become an accumulation of material without much value derived, they may also be ignored and left unattended. In either case, the student will not benefit from this service. The Eureka High School has some informational material on file, but the students are not given this information. The material on file in the counselor's office includes such items as: (1) a file of vocational materials, (2) general information concerning occupational opportunities, and (3) College and Vocational catalogs.

Once during the school term, the high school principal schedules a half-day for Career Day. On this particular day, an assembly is held with various occupations as the main topic for discussion. Sometime during the spring, the seniors are allowed one day away from school to visit some college campus of their choice. This is considered College Day. No follow-up is made of either of these services to determine if anything worthwhile was accomplished.

Information regarding scholarships, loans, or financial assistance available is on file in the principal's office. This information should

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<sup>2</sup>Vernon L. Nickell, Guide to Supervision, Evaluation and Recognition of Illinois Schools (Springfield, Illinois: Office of Superintendent of Public Instruction, September, 1958).

be on file in the counselor's office for use in counseling students who are interested in attending college.

The junior high school is lacking in these informational services. Better planning would result in some of this information being offered in the junior high school social studies classes and displayed in their library.

The only other group guidance service in the high school is a semester course in general psychology. This course is made available to juniors and seniors but was not originally introduced as a part of the guidance program. In this course, the students study kinds of behavior of various groups.

Several phases of guidance are being utilized in the two schools but not in the organized way in which the parents, teachers, and the administration would like to see it operate. One example would be for the junior high school testing program to become a function of the guidance department. As it is now, the junior high school principal and his staff assume the task of administering the tests and recording the scores.

#### Testing Program

The entire testing program was studied and found to be weak in the dissemination of the information and use of the test data. Individual interviews are not held to discuss scholastic standing or improvement. The scores are not interpreted to the teachers for their use in relation to guidance activities within their classes.

The principal of the junior high school, in addition to his regular duties as principal and teacher, is chiefly responsible for the

administration of the standardized tests used in this school. He works with the teachers in recording and interpreting the test data; however, very little interpretation of test data has been done.

A few tests are given to the junior high school students; however the test scores remain on file as recorded information. A test to evaluate the mental ability of the seventh graders is given during the second month of the school year. The principal administers and scores these tests, and the teachers record the total scores on the permanent records. These records are kept by each teacher for the students in his/her home room.

During the spring, the students in the seventh and eighth grades are given an achievement test. This test usually covers the areas of language arts, social science, and mathematics. The eighth graders are also given an algebra aptitude test before being assigned to a high school mathematics class.

Tests are given to the freshmen, juniors, and seniors and their scores recorded but used only to obtain summary statistics to compare with national norms. The testing program is not coordinated with the other activities of the school.

A test to determine mental ability of all freshmen and transfer students is administered in the fall. Some time in mid-year, the vocational interest test is given to all freshmen. Then in the spring, the educational development tests are administered to freshmen, juniors, and seniors alike. No conference is held with the students to interpret the results of the educational development tests.

Standardized tests are not given to the sophomore group. However,

in the junior and senior year, each student undergoes a series of tests. Such tests as: (1) scholarship tests, (2) the American College Testing Program, and (3) tests of educational development are given to these students.

Table 1 shows the different tests administered in the junior and senior high school throughout the year

TABLE 1

## TESTS ADMINISTERED IN THE EUREKA JUNIOR AND SENIOR HIGH SCHOOL

MONTH	TESTS	GRADE
October	California Test of Mental Maturity	7
October	Science Research Associates Mental Ability Test	9 (and transfer students)
February	Kuder Preference (Vocational)	9
April	California Achievement	7-8
April	Iowa Algebra Aptitude	8
April	Iowa Test of Educational Development	9 & 12
April	Science Research Associates Merit Scholarship	11
April	Illinois Scholarship Commission	12
April	The American College Testing Program	12

It may be noted that there are no tests administered to the sophomore group.



Community Resources

A study was made of the community resources available to the school for referral purposes. A number of resource agencies were found to be available; however, these agencies are seldom called upon to render any service to the school's guidance program. There isn't any record of these services or referral agencies on file in either the principal's or counselor's office. This should be a routine function of the guidance counselor. Such agencies as the following are present within the community:

- Community Association
- County Judge
- County Welfare Agency
- Eureka College
- Local church groups
- Local law enforcement office
- Parent-Teacher Association
- Medical services of local doctors
- Woodford County Guidance Council
- Teachers

These agencies would be very cooperative if called upon to help in conjunction with the school's guidance program. Some of these agencies do help; however, they have not been contacted for these services.

## CHAPTER III

### A PROPOSED MINIMUM PROGRAM FOR THE JUNIOR AND SENIOR HIGH SCHOOL

#### Selecting the Staff

The task of selecting the staff of a guidance program is just as important as the services included in the program. This idea is borne out in the statement of Hagman,

The organization for guidance will depend greatly upon the size of the school system and the financial resources of it. In the larger systems, the chief administrator will rely heavily upon a director of guidance to develop a staff competent to lead the program and to provide the specialist services required. Smaller systems will have one guidance specialist who, with homeroom teachers and other counselors, will be responsible for testing, analyzing, advising, and placing pupils, for instructing classroom teachers in guidance practices as necessary. Small systems may rely upon building principals to lead the rest of the teachers in the guidance program. In any situation, the guidance activity is an integral part of the whole school activity and is therefore a concern of every teacher even though such aspects as testing and test analysis may require the services of specialists employed by the system as guidance experts. The guidance activity of the school system is a further implementation of the school's belief that the optimum development of all of the powers of the whole child is the objective of education.<sup>3</sup>

The ideal guidance program for the Eureka Junior and Senior High School would be to have one person head up the total guidance program. The program would provide adequate guidance and counseling in such areas

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<sup>3</sup>Harlan L. Hagman, The Administration of American Public Schools (New York: McGraw-Hill Book Company, 1951), p. 240.

as: (1) services to students as a group, (2) services to students as individuals, (3) services to the faculty, (4) services to the administration, and (5) evaluation and follow-up.

The selection of a qualified person to head up the program would be the first step to consider in either establishing or improving a guidance program in any school. Careful consideration is necessary in evaluating the counselor if such a person is already filling the position of guidance counselor. A competent, qualified counselor must meet certain standards of qualification. The counselor should: (1) have sufficient professional training to meet state requirements of qualification, (2) provide evidence of first hand work experience in jobs other than school connected, and (3) have satisfactory personal qualifications. A list of some of the more important qualifications required of a counselor are presented herewith. It is not held that this list is complete, but it is believed that a counselor who meets most of them is likely to be a fairly good counselor.

The counselor should:

1. Have achieved happiness for himself
2. Accept responsibility of aiding others
3. Work cooperatively with others
4. Have the capacity to establish confidence and rapport
5. Have the ability to maintain objectivity
6. Show acceptance and understanding of the individual
7. Be adaptable to persons, situations, etc.
8. Be a reliable person
9. Possess a high interest in continuous professional improvement
10. Have an interest and curiosity of community situations
11. Possess a sense of humor

12. Have a will to work beyond the "call-to-duty"
13. Have the ability to merit the confidence of students, teachers, and parents.<sup>4</sup>

Besides being a full-time counselor in charge of the junior and senior high school guidance program, the counselor should have sufficient clerical assistance in filing, typing, and other routine matters which would be time consuming for the counselor. Clerical help would be less expensive for the school than the employing of an assistant counselor.

#### Services to Students as a Group

The services to students as a group are listed as orientation and group guidance. These services involve such activities as Career Day, College Day, and the dissemination of occupational information.

Career Day should be well planned and include such activities as assemblies, guest speakers from various occupational fields, exhibits, etc. A guidance committee, enlisting the help of students, can make this day one of bringing the school and the community closer together to serve common interests in vocational guidance.

Like Career Day, College Day involves setting aside one day in the school year and inviting representatives of colleges to be present for the purpose of providing information concerning these institutions to students enrolled in the senior high school. This particular part of the informational services should also be well organized. An assembly

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<sup>4</sup>Science Research Associates, "Testing and Guidance Institute." A Workbook Prepared by Tom Hansen (Jr. Boys' Counselor, Lyons Township High School, LaGrange, Illinois, for the S.R.A. Institute held in Rockton, Illinois, November, 1959--March, 1960). (Dittoed.), p. 4.

program should be planned, and afterwards, a place for individual conferences with the college representative should be provided. This type of College Day can be a means of supplying students with information that is of vital importance to them.

The dissemination of occupational information is a service which should be handled systematically and in such a way that the students will gain the most from it. The use of bulletin boards is one way of displaying certain types of general information. At other times, the use of units in social studies may serve to inform students of certain occupational information necessary to their forming opinions on what they would like to do as a career. The vocational information kit should be kept up-to-date so that pertinent information will be readily available in the counselor's office should students want to know specific data on various occupations.

Orientation of students to junior high school, students to high school, and students new to the system should be included in the planning for group services in the guidance program. Orientation as well as group guidance is a necessary phase of guidance. Another phase, which will not be included in the plans for Eureka Junior and Senior High School, is articulation. This is a group service that could involve all schools in the system, and might very well be one area of expansion in time.

Group guidance activities can be carried on in guidance groups, home rooms, social studies units, or special sessions established on specified occasions by the counselor. The general psychology course taught in the high school is one phase of this group guidance that could be maintained as a part of the program.

### Services to Pupils as Individuals

Counseling, tests and records, and information concerning the opportunities available to students are among the services to students as individuals. Some of these services are included in the group service to students. Of these services to students as individuals, counseling is the most important service offered to the individual.

The counseling services should be of such a nature that each student will receive individual help whenever he needs and wants this service. Each student should be given an opportunity to confer with the counselor at anytime convenient to both the counselor and the student. During this interview students may plan tentatively or review their high school course program on a basis of all data collected and filed on each student.

Students should be able to receive appointments from the counselor for interview sessions. The counseling of students should also be of the following nature:

1. Interviewing with vocational aims
  - (a) Interpretation of individual test results
  - (b) Make available from occupational library information related to student's vocational interest
  - (c) Suggesting possible source of actual "on-the-spot" information about job of stated and measured interest
2. Interviewing students with educational aims
  - (a) Interpretation of individual test results
  - (b) Make available to student the catalog of college of his choice
  - (c) Help student understand requirements for college admission, necessary finances needed, standards to be maintained, etc.
  - (d) Aid to student in his application for scholarship or grant if he so desires.
3. Counsel students with personal problems, (social and emotional)

4. Help the student to understand and accept his capabilities and limitations so that he may set his goal at the proper level of attainment.<sup>5</sup>

Counseling is a unique service available to students. But without adequate records, the service becomes haphazard and less effective. Adequate records of counseling interviews should be maintained in the individual's file. Maintenance of these records contributes to the quality of the counseling done.

The contents of the cumulative record depend not only upon the facilities available to the school for the study of its pupils, but also upon the planned use of the record.... The National Committee on Cumulative Records made an extensive study of cumulative record practices. After carefully reviewing current practices, the committee recommended that cumulative records should contain the following information in so far as a school system is prepared to use it:

#### Personal

- Name
- Date of birth
- Evidence of birth
- Place of birth
- Sex
- Color, race
- Residence of pupil and/or parents

#### Home and Community

- Names of parents or guardians
- Occupation of parents or guardians
- Are parents alive or deceased
- Ratings of home environment and/or economic status
- With whom does pupil live
- Birthplace of parents
- Language spoken in home
- Marital status
- Number of siblings, older and younger

#### Scholarship

- School marks by years and subject
- Special reports on failures
- Record of reading

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<sup>5</sup>Ibid., p. 13.

Test scores and Ratings

General intelligence test scores  
 Achievement test scores  
 Other test scores  
 Personality ratings

School attendance

Days present or absent each year  
 Record of schools attended, with dates

Health

The following types of items are desirable if a school has a health program in which physicians and nurses are a part:

Complete health record, to be filled in by physician or nurse  
 Record of physical disabilities  
 Vaccination record  
 Disease census

If a physician or nurse is not available for examining school children, a rating of the health of pupils may be made by the teachers, the type of rating depending upon the extent of the education of teachers in health matters.

Anecdotal records

If an anecdotal record system is to be used, a special form should be developed. Anecdotal reports may be kept easily if filed in a folding type of cumulative record or where records are kept in envelopes.

Miscellaneous

Employment record during school years  
 Vocational plans  
 Counselor's notes  
 Extra-curricular activities  
 Follow-up record after leaving school (employment and further education)  
 Space for notations by teachers and others<sup>6</sup>

Any testing program should be carried out to supplement information acquired about students from other sources. The extent of the testing

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<sup>6</sup>Froehlich, op. cit., p. 166.



should be to secure information when a specific need arises and the results can be properly used to benefit the student and the school.

Areas for testing in the junior and senior high school should include:

1. Mental Ability tests
2. Standardized Achievement tests
3. Personality Inventory
4. Vocational preference inventories
5. Interest Inventories
6. Aptitude tests administered individually as the need arises.

Uses of the test results other than for statistical data would be:

1. To point out over-or-under achievers
2. College counseling
3. Aids for counselor and teachers in parent conferences
4. Aids in students planning his four-year high school program
5. Enable teachers to determine ability and achievement range in their classes.<sup>7</sup>

Personality inventories and vocational aptitude tests have not been included in the general testing program outlined later. They are valuable testing instruments to use because of their cost, nature, time required for administration, and other factors; however, they may be used for specific situations which may develop.

Some of these tests are:

1. Personality Inventories
  - (a) S.R.A. Youth Inventory  
Science Research Associates
  - (b) The Mooney Problem Check List (Senior High School)  
The Psychological Corporation
  - (c) California Test of Personality (Secondary)  
California Testing Bureau

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<sup>7</sup> Science Research Association, op. cit., p. 3.

2. Aptitude Tests (Vocational)

(a) Flanagan Aptitude Classification Test  
Science Research Associates

(b) General Aptitude Test Battery <sup>8</sup>  
U. S. Government Printing Office

The testing program as outlined in Table 2 is submitted as a beginning testing program for the Eureka Junior and Senior High School. The teachers should be given a calendar listing all testing dates.

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<sup>8</sup>  
Ibid., p. 12.

TABLE 2

A SUGGESTED TESTING PROGRAM FOR THE  
EUREKA JUNIOR AND SENIOR HIGH SCHOOL

TESTS	GRADE	SERIES	DATE
<u>Intelligence Tests</u>			
California Test of Mental Maturity--Short Form	7, 9	Intermediate	Fall
Science Research Associates Test of Mental Ability	11	Advanced	Fall
<u>Achievement Tests</u>			
California Achievement	7-9	Intermediate	Spring
Iowa Test of Educational Development	10-12		Spring
<u>Interest Inventories</u>			
Kuder Preference	9	Vocational	When
Kuder Preference	9	Personal	Convenient
Brainard Occupational Preference Inventory	12		Fall
<u>Scholarship Tests</u>			
Science Research Associates Merit Scholarship	11		Spring
Illinois Scholarship Commission	12		Spring
American College Testing Program	12		Spring

### Services to the Faculty

Teachers may be assisted in their understanding of certain individuals by talking with the counselor. By referring to the counselor concerning an individual, the teacher may find information about the individual that would aid her in coping with the child and his problem.

Another service to the faculty is the in-service training in the area of guidance. Through their combined efforts in supporting the guidance program, the teachers will become more guidance-minded. One way the staff could be of assistance, and at the same time receive valuable service in guidance-awareness, would be to serve on a guidance committee.

A guidance committee should be established with the counselor as chairman and include faculty members who will support the program and help in coordinating the guidance activities. The principals of the junior and senior high school should also be included in this committee.

The committee, along with the rest of the faculty, should establish for the guidance program objectives relative to the school's philosophy of education and limitations found necessary to operate under.

The guidance committee can be a valuable asset in the working of a guidance program. Through the combined efforts of the teaching staff, specialists, and administration, the guidance program can contribute to the welfare of the students and the school.

### Service to the Administration

The guidance program can be of assistance to the administration as well as other areas of the school system. A good program of guidance will include curricular development as a part of its planning. Observa-

tions and reports to the administration for consideration in curricular planning is a service that the guidance program can do.

Another way in which the guidance program can serve the administration is by providing a liaison between the school and the community. The counselor has the unique position of explaining and reporting to the community the different phases of the total program. This support and representation is truly a service to the administration.

#### Evaluation and Follow-up

Periodic studies should be made to determine the effectiveness of the different services offered through the guidance and counseling program. Such studies can be valuable tools to use in "selling" the guidance program to the faculty and the community. They can be an important part of the good public relations established between the school and the community. Any follow-up survey should be of the short answer type. This will not discourage responses to the study being made as easily as a more complicated answer survey. Follow-up activities can serve in three ways: (1) in evaluation of the guidance program, (2) to judge the curriculum of the school, and (3) to identify those former students in need of further service or assistance from the school.

## CHAPTER IV

### CONCLUSION AND RECOMMENDATIONS

In conclusion, it might be said that some worthwhile guidance is being conducted in both the junior and senior high school, but the entire program lacks organization and continuity. The result is that the program is not as effective as it should be. Realizing that the structure of a guidance program in any school must be suited to local conditions, it was decided that for this particular school a limited program would be a better beginning than a more complex plan. If this proposed plan included only the junior and senior high school and was successful, then further plans could be developed for extending the services system-wide.

Both the superintendent and the building principals recognize work in guidance as one of the important responsibilities of the school. In this the administration would support any improvement program undertaken in the school.

Although a minimal guidance program has been proposed, it is a beginning program upon which the Eureka Junior and Senior High School can build.

As this program is initiated into action, plans should be formulated for continuous evaluation keeping in mind the possibility of extending the program system-wide. This kind of planning in cooperation with the entire staff should assure the success of the guidance program and will be a beneficial service to the students, teachers, administration, and the community.

In view of the current situation involving the guidance counselor and the way in which he attained this position, it is recommended that the actual launching of the proposed program be postponed until an opportunity is available to put the best program possible into effect. This would include the selection of a new counselor.

It is further recommended that the services of the Eureka Junior and Senior High School faculty be enlisted before attempting such a program as has been recommended in the previous chapter. The following quotation by Charles Foster, in his book Guidance For Today's Schools, states this need very clearly: "No school can have an adequate guidance program unless the entire staff understands it, accepts it, and helps to plan it."<sup>9</sup>

The observation of certain principles of organizing a guidance program, such as: (1) securing good leadership, (2) enlisting the cooperation of everyone involved, (3) studying the local situation, and (4) setting attainable goals, makes for success in the organization of any guidance program.

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<sup>9</sup>Charles R. Foster, Guidance for Today's Schools (New York: Ginn and Company, 1957), p. 65.

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