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## CLASSROOM GUIDANCE—PROGRAMMES, PROCEDURES, AND PROBLEMS

Classroom guidance has suffered a great deal of abuse and neglect, but we are confident that to those of us truly concerned about guidance for all, for this and the next generation, the key to many of the problems of prevention and assistance to our youth, in their early and most important years, lies in classroom guidance.

Allow me to fill in a few details in the general picture of guidance services in Manitoba to indicate that classroom guidance to be discussed here this afternoon is only one small but very important aspect of the total guidance picture.

In Manitoba we believe we are fortunate in having the Guidance Services Branch distinct from the Special Education Branch in the Total Pupil Personnel Services organization. We, in our two-year-old branch, have a Supervisor (Director) and two Assistant Supervisors (Consultants) and are primarily concerned with the overall guidance programme for all students in our schools.

We are active in all the important areas of guidance services. A few of them are mentioned here: working towards a full-time counsellor ratio of 1/300, extensive teacher inservice training sessions and workshops, various public relations efforts to educate the public to the need for increased guidance services in the school, planning for proper physical guidance facilities in all schools, establishment of guidance resource centres in the schools, beginning a standardized provincial testing program, introducing standardized cumulative guidance records, establishing university training programs in guidance and counselling at both the bachelor's and master's levels, making bursaries available to encourage full time studies in counselling, fostering research projects, circulation of a monthly newsletter and mailing service to all schools, and, last but not least, implementing our group guidance curriculum in grades 7 through 12.

We are rapidly becoming convinced on the basis of student needs and what is going on in many classrooms today that:

1. The counsellor with proper training is the person ideally equipped to do the classroom guidance. Group guidance has failed in the past largely due to the wrong people in charge.
2. The counsellor needs to get out of the confines of his little office and spend one or two periods per day in classroom guidance. This allows the counsellor to establish contact regularly with the students, to develop rapport as a specialist, and to conduct a unique programme.

We are already convinced that we are short-changing our students and not meeting their real and known needs adequately by assuming that every teacher is a guidance teacher, or assuming the ridiculous notion that one or two interviews (pardon me—counselling sessions, though many of them are

only interviews) a year meet the total guidance needs of today's youth. We are not in sympathy with the trained counsellor who hides in his office away from the great challenge and responsibility of group guidance.

*In considering procedures* — let us draw to your attention three things we consider most important: planning, a variety of techniques, and group dynamics. In the past and even at present, too much time in class is spent in "pooling of ignorance," as opposed to intelligent profitable discussion or exchange of ideas. We have gone overboard in thinking that guidance is in action when classes are allowed to wander into sessions of rambling, unstructured chatter, brought in by a counsellor's invitation: "Well class, what will we talk about today?" If social, personal, educational, and vocational guidance are really of such importance, what is wrong with some use of lectures, notes, research, reading, and assignments within our guidance activities? Naturally, all of these activities are specifically geared to the general guidance objective of continuous self exploration and self evaluation. Obviously the emphasis is largely on discussion techniques, but how can youngsters discuss intelligently unless they are presented with ideas and spurred on to a variety of reading and research activities as a preparation for profitable discussion? As a result of a poor classroom guidance programme, or its complete absence, the largest percentage of the average trained counsellor's time in individual contact is being consumed in discussing such things as course requirements and general career information that can be dealt with much more profitably in a group situation.

The trend is also back to mixed groups for classroom guidance, preferably timetabled so that they can separate occasionally if and when desired. The school society is coeducational. It is unrealistic to separate the sexes for guidance and then to use coeducational grouping for the other activities.

The success of classroom guidance appears to depend on:

1. Enthusiastic well-trained counsellors. Is academic teaching experience really essential? We are interested primarily in well-trained counsellors with a background in psychology, sociology, philosophy, guidance and counselling theory, and with practicum experience. These individuals are trained for all aspects of the guidance program. Let us leave the teaching experience to the teachers in the academic programs.
2. Proper resources. Our students require reading materials, particularly up-to-date career materials and books oriented to student needs, problems and interests. Our counsellors require a vast library of resources and need to keep up-to-date with trends and developments in all phases of guidance and education.
3. Full-time specialists. Counsellors must not attempt the dual role of academic teacher and counsellor.
4. Contact with industry. Counsellors need to "rub shoulders" with people in the world of work more frequently, to be in touch with real-life situations and demands.
5. Training in group dynamics. Success of classroom guidance will depend on a re-examination of and major reforms in many of our present counsellor-teacher-training practices. Team teaching and educational T.V. present a great challenge to classroom guidance.

6. Continuing study. Counsellors will need to return to a year of full-time studies every 6 - 8 years.
7. Constant revision of course content. The classroom guidance curriculum outlines need to be under constant revision and up-dating.
8. Coordination of school resources. Guidance personnel need to act as resource consultants to all the school staff.
9. Coordination of community resources. The community needs to be much more involved in and cognizant of our guidance services and needs.
10. New vistas. We need to re-orient present staff and administrators to accept the guidance point of view and the exciting challenge of becoming part of the total guidance team.

#### WHAT ABOUT THE PICTURE OF CLASSROOM GUIDANCE?

We have paid lip service to basic objectives in education such as self evaluation, self fulfillment, self realization, and preparing the whole child for the reality of daily living. What better vehicle do we have than classroom guidance as outlined herein? This will lead to more group counselling, and eventually even encounter groups under the direction of a trained counsellor. We speak of changes — how will we as counsellors meet such a challenge facing us — in view of the needs of today's youth? Classroom guidance under the direction of a trained counsellor may well be the vehicle that will *enable us to attain and realize most of the goals* we have so long been striving for. In a complete program of guidance services in the schools where the counsellors supplement their counselling efforts with an exciting challenging classroom guidance program there will be a positive effect on the entire school climate. Such a climate will be better geared to meet the needs of students and to prepare them for the realities of daily living.

#### SERVICE D'ORIENTATION DANS LA SALLE DE CLASSE— PROGRAMMES, METHODES, PROBLEMES

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M. Neufeld décrit les projets du groupe de Manitoba pour développer des programmes efficaces pour la salle de classe. Il souligne l'importance du conseiller bien préparé. Le but général de ces classes est une exploration et une évaluation du "moi," mais l'auteur préfère un programme défini de discours, de lectures, de recherches, et de discussion à celui de causeries sans but. Il croit que le succès du programme dépend des conseillers enthousiastes, qui suivront des cours de recyclage tous les six ou huit ans.