

THE CREATION OF A GUIDANCE SERVICE
IN GAZANKULU

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by

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CHAPTER ONEGUIDANCE IN A MODERNIZING SOCIETY

Political and economic interests have always played a very important role in guidance, (Dovey, 1980, p.1) and the development of technology has led education to be structured in a manner meant to prepare youth to fit into the political and economical structures of an industrial society.

Modernization and technological expansion together have changed the nature of the family, increased opportunities for employment, and changed the values and needs of society and thus of the individual within such a society (Hughes, 1971, p.193).

We live in a society characterized by uncertainty and a 'rate of change unparalleled in any previous era' (ibid.). Modern society is more problematic for youth in that, compared to traditional societies, everyday life has lost its taken-for-granted nature and its subsequent predictability.

It has, therefore, become imperative that young people be provided with assistance through a comprehensive guidance service which will take cognizance of the integrity and welfare of the 'individual, while recognizing that guidance work cannot exist in a social or political vacuum' (ibid.).

In a modernized society, the mass media, advertisements, and technological expectations of efficiency and control lead to the development of mass people : people become uncritical; they do not know what they want, feel or think, and they generally 'conform to anonymous authorities' (Fromm, 1960, p.225). People adjust and adhere to the 'reality' which is communicated through the mass media; they are led to deny their 'experienced' reality. Young people are thus socialized to accept the values implicit in the hegemony of the power groups of society.

Human beings inherently seek for understanding and knowledge. From birth, young people experiment with the world and in doing so participate in creating their own world, and gaining knowledge of the world in which they find themselves. The task for guidance is to create a context for open and meaningful dialogue where young people are free to question, to reflect, to discuss, and thus to create values based upon their own and others' life experiences.

The process of modernization places the traditional frameworks of meaning under stress. As Berger comments,

modernization is a transformation of the meanings by which men live, a revolution of the structures of consciousness.

(Berger, 1974, p.199).

The social effects of modernization include, according to Berger, the bureaucratization of life, the domination of much of life by an 'engineering mentality', and the alienation of the people from traditional psychological support structures. Guidance must arouse in young people an awareness of the impact of modernization upon their lives. Through guidance, young people should be encouraged to seek for knowledge and not be satisfied with the repetition of irrelevant principles; they should test their values and experience, and should not be persuaded into unthinkingly submitting to the values and interests of those more powerful than themselves.

Guidance should lead youth to develop a critical assessment of the situation in which they find themselves. They should be able to reflect upon these situations and be in a position to choose 'radical options' in the true sense of going back to their 'roots' if necessary. It is the right of young people to be afforded the opportunity to exercise the limitless possibilities of their minds, and to study, impartially, competing points of view and choose alternatives to the cultural norm, if necessary. Young people should question the 'reality' of what is accepted as truth, accept knowledge as tentative and subject to reconstruction in the light of new experiences, and to lend hope to the human endeavour of seeking for truth through 'open' discussion.

The deliberate participation of the adult in the psychosocial development of young people, if it is born of authentic dialogue, results in young people in the development of a critical comprehension of people as beings who exist 'in and with the world'. In this regard they become as subjects and then they transcend 'mere being in the world and add to life their existence', which they make in producing, deciding, creating and communicating (Freire, 1973, p.3). This whole process of development results in fully integrated individuals. Paulo Freire comments that

Integration with one's context, as distinguished from adaptation, is a distinctively human activity. Integration results from the capacity to adapt oneself to reality plus the critical capacity to make choices and to transform that reality. To the extent that man loses his ability to make choices and is subject to the choices of others, to the extent that his decisions are no longer his own because they result from external prescriptions, he is no longer integrated. Rather, he has adapted. He has adjusted.

(Freire, 1973, p.4).

Integration involves exploring in an 'open' way, ideas and feelings about oneself and about the society in which one lives. Fully integrated individuals will always find a space for themselves in society. People who are in the

process of becoming integrated will ask themselves questions similar to those asked by Watts :

What kind of person am I in terms of my abilities, my interests, my aptitude, my personality, my values; and not only what kind of person am I, but also what kind of person do I want to become?

(Watts, 1978, p.4).

The pertinent questions with respect to the nature of the particular social reality, and the potential fulfilment for the individual therein, require answers. Guidance should aim at helping young people to find honest and sincere answers to these questions; to become fully integrated. Bowers says that young people need a period

. . . during which the individual, through free role experimentation, may find a niche which is firmly defined and yet seems to be uniquely made for him. In finding it, the young adult gains an assured sense of inner continuity and social sameness which will bridge what he was as a child and what he is about to become, and will reconcile his conception of himself and his community's recognition of him.

(Bowers, 1974, p.87).

Young people thus need to be free to examine the assumptions underlying the particular social reality and to test these against their own experiences. In this way, guidance can

assist the young people to satisfy, according to Dinklage et al.

a desire for unity with something outside oneself.

(Dinklage et al., 1970, p.84).

This should be attained without developing individuals whose actions depend upon the responses of others, and who are rigidly controlled by the behavioural norms of the community.

Values created through exploration and free choice are more consciously available for use in decision making than those acquired through indoctrination. Values define the uniqueness and individuality of a person. Watts is critical of the imposition of value systems on others, when he says :

Are we trying to adjust the kids to the society in which we live and to the particular value system that it represents? Or are we concerned with helping them to work out their own ways of coming to terms with the society in which we live?

(Watts, 1979, p.11).

No educator should be content with producing people who are carbon copies of himself. The aim of guidance should not be the provision of 'recipes' and 'prescriptions' for life

- for these produce people who behave in a standardized and mechanical fashion. Society constantly expects young people to make choices, decisions and judgements and unless these are made on the basis of a value system that is meaningful to the individual, they can never be satisfying.

Value systems are never formed in a vacuum. The family, the school, the community and society all play a vital role in the individual's creation of values. Groups have various dominant values that inevitably impinge on the values and actions of the individual. It is, however, significant that values must in the final analysis be judged by the individuals themselves in that values are an effective use of a process to produce consequences that are satisfying to the individuals concerned.

People who have been assisted in values clarification gain the ability to behave autonomously, and they develop a sense of responsibility. They become less dependent on the influences around them and they develop an 'inner' locus of control. They develop a critical perspective of society and its 'cherished' values, and become more responsible for their actions. As Bowers states, responsibility is associated with meaningful experiential involvement in issues :

A person becomes more personally involved in the experience he is undergoing, the more consciously

active he becomes, he begins to imagine possibilities, he experiences a sense of caring about outcomes, and begins to take responsibility for his existence.

(Bowers, 1974, p.76).

Guidance should offer support for individuals as they venture into the unknown; but this offer must not be confused with dominance. As Bowers says,

The student's growth toward maturity is a highly personal activity that involves considerable responsibility; the teacher can create the environment where genuine learning can take place, but he cannot plan out in advance what and when the student will learn without undermining the student's growth in taking responsibility for his own existence.

(Ibid., p.94).

In an atmosphere of trust, young people gradually develop self-esteem, self-assurance, self-reliance, and experience themselves as 'positive' and trustworthy. They develop warmth of feeling, responsibility and originality. It is important for guidance to assist young people to help themselves by providing supportive structures while they are engaged in finding their way through life. For in the final analysis every person should be responsible for the outcomes of their conduct. Paulo Freire argues that

Responsibility cannot be acquired intellectually, but only through experience. Assistencialism offers no responsibility, no opportunity to make decisions, but only gestures and attitudes which encourage passivity.

(Freire, 1973, p.16).

The school should make provision for children to exercise responsibility and to develop the ability to make decisions on matters that concern them and others.

People who are fully integrated with their context have formulated an image of themselves that is consistent with their value and an identity that does not depend on their assessment by others but upon their assessment of themselves. The need for being aware of who one is, has become more pressing in the present technological society where the individual's needs are subordinate to the requirements of the state and its associated institutions. The bureaucratic organisations with their hierarchical structures and with officials operating separately in their 'little boxes' lead, according to Dr André le Roux

to the depersonalization of the individual. The individual is lost in the crowd. He is de-humanised, reduced to a cipher. He becomes a cog in an enormous bureaucratic machine.

(le Roux, 1981, p.194)

Craft says that in the technological society, people have

replaced raw materials and factory machines 'as the crucial economic resource' (Craft, 1976, p.23).

'Identity' is a result of an interaction between society and the individual which enables the individual to create

a sense of self-sameness, a unity of personality felt by the individual and recognised by others as having a consistency in time, as being an irreversible historical fact.

(Dinklage et al., 1970, p.49).

As Terkel points out, guidance in a modernized society is faced with a problem as far as assisting pupils in this regard is concerned. Identity which is an inherently stabilizing notion is involved in an unstable social order. It is caught up in competition and status. The pressure of new occupations on old, the blurring of class barriers, and the vanishing of a clear hierarchy of roles, have combined to create confusing and contradictory emotions about identity. Young people need assistance in resolving this identity crisis, which reaches its peak during adolescence. A 'psychosocial moratorium', as proposed by Erikson, should be created by the guidance teacher wherein an experience is created,

during which extremes of subjective experience, alternatives of ideological choice, and potentialities of realistic commitment can

become the subject of social play and joint mastery with one's peers.

(Dinklage, 1970, p.50).

People are engaged in projecting meanings into life. They attach value to things and construct vast orders of significance within the world. Meaning is, according to Berger, the central phenomenon of social life, and all aspects of it can be understood only on looking at what it means to those who participate in it. At present the traditional frameworks of meaning are being transformed by the process of modernization and therefore young people should be helped to negotiate new meanings, in the absence of the old, within the life-long process of making sense of their lives. Berger says that all material advances are pointless unless they preserve the meanings by which men live or provide satisfactory substitutes for the old meanings. He continues to say that

Human beings have the right to live in a meaningful world. Respect for this is a moral imperative for policy.

(Berger, 1974, p.193).

Traditionally, people found meaning in the work they did. Changes within the sphere of work have constantly occurred since the industrial revolution. Technology has produced essentially meaningless and mechanical work in many

occupations (Baumgardner, 1977, p.19). In a context where the meaning of work has become very elusive, young people require assistance in order to be able to face the problems associated with a sense of alienation from their work.

While work has lost the meaning it previously held for people, some theorists have kept alive the notion that work should play an extremely important part in the satisfaction of 'higher order needs', (see Maslow, 1954, p.107), like self-fulfilment and the discovery of personal meaning in life. In a modernized society most people work to satisfy the basic physiological needs; there is no guarantee that the social structures will tolerate the satisfaction of higher order needs which are transcendental in nature. As Dovey comments, the

. . . increasing bureaucratization, with its emphasis upon routine, efficiency and material rewards, will mean that the opportunities for personal meaning from one's work will be severely restricted. At best, meaning may only exist in the 'group' sense.

(Dovey, 1979, p.74).

Work should involve people in creating for themselves meaningful worlds; in securing for themselves a place in that portion of 'reality' named for human community (Terkel, 1974, p.6). From this perspective, experience of work should give individuals opportunities for self-

expression, creativity and self-development. Work should provide for individuals a sense of community. Meakin argues that work has 'always been the mainstay of every civilisation and a determining force on relationships and culture generally . . . ' (Meakin, 1976, p.2). Modernization and technology have changed the meanings that were traditionally attached to work. Meaningful work is hard to find for most people.

Modern society stresses values such as status, wealth, and material success. Baumgardner says that bureaucracy and technology have reduced work to meaningless repetitious mechanical action (Baumgardner, 1977, p.19). In such a context there are very few individuals who find meaning in the work that they do. Most people experience a 'Monday through Friday sort of dying' (Terkel, 1974, p.xiii). Even in such settings, the search for meaning, however, does not disappear. Terkel, in his study of working Americans, describes the people he interviewed, as

. . . about a search, too, for daily meaning, as well as daily bread, for recognition as well as cash, for a sort of life rather than a Monday through Friday sort of dying. Perhaps, immortality too is part of the quest. To be remembered was the wish, spoken and unspoken, of the heroes and heroines of this book.

(Ibid.).

For all these people, work involves much more than the getting of a pay cheque. As one of the interviewees says of work :

Learning is work, caring for children is work, community action is work. Once we accept the concept of work as something meaningful - not just as the source of a buck - you don't have to worry about finding enough jobs The problem is going to come in finding enough ways for man to be occupied, so he's in touch with reality.

(Ibid., p.xxviii)

Modern, technological society cannot cope with qualitative demands for meaningful work and thus the hegemony of the power group stresses materialism as a way of diverting peoples' attention to quantitative issues in work (see Mueller, 1973, p.146).

It is crucial that guidance teachers help young people to develop a critical attitude towards work. Comprehensive information about work should be made available, as far as possible, but it should also be remembered that the provision of vocational information per se has little relevance to the work situation without experiential knowledge. The individual's career pattern emerges through decision-making derived from knowledge about the self, one's

values, interests, and other experiential knowledge about work. Super's research indicates

. . . that vocational maturity is a planning orientation within the individual, and not related to the amount of specific information or content that an individual knows concerning a vocation.

(Quoted in Dinklage, 1970, p.97).

To provide the technical 'facts' about any vocation in a brochure does not give young people the opportunity to really understand the vocation in terms of the human aspects such as interests, hang-ups, fatigue, patience, humour, etc., of the individual in the work situation. Dovey says that 'official' vocational

information (usually prepared in brochure form by prospective employers) is highly mystified, glamourised and deceptive.

(Dovey, 1979, p.74).

The conventional careers guidance perspective argues that hard work, better grades at school together with making logical choices is supposed to land one a satisfying and financially rewarding job. In practice, however, rational planning for a job may be an absurdity because value-laden factors play a very powerful role in getting jobs. Dovey (1980, p.22) points out that in South Africa factors such

race, sex and home language play the most important part in ensuring access to jobs. Young people should be prepared for the sometimes 'brutal' job realities. They should be helped to come to grips with the uncertainties of certain careers, and to face the value-laden 'realities' of the world of work. Baumgardner (1977, p. 20) suggests that counsellors should help students to cope with the contradictions found between careers guidance ideology and the 'realities' of work. He says that the goal of the counsellor should be to help students to face the inevitable conflicts and dilemmas that individuals must face in terms of work within any society. Thus, contrary to conventional careers guidance 'wisdom', it appears that, very often, job success depends heavily upon the nature and philosophy of the setting in which the job is practised.

CHAPTER TWOGUIDANCE AND COUNSELLING IN GAZANKULU : THE CONTEXTINTRODUCTION

The problems and issues facing guidance and counselling in Gazankulu clearly have their origins in the historical, social, political and economic development of the region and of South Africa. A significant body of literature which analyses the role of the 'homelands' in the political economy of South Africa has emerged (Legassick, 1975; Molteno, Cornevin, 1980; Horrell, 1973). Very little work has been focussed specifically on Gazankulu. Although an analysis of the socio-political context of education in Gazankulu is beyond the scope of this chapter, attention will be directed at the possible factors which tend to emerge as problems for guidance; attention will be directed also at the conditions and the changes that have taken place, because changes are very important sources of problems.

BREAKDOWN OF TRADITIONAL CULTURAL AND POLITICAL STRUCTURES

Culture, says Manganyi (1973, p.40), is the existential

medium for constituting of man-world relations. As a result of historical and political factors, most of the valuable socio-cultural structures of the people in Gazankulu have been undermined.

Political Structures

Cornevin mentions the suppression, the tyranny and humiliation that the Black chiefs together with their subjects were indiscriminately subjected to during the 19th century (Cornevin, 1980, p.115). The indiscriminate treatment and the introduction of western culture are some of the factors which caused the loss of status and respect for the chiefs. This consequently resulted in the demoralisation of the people and the breakdown of the socio-political structures.

From 1910 onwards, a complete corpus of legislation was built up by the South African government to determine every aspect of the Black person's life (Cornevin, 1980, p.26). From 1936 the Native Representative Council represented the Black people in Parliament. From 1951, the reversion back to traditional power structure was intended as a strategy to keep Black people in the 'homelands'. This stance by the Government did not restore in the people the confidence and respect for the chiefs. It bred suspicion and distrust among the people. It has greater implications for the young people. They view the

chiefs and 'homeland' leaders as puppets and collaborators of a system that is meant to keep them in the 'homeland'. As a result, in Gazankulu, there are very few acceptable adult models. The young people have developed feelings of inferiority and they lack self-esteem.

Socio-Cultural Structures

The breakdown of the socio-political structures resulted in the disintegration of most of the traditional cultural structures. Among these were the structures which provided a system of guidance. These systems have not been substituted. Manganyi speaks of Black communities in which rapid change is taking place, as communities at special risk; he says :

. . . it is these communities where poverty and starvation are rife; where there is the greatest organised disruption of family life and an associated decrease in the number of supportive interpersonal relationships. In such disintegrating communities there can be no reasonable doubt about the existence of confusion with respect to cultural values.

(Manganyi, 1973, p.58,
my emphasis)

"SEPARATE DEVELOPMENT"

Gazankulu has not yet attained the status of an 'independent state'; all the laws that affect the lives of Blacks in South Africa still affect the people in Gazankulu. The inequalities which result from the discriminatory laws have negative effects upon the personalities, hopes and ambitions of the young people. They are aware of the arbitrary restrictions, the differences in occupational and social opportunities. They have accepted their lives' conditions as reality.

Very little social contact is maintained between Whites and Blacks. There are practically no opportunities for the young people to come together and for the development of healthy social relationships. The only interpersonal relationships between Blacks and Whites that the young people in Gazankulu know is that of master-servant. The lack of contact has led to the development of racial prejudice, the formation of stereotypes and general misunderstanding.

As a result of discrimination, the young people readily accept limitation, they lack confidence and self-esteem. It is very difficult to make them aware of their potentialities.

ASSIMILATION

During the 19th century, the Tsonga-Shangaan people came into contact with the missionaries. The converts were expected to denounce their parents, relatives and their community. To embrace the Christian religion meant to break family ties, denouncing the traditional political structures, breaking away from the extended family ties, etc. Legassick comments on the drastic changes that were expected of the new converts. He says :

The concept embodied in the word Christianity embraced so much more meaning than was embodied in the specific doctrinal affirmations that it is scarcely possible to assume on the basis of this linguistic contrast that the colonists set the negroes apart because they were heathens . . . then to be Christian was to be civilised rather than barbarous, English rather than African, White rather than Black.

(Legassick, 1975, pp.8-9)

The establishment of the mission stations resulted in creating two groups within the tribe, the Majagani (Christians) and 'vahedeni' (the heathens) with the attendant stereotypes. In certain quarters these names are still used as a form of ridicule. To control the converts, the fear inducing concepts, hell and

excommunication, were used. All the traditional socio-cultural structures were condemned as 'diabolical'. Very few structures were provided to substitute the rejected ones.

The people learnt to look down upon themselves and their culture. From the time of the first contact with the Christian religion, religious customs have changed. Many young people refuse to accept religious dogma because they believe it is the 'tool' used by the 'oppressors'. Changes in the traditional social structures and changes from the traditional to the Christian religion have had a determining influence on the development of adequate life goals. These changes have created doubts and inter-personal conflicts and developed in individuals feelings of alienation from the community. At times, these changes have brought about fanatical religious activity particularly by the young people.

EDUCATION

The Mission Schools

Until 1953 the missionaries were responsible for most of the education for the Blacks in South Africa. Most Blacks are of the opinion that the missionaries gave the Blacks

just about the best education to date. Mphahlele says the following about one of those institutions :

They steered clear of politics completely as all missionaries did. They just let things ride and people didn't feel that their views were being suppressed. When it came to open debate, for instance, they allowed anything to go. So there were no restrictions whatever of that kind. They had a very strong sense of morals But there was a climate of real scholarship - academic achievement which was really inspiring. Even those who came after us distinguished themselves in various ways.

(Manganyi, 1981, pp.15-16)

Education Since 1953

The Bantu Education Act of 1953 put an end to the type of education which, according to Verwoerd, created in Africans expectations that could not be fulfilled in South Africa.

The type of education was, according to Molteno,

to prepare Black children for the subordinate positions that awaited them in such a way that they were appropriately equipped with limited skills as well as ready to resign themselves to their exploitation.

(Quoted by Dovey et al., 1982, p.4)

The education was designed to undermine human dignity, destroy confidence and inspiration for learning.

The marked inequalities between the educational facilities provided for Blacks as compared with those for White children and their consequences are too well known to make extended discussion necessary. In Gazankulu the impoverished communities are burdened with the building of schools. There is a shortage of classrooms. Some classes are held in shacks (madladla) and some in the open. Many children go without education. There is a very high dropout rate although this problem is not unique to Gazankulu, as can be seen from the number of Black children who dropped out of school in South Africa, between 1972 and 1975 :

The beginners group that started school in 1972 with 688 000 pupils had shrunk to 419 200 in 1975, i.e. 269 000 had left school before completing four years.

(Auerbach et al., 1981, p.75)

These children left school before they could achieve literacy.

The teacher-pupil ratio is relatively high. In 1981 there were 3 345 teachers to 152 890 pupils in Gazankulu (i.e. 1 : 46) (Department of Education and Training Annual

Report, 1981, p.75). In certain classes, individual attention by teachers is well nigh impossible. The morale of the pupils, particularly pupils in the senior secondary schools, is at a low ebb. The Standard Ten examination results are not encouraging. In 1980, of the 4 144 pupils who sat for the Standard Eight examinations, only 2 742, i.e. 66,1% passed (Ibid., p.336). Of the 1 455 candidates who sat for the Standard Ten examination, only 14,7% obtained the Matriculation Exemption and 42,5% obtained School Leaving Certificates (Ibid., p.340).

The inadequate provision of education and of facilities in the schools have tended to affect problems relating to placement after Standards Eight or Ten. There is only one technical school in Gazankulu (Ibid., p.75).

Discrimination in education causes deterioration in the competence of the pupils, and engenders feelings of inferiority, which invariably lead to lack of self-confidence and low self-esteem.

MODERNISATION

Berger says :

It has often been remarked that individuals

in the throes of modernization are torn, divided within themselves. A decisive aspect of this division is the ambivalence between givenness and choice. It is not difficult to see that anomie is a powerful threat under such conditions.

(Berger, 1974, p.197)

Modernisation has weakened and undermined the Black people's traditional religious and moral certainties. A consequence of the decay of tribal traditions and modernisation and technological development, is the change in role expectations. The shift from the consanguine to the nuclear family, says Sebald, created a drastic reduction of concrete adult models. It also brought about a reduction in familial peers (Sebald, 1977, p.507). This is the case also in Gazankulu. The young person is largely on his/her own in determining career and social standing, in an environment in which transition into adulthood has become more complex. Modernisation has destroyed the status of those traditional practices that provided a form of guidance for the young people. The young people have been left with no guidance in terms of practices they will be expected to conduct in the modernised world. Alternative practices which will give their lives meaning and direction have not been formulated.

Some dominant values of modernisation as described by

Berger et al. (1973) are :

- (a) **Efficiency and Control** : These values have the tendency to reduce individuals to parts in the bureaucratic organisation or a cog in the machinery of the technological production. In this environment individuals have particularly restricted opportunities for self-fulfilment, self-determination, self-realisation and self-expression. It is difficult for the individual to find meaning in life, and a state of anomie, described by Durkheim (Berger, 1974, p.193) sets in. Such a state may manifest itself in all manner of social evils of which alcoholism could be the worst.

Young people grow up in an environment of increasing interpersonal alienation, with role definitions based on principles of efficiency and expedience (Sebald, 1977, p.509).

- (b) **Materialism and Technicism** : Modernisation has played a significant role in changing the value systems of the people in Gazankulu. Material possession is one of the important values in the modern society.

Technicism prescribes that all problems even problems in interpersonal relationships can be solved by the 'experts'. People tend to develop a problem-solving

and deeply technological attitude (Berger et al., 1973, p.35).

- (c) Standardisation which eliminates individual thought and stifles creativity.
- (d) Competition : Competition engenders individualism and egocentricity. It creates a community of losers. Competition is detrimental to the development of sound inter-personal relationships. Healthy inter-personal relationships are important for the emotional integrity of the individual.

The weakening of moral standards under the strain of modernisation has exposed children to double standards in moral behaviour.

Technology and technological production brought with them problems as far as identity is concerned. Berger et al. say that a working person experiences him/herself in a double way (Berger et al., 1973, p.37). The achievement of an adequate sense of identity enables, according to Dinklage et al., an individual to make commitments to purposes larger than the service to him/herself (Dinklage et al., 1974, p.222).

Gazankulu depends very much on its environment for survival.

Gazankulu has a suitable climate for cattle rearing. Guidance is therefore crucial in assisting young people to understand the importance of the environment for human survival and welfare. Pollution of the environment is an increasing problem in Gazankulu just as it is all over the world.

EMPLOYMENT

Legassick says :

. . . White control used political devices to secure a non-White labor supply and to distribute it to the requirements of the mines, farms and secondary industry, while perpetuating the African reserves as a labor pool in which traditional institutions could minimise the cost of social welfare, and social control for the White state.

(Legassick, 1975, p.267)

The Government of South Africa has passed laws aimed at keeping the Black people in the 'homelands' and for these 'homelands' to serve as pools of 'contract' labour.

By the 19th century, men were drawn to areas where work was available in order to supplement the failing subsistence economy. The 1913 Land Act restricted Blacks to 13% of

land in South Africa. Land became scarce for the Blacks. As a result, a large number of the people from Gazankulu are employed in the main industrial areas of South Africa. They form part of the large migrant labour force in the country. For instance in 1979, 67 011 Tsonga-Shangaan people worked in the mines (Race Relations Survey, 1979, p.213).

Dr Robert Rotberg, a member of the Quail Commission, states that the 'homelands' are

Too small, too impoverished and too developmentally unpromising to provide meaningful resources for 22 million Africans now . . .

(Race Relations Survey,
1980, p.431)

This statement is particularly true for Gazankulu. Most of the able-bodied men and women will have to seek employment beyond the 'borders' of Gazankulu. The children know that they too will have to seek work as migrant workers in the urban areas.

Forces, like migrant labour, are causing the disintegration of even the nuclear family. Migratory labour has socially and psychologically disruptive effects on family life (Manganyi, 1973, p.61). Most children have had no opportunity of developing in a family in which the parental guidance of both parents is operative.

The life of a migrant labourer is wrought with problems. While they are at work, the migrant labourers live in hostels and compounds, which Manganyi calls "areas of social disengagement" (Ibid., p.10). Pupils will have to be prepared for meeting problems associated with life in such dehumanising circumstances.

Government policy and economic development have led to an acute shortage of skilled workers. One of the principal reasons for this deficit of skilled labour resides in the political policies, such as job reservation, of the Government and the inferior schooling of Black people. The division of the country into ethnic units has not been of economic benefit to South Africa.

The relaxation of the labour laws accompanying the establishment of an organisation called Manpower 2000, in an attempt to solve the country's economic problems, is more than welcome. This, however, has increased the problems of the young people in Gazankulu, on choice of work and training.

CONCLUSION

The Black person has become conscious that he/she is a member of a race which is denied certain rights and privileges and which is considered inferior by the Whites.

There is hardly any situation in his/her life in which his/her sense of self-esteem is nourished. The poor quality of the educational experiences of the Black child similarly ensures, generally, an unquestioning acceptance of his/her lot as an inferior human being. The Black people have developed traits such as submissiveness, compliance; they are said to lack initiative and have a low aspiration level, etc. They have accepted these opinions as facts. Manganyi, however, says that these observable traits are

. . . patterns of adaptation to an unfriendly, always threatening environment.

(Ibid., p.11)

A guidance programme can hardly restructure the unfavourable conditions in which the young people in Gazankulu find themselves, but it can at least assist in developing a questioning attitude, and in developing ways of confronting problems with personal self-assurance and self-confidence. The guidance teacher should be aware of the factors which influence an individual's behaviour as described by Geber when she says :

At any point in his life cycle the individual is involved with and is influenced by a variety of forces. These arise from developments within him/herself, and from

outside, in the social world. The relation between these is not arbitrary, nor is there only one direction of influence.

(Geber et al., 1980, p.3)

CHAPTER THREEA SYLLABUS FOR GUIDANCE IN GAZANKULUSTANDARD SIX : VALUES CLARIFICATIONINTRODUCTION

The task of the guidance teacher is to create opportunities for pupils to explore topics that are of interest to them. Pupils should be allowed to discuss freely and to use their judgement on the basis of their own experiences. In this way, children are guided towards independence, responsibility and co-operation through what Erikson calls the psychosocial moratorium (Dinklage et al., 1970, p.50).

The guidance teacher should emphasize the value of life experience above 'techniques' of living and learning. As far as possible, the pupils should draw on their experiences of actual relationships in the discussions of relationships. Ohlsen says that children learn through experience (Ohlsen, 1955, p.50).

The success achieved by the guidance teacher will depend largely on his or her reluctance to force values on the pupils, and on the ability to encourage the pupils to take an active part in the group guidance sessions. The aim of guidance should be the development of a critical consciousness.

The schools are preoccupied with the presentation of facts, explanations and descriptions. Teachers tend to see their functions primarily in terms of preparing pupils for external examinations. Science subjects and mathematics have increased in status as a result of pressure from the societal technostructures upon the schools. Subjects such as history and the languages have been relegated to a position of low status as they are viewed as not preparing pupils for anything important in society.

VALUES AND VALUE CLARIFICATION

The term 'values' refers to that which a person feels to be extremely important in life. It may refer to abstract phenomena such as 'competition'. People may value 'family', or 'freedom' or 'travel'. Similarly, people may value 'security' or 'social status'. There is no limit to what people may value, but there is general agreement that for something to be regarded as a genuine value, it should be freely chosen, cherished, and acted upon.

(Dovey, 1982, p.22).

Values are evidenced by the way in which people behave; they are principles or standards which reflect what is important in an individual's life.

This programme is based upon the assumption that individuals are responsible for the formation of their own values. Pupils should be guided to make up their own minds about what is important in their lives.

However, the individual does not create values in a social vacuum. The family, the community and society have a great influence on the process of an individual's creation of values. Guidance should provide opportunities for pupils to view, critically, the influence of society on their values.

AIMS OF GROUP GUIDANCE FOR THE STANDARD SIX YEAR

The aim of the exercise should be to endorse the fact that the school is part of the world. The school is not a community set apart but is an integral part of life in the community, the society, and the greater world.

Guidance should assist the pupils in broadening their perception of themselves, of others around them, and of the world in which they live.

Pupils should be assisted to become aware that motivation is dependent upon values and that an understanding of the process by which values are formed, as well as a

clarification of their present values, is crucial to their achievement of happiness in life.

Guidance is to assist the pupils to realise and appreciate the facts of other peoples' separate existences, feelings and purposes; they should understand the manner in which the community influences their lives and how they, in turn, influence the lives of other people.

Guidance should provide opportunities for pupils to think about work on the basis of their own value systems. They should be exposed to different views about different topics, so that they may be made aware of alternative value positions.

THE GROUP GUIDANCE SESSIONS FOR CLARIFICATION OF VALUES

1. SOCIAL VALUES

1.1 TRANSITION TO SECONDARY SCHOOL

The pupils are at a stage where they are able to perceive alternatives. At this stage they do not accept things without questioning and the task of the guidance teacher is to encourage the development of a constructively questioning attitude, that during adolescence everything is placed under scrutiny (Howden et al., 1973, pp.13-14).

SESSION 1 : WHAT IS GUIDANCE?

During this session, the guidance teacher would introduce guidance as a subject. The pupils would be informed about the functions of a guidance teacher. It should be made explicitly clear that guidance is meant to provide the pupils with an opportunity to think seriously about issues that affect their lives; to learn constructive ways of handling issues; and to learn to be tolerant of views of others.

The session would mainly be informative. However, at the end of the session the pupils would be asked to write down those things they wish to have discussed throughout the year.

The pupils would be asked to write down, in their guidance exercise books, a few lines about themselves.

SESSION 2 : KNOW YOUR SCHOOL

To prepare for this session, pupils will be expected to find out information about their new school. They will be expected to know the following :

- (a) The name of the school;
- (b) The names of the principal and department heads;

- (c) The subjects offered in the school and the teachers responsible for teaching the subjects;
- (d) The sports activities offered in the school and the teachers responsible for these activities;
- (e) The names of the music teachers;
- (f) The names of the clerical and hostel staff, where necessary;
- (g) The school's motto and coat of arms; and
- (h) A brief history of the school.

The guidance teacher will briefly supply information about the school. The pupils will compare their responses to the information supplied.

The following issues can then be raised by the guidance teacher :

- (a) What do the pupils think the school expects of them?
- (b) What do the pupils expect from the school?
- (c) What do the pupils think their parents expect from them as pupils?
- (d) What do the pupils think are the community's expectations of the secondary school?

SESSION 3 : WHY IS SCHOOLING NECESSARY?

In this session, pupils will be asked to give reasons why people attend school. Discussions will be centred on the reasons the pupils give.

Thereafter the following issues may be raised and discussed :

- (a) The school as a socializing agent;
- (b) Accumulation of knowledge; which knowledge should be used for the creation and recreation of culture;
- (c) School as a modernizing agent;
- (d) Schooling for the development of a critical consciousness.

SESSION 4 : RULES AND SCHOOL RULES

Society expects its members to behave in certain ways at all times. The school is one of the structures of society and there are certain forms of behaviour that are expected of the members of the school.

The teacher could design a quiz to give the pupils real experience of the necessity of rules. The application of the quiz would involve :

- (i) No criteria being used for the type of questions asked;
- (ii) The guidance teacher favouring one group over another;
- (iii) A favoured group being made to win.

After the quiz, the following issues could be raised :

- (a) Are rules necessary in human interaction?
- (b) Who makes school rules?
- (c) Are all school rules necessary?
- (d) Are all rules fair?
- (e) Are some rules oppressive? If so, which ones?
- (f) Can rules be changed?
- (g) What is the attitude of the pupils towards school rules?
- (h) What is the attitude of the parents towards school rules?

Let the pupils give examples of organisations where rules are necessary.

SESSION 5 : RELATIONSHIPS WITH TEACHERS

In this session the pupils will be asked to write down :

- (a) The principal's function;

- (b) What they expect from the principal;
- (c) What they think the principal expects from them;
- (d) What they think the teachers' functions are;
- (e) What pupils expect of the teachers; and
- (f) What the pupils think the teachers expect of them.

The group discussion thereafter will revolve around the pupils' answers to these points.

1.2 THE FAMILY

The family is a universally occurring social unit.

Mortensen et al. contend that the home exerts the greatest influence in the development of each child (Mortensen et al., 1966, p.40). The task of the guidance teacher is to provide opportunities for pupils to :

- (a) Recognise the functions of the family in society;
- (b) Examine the tensions between the needs of the family and those of the individual;
- (c) Develop insight into the problems of family life;
- (d) Develop critical awareness of modern society and ways in which it affects the customs, values and ideals of the family in general.

SESSION 6 : THE FAMILY

In this session the pupils will explore the following :

- (a) What does a family provide for its members?
- (b) What does the father provide?
- (c) What does the mother provide?
- (d) What do the children provide?
- (e) What are the needs of the family?
- (f) How are these needs fulfilled?

SESSION 7 : FAMILY VALUES

In preparing for this session, the pupils are asked to find out the following information from members of their families :

- (a) What things are important to them?
- (b) How would they like to spend their time?
- (c) What do they do during their leisure time?
- (d) On what do they spend their money?
- (e) What are the things that the members like or dislike?

The intention behind this exercise is to help pupils to explore the needs of their families and their own needs, to discover the values of their families and their own values.

It is hoped that the pupils will perceive the extent to which their values are influenced by the values of the

family; they will become aware of the necessity of co-operation and understanding in the family. The following issues may be raised :

- (a) The responsibility of each member towards the family;
- (b) The influence of society on the values of the family;
- (c) The influence of modernization and technology on family life.

1.3 THE PEER GROUP

The peer group is one of the most powerful groups that is capable of exerting a tremendous influence upon the values of individuals (Sebald, 1977, p.289). During adolescence the individuals belong to many different groups, for example, religious groups, football clubs, etc., and an exploration of the influence of groups on the individual's values should be made. The task of the guidance teacher here is to prepare pupils to become aware of the influence that groups have upon their values, and how they in turn can influence the group's values.

SESSION 8 : FRIENDS' VALUES

A person's friends exert some influence on his personality and on his values. An English proverb says "Birds of a Feather Flock Together". Another says "You Know a Person

by the Friends He Keeps". People choose friends for various reasons. The issues to be raised are the following :

Why do people need friends?

- (a) to boost their self-confidence?
- (b) because they need someone to dominate?
- (c) for practical reasons?
- (d) to share similar experiences?
- (e) for security in numbers?

Let the pupils write down the reasons they have for having chosen the friends they have.

SESSION 9 : FRIENDS - AN EXPLORATION OF VALUES

In this session the pupils are given the opportunity to explore their values and those of their friends. They are asked to interview their friends as preparation for the session. They should enquire about the following :

- (a) The things their friends like;
- (b) Things their friends dislike;
- (c) Things they like to do during their leisure time;
- (d) Things they like to use their money on;
- (e) Whether they are school-going friends?
- (f) What their friends' hobbies are;

(g) Where they would spend their holidays, etc.?

The pupils are asked to answer the same questions themselves. It is hoped that the pupils will be able to find that their friends do influence them and that they themselves influence their friends' values.

SESSION 10 : HETERO-SEXUAL RELATIONSHIPS

The pupils should be helped to explore and assess the traditional and the changing conceptions of the male and the female roles in the community. The pupils could be encouraged to discover the most meaningful interpretation of these roles. The following could be discussed :

- (a) Are physical sex differences in the male and the female justification enough for sex discrimination?
- (b) Are males more intelligent than females?
- (c) Is it wiser to educate males than it is to educate females?
- (d) Are the female roles inferior?

The aim should be to assist the pupils to overcome sexual role prescriptions by showing that discrimination against women is based upon cultural criteria rather than upon natural criteria.

SESSION 11 : SEX EDUCATION - PUBERTY

The physical and psychological changes that occur during puberty may cause a lot of unhappiness for many young people. During this period in their lives, they tend to become self-conscious. Sebald comments on puberty by saying that the period is characterized by rapid and uneven biological growth to which the young people must learn to adapt (Sebald, 1977, pp.6-7).

In addition to issues that pupils raise concerning problematic changes during puberty, the following points could be discussed :

- (a) Growth rates : boys and girls of the same age grow at different rates; growth rates of individuals differ.
- (b) Psychological effects : growth problems.

The main emphasis should be that physical changes and the concomitant psychological feelings are normal for every human being.

- (c) Hormonal activity being responsible for the changes :
 - estrogen in females;
 - testosterone in males;
 - pubic and body hair.

1.4 LEISURE AND RECREATION

Aims :

- (a) To assist pupils to find personally satisfying and socially useful outlets for their human potential;
- (b) To help pupils discover talents which may not yet have been recognized through academic practices;
- (c) To assist pupils to understand the importance of play.

SESSION 12 : TIME PLANNING

Pupils will be asked to use a diagram to show how they spend the day; the discussion will be centred around the responses they give to their use of their time.

SESSION 13 : HOBBIES AND PLAY

In this session pupils will be assisted to find the value of play. They will be asked to write down the games that children play, and to list the toys for young children. They will be asked to list activities that may be used by adolescents and adults.

Issues that may be raised are the following :

- (a) Which games are played by adults?

- (b) Games that are played for financial gain;
- (c) Games played for pleasure;
- (d) The games each individual pupil would like to play and why;
- (e) Competition and sport.

SESSION 14 : GROUPS AND VALUES

The discussion will be centred around group values. Pupils will be assisted to link leisure activities to the kind of activities that they enjoy. The following groups could be discussed :

- (a) Sports clubs;
- (b) Religious groups;
- (c) Music groups;
- (d) Art groups, etc.

1.5 RELIGION

In South Africa education is based on a Christian ethic. Pupils in the schools have different religious backgrounds. There is therefore considerable confusion and dissatisfaction as far as religion is concerned. Some children refuse to participate in the religious rites of the school.

SESSION 15 : PUPILS' RELIGIOUS VIEWS

The discussions in this session will depend on the religious groups represented in the class. Volunteers will be asked to describe the basis of their religion, and the norms and values of their religion. Pupils will be asked to note similarities and the differences that exist in different religions.

The aim of the session is to expose pupils to different religious viewpoints, so that they may be tolerant of others' views, and to assist them to avoid taking extreme positions in religion. Religious fanaticism some times has very detrimental psychological effects.

1.6 RELATIONSHIP WITH GROUPS

South Africa is a multi-racial country but the social structures that have been created by apartheid have made it difficult for the different races to learn to understand one another. This lack of understanding has led to racial prejudice and intolerance. Prejudice and bias have led to the formation of stereotypes which have resulted, within certain groups, in racism.

Differences in backgrounds have been emphasized by Nationalist politicians and these differences between the

racial groups have been exploited a great deal in justifying the apartheid policy. However, there has been a sad neglect of the vast similarities between South Africans of all races.

SESSION 16 : RACE RELATIONS

Discussions could centre around the following :

- (a) The family in a Black or a White community;
- (b) Responsibilities of children in each of these communities;
- (c) Aspirations of any person in South Africa;
- (d) Employer-employee relationships;
- (e) Exploring the extent to which pupils have formed stereotypes;
- (f) Need for experience of meeting and spending time with people of other racial groups in order to expose stereotypes as biased generalizations.

1.7 DEATH

It is so ironical that people generally do not accept the inevitability of death. It is taboo to talk about death and when it does occur, people are not prepared for it. This session attempts to link the concept of meaningful

living as a response to the inevitability of death.

SESSION 17 : HUMAN MORTALITY

The guidance teacher could introduce the session by stating that human beings are mortal, that death may occur at any moment in an individual's life. The following issues may be raised :

- (a) Does the fact that we will die one day affect our values?
- (b) How does this fact affect our values?
- (c) If someone close to us dies, what are our responsibilities?
- (d) Let the pupils explore what the result of immortality would be.

2. PERSONAL VALUES

2.1 SELF-CONCEPT

Sebald says that adolescence is the time when the basic question "Who am I?" is asked with unrelenting force and insistence (Sebald, 1977, p.216). Mortensen et al. emphasize that Guidance should provide healthy experiences which are productive of a realistic self-concept (Mortensen, 1966, pp.48-49). Guidance should assist the pupils to gain a

clear conscious view of themselves; to learn to look at themselves objectively; to develop an awareness of their values and the process whereby values are formed and modified. This section also aims at assisting pupils to develop an awareness of themselves in relation to others and to give pupils an opportunity to experiment and think about themselves as members of a group. Guidance should assist pupils to develop a tolerance for others and to develop a positive self-concept by providing adequate adult models of successful people.

SESSION 18 : WHO AM I?

To prepare for this session, the pupils will be asked to write down the following :

- (a) What they like doing;
- (b) What they do not like doing;
- (c) How they like to spend their time;
- (d) How they like to spend their money;
- (e) What they want to become in the future.

Discussions will centre around the things that the individuals are doing at present to achieve their goals in the future.

SESSION 19 : LEARNING MORE ABOUT THE SELF

In this session the pupils will be asked to write down their positive and negative qualities. The pupils may be divided into groups. The members of the group may then write down what they think are the positive and negative qualities of the individuals in their group. Each pupil can then compare what he thinks he is and what others think he is. Discussion will be about why there were differences.

SESSION 20 : SELF-ESTEEM

Beliefs about ourselves are mainly acquired from other people. The clarification of our personal values is closely related to developing an acceptance of ourselves and in this way pupils can match what people think about them with their own evaluation of themselves.

In this session the pupils are asked to write down their past achievements. They should compare these achievements with their most recent achievements, and their goals. If there is a change in the nature of the achievements, reasons for the changes may be discussed.

SESSION 21 : THE EXPLORATION OF THE EMOTIONS

Emotions refer to a person's feelings. These include fear, anger, joy, contentment, affection, etc. Pupils should be assisted to recognise their feelings so that they can accept them in a constructive manner. The pupils should reflect introspectively upon the reasons for their behaviour. An analysis of the situations which provoke certain emotions could be done.

The pupils could be divided into groups and be asked to perform a task which could require the co-operation of every member of the group to be completed. Let each member record his/her feelings during the process.

Issues raised would be :

- (a) How well do you control your temper?
- (b) How do you behave when you are angry?
- (c) Do you listen to others?
- (d) Should people accept their feelings?
- (e) Should people always act on their feelings?
- (f) It is right to express emotions?
- (g) Should people attempt to 'escape' from 'negative' emotions like depression? What are some of the constructive uses of 'down' states like depression?

SESSION 22 : SELF-ACTUALIZATION

Self-actualization is described as bringing the self into 'real' existence by bringing it into action. Ohlsen et al. argue that self-actualization is the development of individuals to the "full status of which they are capable" (Ohlsen et al., 1955, p.41). Self-actualization involves the gratification of the need for meaningful existence; it involves the acting out of higher order values. Actions regarding work, hobbies, friends, racial prejudice, etc. are a way of finding out if our values are consistent with our actions.

Pupils could be asked to record their reactions to situations such as :

- (a) Bullying during break;
- (b) Throwing of paper all over the classroom;
- (c) Someone throws a banana peel on the floor, someone slips, falls and hurts themselves;
- (d) Going through a corridor, you swing into someone's face;
- (e) Older pupils making a fool of younger pupils; etc.

Let the pupils compare their reactions with their professed values on friendship.

3. WORK

For the development within a child of a conscious under-

standing of the work situation, he or she should realize the all-important fact that work is a human phenomenon. The child should be helped to realize that it is ordinary people who form the complex fabric of human society.

Children should not be satisfied with illusions, and they should not be victims of sentimental romance that is out of contact with 'reality'. They should be 'initiated' into the realities of everyday life which means extending their experience to a direct appreciation of the lives of people beyond their immediate life experience.

Pupils should be given the opportunity for direct investigation into the world of work, to experience direct contact with the person on the job.

SESSION 23 : WHAT IS WORK?

Discussions will be based on the responses of the pupils.

The guidance teacher could raise the following issues :

(a) Why do people work?

- Satisfaction of basic physiological needs;
- Satisfaction of higher order or psychological needs such as a sense of community, of identity, and of meaning in life.

(b) What must work involve?

- Earning money;
- Satisfaction and pleasure;

- Must work be voluntary?
- Can people be compelled to work?
- Different kinds of work : physical, mental, emotional, etc.

SESSION 24 : HOW DOES WORK AFFECT THE INDIVIDUAL'S LIFESTYLE?

The pupils will be asked to list the following :

- (a) What are the major material possessions in their families : e.g. furniture, car, house, radio, etc.?
- (b) What do they do during the holidays?
- (c) Do your parents' friends have the same kind of material possessions?
- (d) The members of the family with whom you have regular contact.

The discussion will centre around work and its relationship to lifestyle, i.e. how one's work influences the possessions, holidays and friends that one chooses in life.

SESSION 25 : INTERVIEW WITH A WORKING PERSON

The pupils will be asked as preparation for this session to interview a working person. They could ask the following questions :

- (a) What do you do during a normal working day;
- (b) Did you choose the work you are doing?

If not, what would you have chosen if you had had a choice?

(c) What aspects of your work make you happy?

(d) What aspects of your work make you angry?

Discussion will centre around the information they gathered from the working people in their interviews.

SESSION 26 : OCCUPATIONS OPEN TO STANDARD SIX SCHOOL-LEAVERS

The teacher will describe the levels of employment open, in general, to Standard Six school-leavers : skilled, semi-skilled and unskilled labour. Examples of the types of work in the three levels will be given.

Discussions will centre around the questions that the pupils will ask, and an emphasis will be placed on the importance of further studies, the limited range of employment, low pay, etc.

SESSION 27 : MIGRANT LABOUR

Pupils will have to be informed about the problems of migrant labour. The pupils will have very little knowledge about what is involved in migrant labour. The teacher will have to assist the pupils by giving information on :

- (a) The labour bureaux and the pass laws;
- (b) Influx control;
- (c) The compounds and the hostels as places of residence;
- (d) Menial jobs done by migrant workers.

4. THE ENVIRONMENT

The study of the environment should be concerned with the development, in children, of an appreciation of the beauty of the natural world. The world provides humans, animals and plants with their basic physiological needs, food, air and shelter.

SESSION 28 : NATURE CONSERVATION

The guidance teacher would bring into the class newspaper cuttings, pictures from magazines, etc. showing the landscape, rivers, seas that are not polluted, and of the landscape that is polluted. Discussions will be centred around the two sets of photographs.

The teacher could then raise the following issues :

- (a) 'Litterbugs' and the destruction of the environment;
- (b) Who should keep the environment free of litter?
- (c) What are the dangers of pollution to humans, animals and plants?

- (d) What are the effects of soil erosion?
- (e) Destruction of animal and plant life;
- (f) Industrial pollution, pesticides, crop spraying, etc.

SESSION 29 : WATER POLLUTION

The various forms of water pollution will be described and then the following issues will be raised :

- (a) What causes pollution in rivers?
- (b) What are the causes and effects of sea pollution?
- (c) What are the implications of pollution to water plants and animals?
- (d) What are the implications of the destruction of water-life for human beings?

SESSION 30 : AIR POLLUTION

The pupils should be asked to list the things that get destroyed during a veld fire. The teacher could raise the following issues :

- (a) Pollution caused by factories where poisonous fumes are emitted in the process of production of consumer articles;
- (b) Pollution caused in the production of energy : burning

of coal and oil;

- (c) Encourage pupils to suggest ideas of keeping the environment beautiful and free of pollution.

5. ACADEMIC VALUES

The rate at which children leave school is very alarming. Schools should try to offer the maximum benefit to the children who are at school. Many children have no idea why they are at school. They attend school to please their parents or their teachers.

SESSION 31 : EDUCATIONAL INSTITUTIONS

The issues that could be raised are :

- (a) Is the school the only institution responsible for educating?
- (b) Why do people go to school?
- (c) Does staying on in school affect a person's lifestyle and life opportunities?
- (d) What opportunities are offered by the school?
- (e) Do schools offer only book education?

Discussions will centre around the answers that the pupils give to these questions.

SESSION 32 : EDUCATIONAL FACILITIES OFFERED BY THE SCHOOL

Schools are meant to facilitate learning by providing means for pupils to develop their interests, improve themselves academically and to develop their talents.

The School Library : The guidance teacher could invite the school librarian for this session. Pupils will be asked why they think the following are necessary or unnecessary :

- (a) Visiting the library;
- (b) Reading literature;
- (c) Research on subjects;
- (d) What is the value of knowledge;

The aim should be to assist the pupils to understand the value of the library in their education.

SESSION 33 : EFFECTIVE STUDY METHODS

In preparation for this session the pupils will be asked to draw a circle to represent a period of 24 hours and then divide the circle according to the things they do within the 24 hours.

Discussion will centre around the effective use of time.

The pupils will be shown the importance of timetables.

They will be encouraged to draw study timetables.

The guidance teacher could then discuss with the pupils the importance of goals, and the motivation for study.

SESSION 34 : EFFECTIVE STUDY METHODS

The guidance teacher could describe the different ways of learning :

- (a) Learning by rote;
- (b) Learning through understanding;
- (c) Exploration of study material; arrangement of 'facts', notes and summaries; and retention of important areas through repetition of this process.

SESSION 35 : ACHIEVEMENT AT SCHOOL

The pupils could be given the opportunity of taking stock of things they did during the year. The pupils would be asked to write down :

- (a) Achievements in the academic field;
- (b) Achievements in the social field;
- (c) Achievements in the cultural field;
- (d) Achievements in sport;
- (e) Achievements in interpersonal relationships.

STANDARD SEVEN : DECISION-MAKING

INTRODUCTION

One of the primary tasks of guidance is to assist young people to make wise decisions with respect to their personal and social lives. As Bennett comments,

A part of almost any problem solving behaviour, decision-making is the central focus of guidance for self-direction.

(Bennett, 1963, p.215)

Similarly, Dinklage et al. (1970, p.96) support this view and argue that a decision-making framework should provide the theoretical basis of any school guidance programme.

The guidance teacher, in a school system, is involved in assisting pupils to make decisions which take into account the interests of individuals as well as the interests of the society in general, while school systems tend to stress social interests in pupils' decision-making, the humanistic guidance counsellor is concerned with developing within the individual an 'inner' locus of control which requires the ability to think independently and to assess a variety of perspectives on the problem. In this approach, decision-making combines the intellect and emotions of the child and assists the child to clarify carefully the personal

and social values which may influence the decision-making process. Such an approach is concerned with the freedom of the individual to determine a lifestyle and identity that is acceptable and satisfying to that individual. However, the individual does not live in a social vacuum, and any decision-making process must include an analysis of the social interests of the community within which the individual is a member.

The process of decision-making involves, according to Dinklage et al. (1970, p.142), the ability to objectify information; the skill for differentiating and integrating component parts of thought; and the capacity to think abstractly and of projecting thought processes into the future. Bennett (1963, p.215) says that there are a number of factors that may affect particular decisions and lists the following as some of these factors : attitudes, values, aspirations, goals, self-concepts and a multitude of conscious and unconscious motives.

Watts et al. (1974, p.3) list three major requirements for skillful decision-making :

- (a) Awareness and examination of personal values;
- (b) Knowledge and use of adequate, relevant information;
- (c) Knowledge and the use of an effective strategy for converting this information into action.

Decision-making implies, therefore, that the individual is aware of possible alternatives from which to choose.

The process of decision-making will, therefore, involve individuals in value clarification, self-knowledge, a knowledge of society and its values, and the gathering of information about the available alternatives and possible outcomes of decisions. As information has a very great influence upon decision-making, a critical consideration of the type of information and the source from which the information comes will be an important part of the decision-making process.

AIM OF THE STANDARD SEVEN GUIDANCE SYLLABUS

- (a) To develop in the pupils criteria for choosing friends, activities, school subjects, recreation and work;
- (b) To help pupils to understand the role that values play in the decisions and choices that they must make through life;
- (c) To assist the pupils to gain the self-confidence to face the unknown with courage, and to develop an inner locus of control which will assist them in living a life of personal integrity;
- (d) To help pupils to develop a personal philosophy of life that will give their lives direction;

- (e) To assist pupils in learning to formulate long-range life plans, and to learn to establish a balance between immediate and long-range goals.

1. LEARNING DECISION-MAKING

SESSION 1 : INTRODUCTION TO VALUES AND DECISION-MAKING

As values are treated in Standard Six, in this session a brief revision of values' clarification will be conducted.

The following will be treated :

- (a) The individual and the personal nature of values;
- (b) Clarification of one's own values;
- (c) Identifying values of social groups;
- (d) The acting out of values.

SESSION 2 : OTHER PEOPLES' VALUES

The values of the school, of the family and of society were treated in great detail in Standard Six. However, it would be beneficial to raise issues relating to the influence of the family, the school and society on the formation of values by the individual, again at the beginning of Standard Seven.

Discussions could also be centred around the extent to which

values differ between societies, different social classes, different sexes and different generations. The pupils should be assisted to form their own value systems that will be based on choice rather than through their indoctrination by various groups.

SESSION 3 : CLARIFYING OBJECTIVES

In this session pupils are helped to relate values to specific decisions, to assist them to state objectives in a way that will help them to choose a satisfying course of action.

A number of situations, from which the pupils will be asked to define the objectives implied in each of the situations, could be presented to them. After defining the objectives in the situations, they could be asked to determine the course of action that could be taken in each case.

The teacher could point out that it is easier to attain one's objectives if they are clearly stated and have been realistically assessed.

SESSION 4 : INFORMATION

An important aspect of decision-making is the availability of appropriate information, as this could facilitate the

process of decision-making.

Pupils could be exposed to different sources of information on a particular problem and should be assisted to evaluate the sources of information and to be critical of the information received.

The guidance teacher could assist the pupils to identify and to distinguish between alternative forms of action which are acceptable or unacceptable to their own value systems. The pupils could be helped to become aware that too much information could hinder the process of decision-making.

SESSION 5 : STRATEGIES FOR DECISION-MAKING

Several strategies are at the disposal of the individual in the process of decision-making. The guidance teacher could assist the pupils in planning strategies that will yield satisfactory results to individuals. The guidance teacher could assist the pupils to explore the following strategies :

- (a) 'Rational' strategy : intellectual reasoning and use of alternatives;
- (b) 'Intuition' as strategy : apprehension by mind and without reasoning;

- (c) 'Feeling' as strategy : based on emotions and not on reasoning;
- (d) 'Escape' as strategy : taking way of least resistance;
- (e) Confrontation as strategy : coming face to face with the problem; critical view of all sides of a problem;
- (f) Risk-taking : decisions based on the 'flipping of a coin'; too much is left to chance in this type of strategy. Explore how much risk individuals are prepared to take, etc.

The strategies that the individual will use in decision-making, therefore, depend very much on his/her value system. Therefore, there can be no 'wrong' or 'right' decisions.

2. KNOWLEDGE OF SUBJECTS

At the end of Standard Seven pupils are expected to make important decisions with respect to subject choices for Standards Eight, Nine and Ten. At the moment in Gazankulu, pupils have very little opportunities for choice in individual schools. Most schools offer only two streams of courses.

At present the choice of subjects in the schools is often based on a 'nebulous' concept of future material reward. Pupils will engage in subjects like Mathematics and Physical Science because they believe that these will secure

for them highly remunerative jobs in the future. Mathematics has come to be perceived as a kind of 'magic wand' which will procure highly lucrative work for people. Thus school subjects are usually chosen on the basis of their perceived extrinsic value. Subjects such as the languages, History and the humanities are often perceived to be irrelevant to modern living. This type of thinking is reinforced by the stress placed on the technical subjects by the dominant technological and bureaucratic institutions (Mortensen, 1966, pp.246-247).

Pupils should be assisted to be aware that schools are basically concerned with the development of numeracy and literacy in pupils. Pupils must be helped to understand the intrinsic meaning of each subject, to increase their understanding of implications of various subject choices and the possible need to improve their skills in the various subjects that they choose.

Each school subject makes its own contribution towards the young person's acquisition of knowledge. Guidance should help the pupils to explore the contribution each subject can make to their understanding of life (Ibid., p.251).

Once the pupils have been assisted to perceive subjects in a more critical as well as profound manner, they will be able to make meaningful decisions which link meaningful study to their personal value systems, interests and

aptitudes. Sessions 6 - 11 which follow are based upon exercises in Dovey, 1982, pp.17-21.

SESSION 6 : WHY LANGUAGES ARE STUDIED

The Concise Oxford Dictionary defines language as a "Vocabulary and way of using of it prevalent in one or more countries". Language is an expression in 'codified form' of the cultural experience of a people; it is the expression of a view of life. Dovey (1982, pp.16-17) says that 'language represents in codified form, the past experience of a group of people'.

The guidance teacher could encourage the pupils to test the above definitions of language on the three languages learnt by them, by looking at a few proverbs, idioms and some other parts of speech. The idiom of a language is involved more with a peoples' world view. Similarly, the relation between language and culture could be raised, for, as Dovey says, 'Language reflects the vision of reality of a particular culture' (ibid., p.17). Mortensen argues that an individual who is deprived of language finds many difficulties in his/her adjustment (Mortensen, 1966, p.257). Literature attempts to

communicate cultural experience in such a way that it constantly affirms or questions aspects of experience and invites the reader to participate in the process

(Ibid., p.16)

The following issues could be raised :

- (a) Challenge the pupils to examine the values, interests, expectations, goals, disappointments, achievements, etc. of the characters in their prescribed literature during language study time.
- (b) The guidance teacher could challenge the pupils to analyse the attempts by characters to discover significant life meaning in the events described in the literary works during their language study time.
- (c) The guidance teacher could assist the pupils to perceive the philosophy of life, as expressed in works of literature, as relating to personal and cultural values. He or she could guide the pupils to perceive literature as a means by which they can learn from other peoples' experiences and choices, especially the consequences of those choices.

SESSION 7 : WHY SCIENCE IS STUDIED

Science is an organised body of knowledge that has been accumulated about the physical and natural universe.

'Pure' science attempts to extend our understanding of the laws of the universe, while applied science is studied for the purposes of applying that knowledge to the solution of practical problems. Science is responsible for the many

technological changes that are witnessed today.

Science generally endeavours to understand and control the physical universe.

(a) The Physical Sciences

Pupils are here assisted to strive for intelligent understanding and skillful use of the knowledge of the physical environment. The subjects lead to a deeper understanding of the laws of the universe.

The following issues could be raised :

- What are the effects of technological development on the individual, the family, community and society?
- What is the impact of science on human activities?
- Do scientists necessarily work towards the benefit of mankind?

(b) The Biological Sciences

- These sciences are studied to foster healthy living which is the real purpose of learning about bodily mechanisms and functions.
- What is the relationship between human life, and animal and plant life?
- What is the interrelationship of physique, health

and hygiene within human activities?

- The study of the biological sciences could assist pupils in the planning of individual health regimen.
- Is all biological research in the interests of human beings?

SESSION 8 : WHY MATHEMATICS IS STUDIED ?

- (a) Mathematics is a logical subject which trains the mind in rational thought and in the power of deduction.
- (b) It provides a field for discovery and invention for the pure mathematician, which has facilitated many practical achievements.
- (c) It gives the basics for many other fields of study and is therefore a necessary tool for other subjects.
- (d) It forms a balance with the other school subjects in the school curriculum by stressing discipline, neatness, etc.

Mathematics is a language because it

communicates aspects or dimensions of reality that conventional languages are incapable of easily doing. Mathematics has a 'grammar' and a 'vocabulary' of its own

(Dovey, 1982, p.17).

The issues that could be raised are the following :

- (a) Why is mathematics a compulsory subject?
- (b) Mathematics has both destructive and constructive potentialities;
- (c) The funding of scientific projects should be explored as well as the societal values reflected in the project sponsored, e.g.
 - nuclear and space research;
 - medical research;
 - educational research;
 - research in the humanities : alcoholism, suicide, drug addiction, poverty, etc.
- (d) Weapon research;
- (e) DNA research in biological sciences.

SESSION 9 : WHY DO WE ENGAGE IN SOCIAL STUDIES (History and Geography) ?

Through engaging in social studies individuals are assisted to perceive the succession of historical events as of human origin. This includes the interplay of factors within personalities of leaders and between individuals and groups that produce the events. The study of social forces should open doors to understanding of similar conditions in oneself and in daily human relationships within current social affairs (Ibid., p.263).

History : In South Africa the curriculum for history is part of a cultural hegemony which is meant to subtly mould the thinking of the pupils. The teacher could raise questions which directly challenge the cultural hegemony. History books on South African history are written by Whites, the history is generally distorted to justify certain actions. Pupils should therefore be assisted to perceive the value-base of any historical writing, and that history books are written by people with particular interests and therefore are vulnerable to distortion and bias. Similarly, pupils should see that social, economic and political trends affect the opportunities and conditions of human fulfilment and relationships. History is about people with aspirations, interests, etc., which they achieved in certain ways (Ibid., p.265).

Geography : Issues that can be raised are :

- (a) What are the effects of various contexts (cities, deserts, slums, 'homelands', equatorial forests, etc.) upon human behaviour?
- (b) Natural resources like oil, gold, coal, etc. influence the relationships between countries and the power wielded by countries rich in natural resources.
- (c) Service organisations are based upon and are thus influenced by location and history of a place.

SESSION 10 : WHY ACCOUNTANCY AND BUSINESS ECONOMICS ARE
STUDIED?

Our monetary system, bureaucracies, factories and commercial ventures are all human constructs - human beings created them and therefore human beings are capable of modifying or destroying them. Central to the discussion here would be the role of values in our industrial and commercial organisations.

(Dovey, 1982, pp.19-20).

The issues that could be raised are the following :

- (a) Different economic systems such as capitalism, socialism, communism and nationalism;
- (b) Commerce as it affects the individual;
- (c) What are industrialists and businessmen trying to do?
- (d) What are the possible motives of individuals entering industry or commerce?
- (e) Does industry and commerce influence the values of individuals?

SESSION 11 : THE STUDY OF THE ARTS

What are artists trying to do? To answer this question Dovey (1982) says :

Artists are engaged in a process of 'cultural literacy'. Artists assist people to understand the values, experiences and assumptions which underlie their culture and invite their audience to participate in this process.

(Dovey, 1982, p.19).

The following issues could be raised here :

- (a) Can anybody become an artist?
- (b) Are artists divinely inspired or are they ordinary people?
- (c) What forms of art are presented by Black artists?
- (d) What is the relationship between science and the arts? The guidance teacher could suggest that science reveals facts while the arts deal with values.

3. VALUES OF SOCIETY

Young people are considerably influenced by social structures that often rigidly define rights and obligations for the individual, through the process of narrow role prescription. The task of guidance is to assist the young people to transcend such social role prescriptions, and to be able to decide for themselves what roles they are prepared to play. Thus guidance should help the pupils to know that there are various social forces, and forces within the individual, that have an influence on the decisions that they make.

Pupils should realise that they are potentially free to accept some ideas of their society and to reject others. They should know that regulations, roles, rights which are defined by social norms are human constructs and therefore can be changed if necessary..

The development in pupils of a critical attitude will hopefully result in the exploration, on their part, of the moral implications of human situations, and a rejection of prescriptive communication. However, pupils should not underestimate the power of the social structures to influence their values and attitudes.

SESSION 12 : VIRTUE AND VICE

The guidance teacher should discuss the conventional definitions of 'virtues' and 'vices' in our society. The pupils could be asked to mention the 'virtues' and 'vices' they know of, and to state reasons why they think certain kinds of behaviour are regarded by society as vices or virtues.

The guidance teacher could raise the following issues :

- (a) Virtuous behaviour and approval;
- (b) Virtue as an instrument of social control;
- (c) Examine the virtues : prudence, justice, temperance

and fortitude;

- (d) Why do people practise 'vice'?
- (e) The relativeness of virtue and vice : what may constitute a virtue in some contexts may be considered a vice in others.

SESSION 13 : RULES, REGULATIONS AND LAWS

The necessity for rules and regulations is treated in the Standard Six programme. The guidance teacher could explore with the pupils the differences between rules, regulations and laws. The following issues could be raised :

- (a) Why does society need rules, regulations and laws?
- (b) Who makes the regulations and rules?
- (c) Who makes laws?
- (d) Are all regulations and laws fair?
- (e) Explore the effect of laws on all sections of society.
- (f) In the South African context, do all laws affect all people?
- (g) How can laws and regulations be changed?
- (h) Exploration of the relationship between power and the creation of rules and laws; for example, who creates family rules, school rules and the laws of the country?

SESSION 14 : HUMAN RIGHTS

Rights entitle people to certain privileges. Most societies prescribe rights for every human being. These rights are often protected by law. However, in practice, different categories of people have different rights. The United Nations Organisation prescribes what it calls 'Human Rights'. The extent to which the UNO's definition of Human Rights is practised differs from country to country.

The guidance teacher could explore children's rights as defined in this country. An exploration of the rights of the individual at different stages of development could be made.

The issues that could be raised are the following :

- (a) Do children receive their fair share of rights?
- (b) Is it fair for children to demand their rights?
- (c) Does everybody get generally what is theirs by right?
- (d) Do young people owe old people anything?
- (e) How should young people behave towards old people?
Should they always do so?
- (f) Should society do something for old people? If so,
how much?

SESSION 15 : SOCIAL ROLES

Society prescribes roles for every individual. Children are allotted roles to play, in the home, in the community and in society. Men and women are expected to play different roles in different situations. Traditionally, in our society, the men in the family acted in an authoritative role. Changes in culture are causing appreciable changes in the roles of individuals.

The guidance teacher could focus attention on the roles determined by sex by raising the following issues :

- (a) What are the traditional roles of men and women?
- (b) Are people happy with their prescribed roles?
- (c) What are the duties of girls and boys in the home?
- (d) Can boys and girls perform the same duties?
- (e) Do all men like going out to work to support a family?
- (f) Men are incapable of looking after children. Is this statement true?
- (g) Are women invading the working world of the men?
- (h) What are those who practise androgeny attempting to do?

4. RELIGION

Religion plays a very significant role in society. Thus pupils need the opportunity to consider, inquire and to appreciate the significance of religious phenomena in society. Religious beliefs provide a background upon which relationships, community action and social groups may be based. The pupils need to be afforded the opportunity to explore relationships in the light of religious, social and moral considerations.

SESSION 16 : RELIGION AND RELIGIOUS BELIEF

The aim in this session is to encourage the exploration of the religious dimensions of peoples' experiences and awareness. The following issues could be raised :

- (a) What is religion?
- (b) Religion as the individual's attempt to answer the ultimate questions concerning existence.
- (c) The dimensions of religion : doctrines, mythology, ethics, ritual, etc.
- (d) The relationship between religion and science.
- (e) The relevance of religion, specifically Christianity, to modern living.

SESSION 17 : BELIEF IN GOD

The guidance teacher should assist the pupils to understand the nature of religion, and religious movements so that they can develop awareness and sympathy for the religious practices of others. The issues to be raised are the following :

- (a) The effects of theism, agnosticism and atheism on motivation for action;
- (b) Christianity and the different denominations;
- (c) Religions other than Christianity as practised today;
- (d) African traditional religions : their significance and relationship to everyday life.

It is hoped that if pupils are exposed to the knowledge about different kinds of religious beliefs, they will be able to make responsible choices and decisions, and thus take their own personal stance towards religion and religious beliefs.

5. VALUES OF THE FAMILY

The family is the basic unit of society. The family provides love and security to the individual. It is in the family that attitudes, values and interests are first developed. A person's basic sense of identity and

belonging is developed in the family (Ibid., p.53).

Children initially receive their education from the family.

Spiritual, emotional, material and physical support is

initially provided by the family.

SESSION 18 : THE FAMILY

The guidance teacher could let the pupils explore family values and the extent to which these values impinge on their own value systems. The pupils could conduct interviews with the members of their families on the following issues :

- (a) The way they spend their time;
- (b) The way they spend their money;
- (c) The interests of the members of the family;
- (d) The time spent on leisure and the hobbies practised by the members of the family.

The following issues could be raised during the subsequent discussions :

- (a) To what extent are the values of the individual influenced by the family's values?
- (b) How does the individual influence the values of the family?

- (c) Can individuals reject some of the values of the family?
- (d) What things do you think cause tension among siblings?
How do you think the tensions can be resolved?
- (e) Can siblings with different value systems live harmoniously together?
- (f) Can parents with different value systems live harmoniously together?

SESSION 19 : PARENTS AND AUTHORITY

Traditionally parents, particularly the father, had complete authority over their children. They had virtually complete freedom to do what they liked with their children.

Modernization has resulted in parents forfeiting much of their responsibility over child rearing. Many of the social structures have superceded the parents in terms of responsibility for the welfare of the children.

In school the children are educated in the way the state requires. Health services are responsible for the physical soundness of the children and the government protects children from vice by deciding what children can buy, etc.

The guidance teacher could raise the following issues :

- (a) Should parents make all decisions concerning the upbringing of their children?
- (b) Do you think that parents should have complete authority over their children?
- (c) At what age do you think parents should stop making decisions on behalf of their children?
- (d) Should parents decide when a child should leave school?
- (e) Should teenagers be allowed freedom of movement, without question?
- (f) Should the state decide when a child should leave school?

6. KNOWLEDGE OF THE ENVIRONMENT

The 20th century has been named the "space age", the "atomic age", etc. Thinking about human achievement boggles the mind. As human beings produce more sophisticated equipment in almost all spheres of life, so are we aware of the fact that human beings cannot create life, or any of the natural resources. But human beings can practise Nature Conservation in order to preserve what has already been created. Guidance should assist the pupils to learn to appreciate the value of the environment.

Much of what people do to the environment is a result of greed and a lack of knowledge. Various factories and industries produce consumer products that are useful to people, but the by-products of these industrial factories result in damage to the environment through the production of lethal gases, etc.

A number of people living in the rural areas believe, through ignorance, that burning the veld makes the soil more fertile. Veld fires cause untold damage to animals and indigenous plants.

SESSION 20 : OUR ENVIRONMENT

The environment is very important for the maintenance of life; it is thus necessary to encourage the pupils to learn more about it. Young people should be urged to acquire knowledge about the flora of their environment in that they should gather knowledge about different kinds of plants and flowers. Similarly, young people should be encouraged to have pride in the fauna of the environment in which they live. They should learn about the phenomenon of extinction, and how people often hasten this process.

The teacher could raise the following issues :

- (a) Why it is worthwhile to spend money to conserve things

such as an old church, the soil, nature;

- (b) Should money be spent on making buildings pleasant to look at, as well as merely making them suitable for their purposes?
- (c) What do pupils think of people who wish to conserve the countryside?
- (d) What do pupils think should happen to people who throw litter about the countryside, on the roads, etc.?
- (e) What do pupils think they can do to help keep rivers clean?
- (f) What could pupils do to prevent veld fires?
- (g) What could pupils do to prevent soil erosion?
- (h) What could pupils do to conserve and beautify the environment?

SESSION 21 : MAN AND ANIMALS

Animals are very important to human beings. Human beings use animals as food, they keep them as pets, they use animals to work for them, they use animals for sport and entertainment. Animals provide human beings with clothing. They are used in scientific experiments to make the lives of human beings safer.

The following issues could be raised :

- (a) Animal extinction;
- (b) Is society concerned about saving animals?
- (c) The keeping of pets;
- (d) The use of animals in producing cosmetics;
- (e) Use of chemicals to fight weeds and insects : danger caused to animals;
- (f) The pollution of rivers, oceans, the air and the environment and the suffering caused to animals;
- (g) The use of animals in scientific experiments;
- (h) What should be done to protect animals?
- (i) How should pets and animals be treated?

7. THE SELF-CONCEPT

Bennett (1963, p.265) says that the development of the self-concept subsumes many facets of the personality and is intimately related to the envisaging of the various roles that are played in different life activities.

Self-understanding is a life-long process. Guidance teachers should assist young people to increase their understanding of themselves and their fellow human beings, and thus improve their interpersonal relationships.

Pupils should be helped to gain wholesome attitudes towards the self, and to develop suitable plans for making the most

of their strengths and the best of their weaknesses.

The analysis of one's self-concept is essential for any realistic planning of educational, vocational and social goals. Pupils should be assisted to gain both a realistic and a positive attitude towards self through objective information on themselves. The guidance teacher could assist the pupils to develop a high self-esteem in order to reduce feelings of inferiority and negative attitudes.

SESSION 22 : PERSONAL VALUES

The guidance teacher could structure the discussion to enable the pupils to talk freely about themselves. To prepare for the session pupils may be asked to write as many attributes as possible with regard to what they think they are like as people, e.g. lazy, hardworking, aggressive, sympathetic, etc. The pupils could be asked to write down what they think other people think they are, and what they think they will be like in the future.

The pupils should be given the opportunity to talk about their hopes, their hates, their fears, their aspirations. They should explore the discrepancies that may appear. Through the mutual exploration of themselves in discussion, they may come to understand themselves and others. If

they develop positive attitudes towards themselves, they are likely to anticipate positive appreciation by others.

SESSION 23 : PERSONAL ACHIEVEMENTS

The family, the school, the community and society have the tendency of placing too much emphasis on competitiveness, intelligence and achievement in academic work. Pupils who are not gifted intellectually can thus have their self-esteem severely damaged.

Guidance teachers should assist the pupils to explore alternative concepts of achievement in order to facilitate a positive self-concept in all pupils. This process could therefore broaden the school's concept of achievement to include achievement in social relationships, in sports, in music, etc.

The pupils could be asked to list :

- (a) Broad achievements, past and present, of their extended family;
- (b) The achievements, past and present, of their parents;
- (c) Their personal achievements, past and present, and here too they should try to project into the future.

The guidance teacher could then provide the children with adequate models of achievement in all spheres of life.

Pupils could research the names of the people who they think have succeeded in one way or another in life.

SESSION 24 : BODY CHANGES DURING PUBERTY

The age of puberty can be a very difficult time for young people. Many teenagers worry unnecessarily during puberty. (Sebald, 1977, p.85). They tend to worry about the following :

- (a) Hair growth;
- (b) Boys may worry about the size of their sex organs;
- (c) Girls worry about menstruation : there are many myths associated with menstruation;
- (d) Boys worry about wet dreams;
- (e) Masturbation may evoke worry in both girls and boys, etc.

The guidance teacher could prepare for this session by organizing a question box. The pupils could be asked to write down anything that worries them as far as their sexual development is concerned. The guidance teacher could then answer their questions without anyone having to know the person who asked a particular question.

The guidance teacher could give the pupils information about the following :

- (a) The different rates of development of girls and boys;
- (b) The different ways in which the bodies of boys and girls develop;
- (c) Dispelling of myths concerning wet dreams and menstruation.

SESSION 25 : DEVELOPMENT OF THE SEXUAL URGE

It is possible that at this stage some children may have indulged in sexual relationships. The guidance teacher could raise the following issues :

- (a) Masturbation and the myths associated with it;
- (b) What are the consequences of sexual relationships : pregnancy, psychological pressure, responsibility, etc.
- (c) The hazards of having intimate sexual contact with persons infected with V.D.;
- (d) The views of the family and society on sexual relationships between adolescents.

SESSION 26 : CARE OF THE BODY

The growth rate of the individual increases appreciably during adolescence. A young person's height may increase by up to 10,5 cm in one year. (Tanner, 1972, p.3). At this time the

body needs many nutrients to keep it healthy. The lack of a balanced diet may result in young people developing health problems. It is important to assist young people to learn about the different kinds of food and the relationship between unhealthy food and bodily disorders such as being overweight and having skin diseases.

The guidance teacher could suggest ways of maintaining a healthy body and discuss the relationship between a good diet and healthy living.

SESSION 27 : PERSONAL HYGIENE

Personal hygiene is an important area for discussion. During puberty hormonal changes may cause skin disorders and acne. Pupils could be assisted by giving them information about the treatment of acne. Guidance teachers could give pupils information on the causes of acne and the foods that could aggravate it. Hormonal changes during and after puberty also give rise to body odours. Pupils could be assisted by giving them information on the prevention of body odours.

8. VALUES OF THE COMMUNITY

Monica Hunter says :

. . . the fact that young people have learned more European ways than their parents . . . makes them feel superior, they understand things which their fathers do not understand, therefore they are wiser.

(Geber et al., 1980, p.49).

Many of the parents of the children who are in school are illiterate; they have no idea of what children are taught at school.

The children are subjected to the influence of a variety of more or less successfully 'adjusted' adults. The parents of the children are no longer sure about the role of their children. In addition, parents seem to be unable to give their children clear guidelines for life because they are no longer sure of their own roles.

SESSION 28 : THE SCHOOL AND THE COMMUNITY

Children tend to take advantage of the ignorance of their parents in matters of education. Some children tend to reject their parents once they are educated. Some parents feel that the school is an agent responsible for alienating their children from them. The moral standards of some educated people are quite low. As a result some traditional parents feel that education results in the lowering of moral standards.

The guidance teacher could assist the pupils in showing them that education prepares them to lead lives in the community and not to alienate them from their communities. He/she could assist them to understand the values and aspirations of their community. The following issues could be raised :

- (a) What does the community expect of the school?
- (b) What are the values of the school?
- (c) What are the values of the community?
- (d) What does the individual expect of the community?
- (e) Do individuals owe the community anything?

SESSION 29 : RACIAL STEREOTYPES

Banton says that a stereotype is a tendency for a belief to be oversimplified in content and unresponsive to objective facts (Edelstein, 1972, p.10). The aim of guidance in this respect should be to assist pupils to be aware of racial stereotypes, that stereotypes have been formed by people and they result in putting people into compartments. In preparation for this session, the pupils may be asked to write down what they think of people from other racial groups. The following issues could be raised :

- (a) What causes people of different racial groups to misunderstand each other? :
 - different cultural beliefs;

- different religious beliefs;
- different outlook on life;
- propaganda.

- (b) How can one understand people of other racial groups better?
- (c) Making friends with people from other racial groups.

SESSION 30 : RELATIONSHIPS WITH FRIENDS

The pupils should be assisted to explore their values with respect to the choice of friends. They should examine their intentions in making friendships. The guidance teacher could raise the following issues :

- (a) How important are interests in a friendship?
- (b) How important is admiration in friendship?
- (c) How important is appearance in friendship?
- (d) How important is honesty in friendship?
- (e) How important is loyalty in friendship?

The pupils could discuss the main qualities that they seek in a friend.

SESSION 31 : RELATIONSHIP WITH FRIENDS OF THE OPPOSITE SEX

Preparation for this session could involve asking the pupils to explore the qualities that they want in a friend of the opposite sex. A consideration of the following

qualities could be made :

- (a) Facial appearance;
- (b) Body appearance;
- (c) Intelligence;
- (d) Personality;
- (e) Dress and appearance : femininity or masculinity;
- (f) Courage;
- (g) Sensitivity;
- (h) Consideration;
- (i) Aptitudes;
- (j) Sports ability;
- (k) Sense of humour, etc.

9. WORK

By now the pupils will have spent over a year at secondary school. They will have made new friends and have been involved in activities with these friends and school acquaintances. Through contact with people, the individual's values, interests and attitudes are affected. Such value changes affect an individual's views on life, relationships and work (Sebald, 1977, p.132).

SESSION 32 : VALUES' CLARIFICATION

The guidance teacher could involve the pupils in a values'

clarification exercise which gives the pupils a chance to look critically at their value systems. The following issues could be raised :

- (a) How and with whom do pupils spend most of their time?
- (b) How do they spend their money?
- (c) What are their hobbies?

The pupils could be assisted to explore any changes that may have taken place in their development as regards interests, attitudes, hobbies, etc. over the previous few years. In this way the pupils are introduced to the notion that experience results in change : new experiences usually provide new ways of seeing the world.

SESSION 33 : THE WORLD OF WORK

In this session occupations will be classified according to whether they can be performed indoors or out of doors, and according to whether they involve working with people or not.

The pupils will be asked to research occupations and to list these occupations according to place of performance and whether they involve people or not. The issues that could be raised are the following :

- (a) A description of these occupations - minimum

qualifications required, training for the job, etc.;

- (b) The school subjects associated with occupations;
- (c) The values embodied in the occupations, etc.

SESSION 34 : MIGRANT LABOUR

A very small number of pupils who are in the schools will find employment in Gazankulu. Most of the pupils will have to seek work in the urban areas. Guidance should assist the pupils by giving them information about government structures that deal with labour migration.

Issues that could be raised are the following :

- (a) The Reference Book and influx control;
- (b) The labour bureaux : people are classified into whether they are farm workers, cooks, cleaners, etc. Once people are classified into any category, it is not easy to change work.
- (c) A critical look at the operation and existence of these structures.

SESSION 35 : MIGRANT LABOUR

The teacher could assist the pupils to answer the question "What does it mean to be a migrant labourer?" The following issues could be discussed :

- (a) Leaving home for work;
- (b) Facing the unfamiliar;
- (c) Uncertainty about accommodation, food, hostel conditions, loss of one's job, etc.;
- (d) Relationships with one's family while away;
- (e) Getting acquainted with the new environment and its related opportunities and dangers.

STANDARD EIGHT : WORK AND RELATIONSHIPS

Sarason says of work :

The experience of work, like that of sex, is so extraordinarily complicated and private, so determined by culture and tradition, so much the organizing centre of our lives, and so much a developmental process that it is small wonder we as individuals have difficulty taking distance from 'our work', i.e. from ourselves.

Sarason, 1977, p.2).

Even though the modern experience of work cannot to a large extent satisfy the search for 'identity, meaning and community', much can be done in assisting the pupils to understand the modern experience of work. Some working conditions have a dehumanizing effect on individuals; young people should be helped to perceive difficulties that they may encounter in particular work situations. Many of the young people will have to leave school because of a lack of financial means and will have to face various situations of work.

Coming into contact with life outside school, they will meet with various problems and frustrations, which may result in their increasingly using alcohol, dagga and other addictive drugs to obtain relief from life's 'realities'.

The aim of the programme for the Standard Eight class is :

- (a) To assist pupils to perceive the influence of values on work choices;
- (b) To assist the pupils to perceive that satisfying work could be found also in what is termed conventional work. Pupils should think in terms of alternate types of work;
- (c) To assist pupils in breaking down their stereotypes, and in dealing with prejudices;
- (d) To acquaint young people with the problems involved in migrant labour;
- (e) To assist pupils to think about the use and abuse of alcohol and drugs;
- (f) To assist youth in building relationships which are based on their own value systems.

1. WORK

Values influence a person's choice of work. Work in turn influences a person's values. In that work determines to a large extent an individual's lifestyle and the nature of his or her human relationships. The sessions that follow are based on Dovey's (1982) outline in Work and Me.

SESSION 1 : THE INFLUENCE OF CONTEXT UPON WORK EXPERIENCE

For this session the pupils will have been asked to interview three people who work in the same field but in different contexts. In the interviews the pupils will be given guidelines to follow. The aspects to be covered are :

- (a) What are the values of the three people?
- (b) What is their lifestyle?
- (c) Are they happy in their jobs?
- (d) Do they do the same kind of work?
- (e) What is the nature of their work?

It is hoped that the pupils will be aware of the fact that the nature of the work is not independent of the context of the work; that work influences a person's lifestyle and relationships.

SESSION 2 : WORKING PEOPLE

A projective exercise in which the pupils are required to answer questions based on photographs of a disc jockey, a bank teller and a professional soccer player comprises this session.

The pupils are required to state what they think of the values, lifestyles and relationships that form part of the

work experiences of the photographed people. The discussion would include the following :

- (a) Explore the projected variations across the three photographs and the pupils' reasons for any difference in lifestyle, values and quality of interpersonal relationships;
- (b) Stereotypes may be projected and the guidance teacher could challenge these in the discussion.

SESSION 3 : GUEST INTERVIEW

The teacher could conduct an interview with an elderly person who has a wide experience of work. The following issues could be raised :

- (a) The link between early life experiences and the choice of work;
- (b) The treatment the person got as a result of his reaction to his work situation;
- (c) The social factors that may have acted upon the person as a young person;
- (d) The personal factors such as the ability or inability to take risks, his confidence or lack of it, his ability or inability to make changes in his life;
- (e) Was the life of the interviewee fulfilled or unfulfilled?

SESSION 4 : 'TRADITIONAL' AND 'MODERN' WORK

Preparation for this session involves a projection of the pupils' ideas on the way in which the process of modernization has affected people's experience of work, their interpersonal relationships and their definition of what is meaningful in life.

(Dovey, 1982, p.32)

The following could be discussed :

- (a) The impact of modern institutions like bureaucracies, the media, technology and education on the people's value systems and priorities in life;
- (b) The 'losses' and 'gains' incurred in the modernizing process. Reference could be made to the destruction of a sense of community in the modern world, and the deterioration of the quality of relationships due to the emphasis placed on competition and individualism. In addition, the discussion could look at the influence of bureaucratic institutions upon people's experience of work and life;
- (c) The gains: modernization has brought considerable individual freedom and freedom of choice; an improvement in the material quality of life, and an increase in the length of human lifespan.

SESSION 5 : 'CONVENTIONAL' AND 'ALTERNATIVE' WORK

The pupils are required to project their ideas about the values, relationships and lifestyles of people who work in conventional settings, as well as those working in an alternative setting. Issues to be dealt with include :

- (a) Stereotypes; and
- (b) Material security versus the 'freedom' of working under self-determined conditions of employment.

SESSION 6 : ONE LIFE - ONE JOB; WOMEN AND WORK, RACE AND WORK, THE DISABLED AND WORK

The session is meant to highlight the power of social values in terms of their influence over the accessibility of different forms of work to different people.

(Dovey, 1982, p. 33)

Photographs will be used to provoke thought on the following issues :

- (a) One life - one job :
 - do one's values and interests remain unchanged over time?
 - can a person enjoy the same work for life?
 - should people remain at the same job because they cannot face new situations?

- (b) Discrimination against women : exploration and questioning of the justification for socialization in this aspect of life. Display photographs of women in engineering, plumbing, etc. Let pupils discuss what they feel about women doing these jobs;
- (c) Racial discrimination : social values generally dominate work more than any other factors :
- is there any justification for racial discrimination in the work situation?
 - Black people cannot do certain types of work; is this statement true or false?
 - should people be given the opportunity to work wherever they wish?
- (d) Is it correct to discriminate against physically disabled people in the work situation?

SESSION 7 : STEREOTYPES

Allport (1954) defines a stereotype as 'an exaggerated belief associated with a category. Its function is to justify . . . our conduct in relation to that category.

(Zimet, 1976, p.105)

Zimet (ibid.) says that stereotyping oversimplifies and over-generalizes to the point where it oversteps neutral classification. Stereotypes may be based on race, sex, physical appearance, colour of the skin, etc.

Stereotyping results in prejudice. The guidance teacher could involve the pupils in an exercise in which they could critically view stereotypes, and be able to see the destructive nature of stereotyping. The pupils could be asked to write down their feelings when the following are mentioned :

- (a) Venda
- (b) Zulu
- (c) Afrikaner
- (d) English
- (e) Teacher
- (f) Mother
- (g) Teenager.

Stereotypes are sure to arise in these descriptions of their feelings and the discussion would revolve around the reasons for their feelings. The discussion should reveal the danger of generalization with respect to people, especially when one has little experience of the people themselves.

SESSION 8 : EXPOSURE TO RAW RACIAL PREJUDICE ON THE JOB

On the basis of stereotypes, people are classified into categories, called names, and jokes might be made about them; for example, the Van der Merwe jokes. On this basis, people may be subjected to a number of unpleasant situations.

In the work situation, people may be subjected to stereotyping, people may be referred to in derogatory terms and this could create unpleasant situations at work. Pupils should be encouraged against internalizing such stereotypes.

Issues that may be raised are :

- (a) Why do some people call others names?
- (b) Who gives other people names?
- (c) Have we got a right to call others by names?
- (d) How would you react to being called names?
- (e) In a work situation, are overseers entitled to insult their juniors?
- (f) How would you react when insulted?
- (g) Do people behave in a manner to provoke insults?
- (h) What could people do to avoid being insulted?

2. MIGRANT LABOUR

Gazankulu cannot offer employment to most of its inhabitants. Very many young people have to leave the territory to seek work in the urban areas. These people have to contend with problems wrought by the Government's control structures, such as the labour bureaux, influx control and the pass laws, etc. They are also faced with problems associated with living away from home for long periods, and living under inhuman conditions. These problems are described by Berger et al., 1973. The pupils need assistance to

prepare themselves for these problems.

SESSION 9 : APPLICATION FOR A JOB

The following will have to be dealt with :

- (a) The 'reference book'; how a person procures it;
what documents are needed;
- (b) The labour bureaux and their function in employment :
 - provision of contract work;
 - classification of work seekers into categories;
 - the difficulty of changing from one category to another;
- (c) Mine contract work : what are the workers' rights?
- (d) The labour bureaux in the place of employment and their treatment of migrant workers :
 - medical examinations performed in full view of other other work seekers - a humiliating experience; no privacy is provided for the individual during these examinations;
 - people who lose their jobs are endorsed out of the urban area.

SESSION 10 : MIGRANT WORK : INFLUX CONTROL

Many people visit the labour bureaux everyday and many have to wait for long periods before jobs can be found for them. Some of these people leave the territory illegally, to seek employment in the urban areas. These people face unemployment and employers are prosecuted for employing

people who do not qualify to be in these areas. Some employers give them work and pay them very little.

The people face influx control laws, pass laws and all sorts of oppression, exploitation and humiliation.

Discussions will be centred around the questions that the pupils will ask after the facts of influx control and pass laws have been described.

SESSION 11 : HOSTEL OR COMPOUND LIFE

In a hostel or compound, people of the same sex, and of all ages, live together. They live in dormitories, share rooms, prepare food in communal kitchens, use communal ablution rooms, etc. The issues that may be discussed are :

- (a) Buying and preparation of food;
- (b) Washing of one's clothing;
- (c) Responsibility for one's life : the pupils should be made aware that life will depend upon the values that they have formed. In the hostel or compound one meets people with a variety of values; a person should choose friends or companions who share the same values.

SESSION 12 : PRIVACY IN THE HOSTELS OR COMPOUNDS

The hostels and compounds are constructed to afford no privacy at all. The following issues will be discussed in this session :

- (a) What is privacy?
- (b) Do people need privacy?
- (c) Do young people need privacy?
- (d) Why do people need privacy?
- (e) Parents of young children naturally wish to know where they are and what they are doing all the time. At your age, how far ought parents to 'mind their own business'?
- (f) Do we have to respect other people's privacy?

SESSION 13 : ABSENCE FROM WOMEN AND CHILDREN

People live in abnormal situations in hostels. They live for long periods absent from women and children. The guidance teacher could raise the following issues :

- (a) During weekends and holidays, what do the people do?
- (b) Exploitation by prostitutes : health hazards;
- (c) The abuse of alcohol;
- (d) Development of criminal behaviour;
- (e) Leisure, hobbies, sports.

SESSION 14 : CRIMINALS AND HOSTEL VIOLENCE

A lot of violence occurs in the hostels and compounds. The pupils could be asked to give ideas of what they think are the causes of violence. The guidance teacher could then raise the following issues :

- (a) The use of alcohol;
- (b) Dagga smoking;
- (c) Strain and stress;
- (d) Frustration in relationships and at work;
- (e) The type of person who one could associate with;
- (f) Living in an abnormal dehumanizing environment where there are people of a single sex : manifestation of 'animal-type' behaviour will follow.

In the urban areas pick-pockets, robbers and murderers abound. Many people fall victim to these criminal types. Pupils could be asked to give ways in which people can avoid being victims of these criminal acts. The issues that could be raised are the following :

- (a) The carrying of lethal weapons;
- (b) Carrying of a lot of cash;
- (c) Walking in the night;
- (d) Criminals lurk in alleys and lonely spots;

- (e) The reasons for the high level of violence in the 'townships'.

SESSION 15 : LONELINESS

People living away from familiar surroundings, from friends, family and from their community can become very lonely.

The urban areas are full of lonely people. The following questions could be raised :

- (a) Who are lonely people?
- (b) Where do they come from? Where do we find them?
Everywhere?
- (c) Why are people lonely?
- (d) Do we wear facades? When do people show their real selves? Is it necessary to wear a facade?
- (e) How could one prevent loneliness?
- (f) Are lonely people self-centred? Do they indulge in self-pity?
- (g) What is lonesomeness?
- (h) Is there a difference between loneliness and aloneness?

SESSION 16 : RELATIONS AT HOME

The traditional structures that provided, through ritual and other forms of communal involvement, a way of alleviating

despair and anxiety, are under great pressure as a result of modernization. Through experiencing new situations, the individual develops new values. Some of the values may be in contrast to his or her original values, and will affect his or her family relationships. The issues that could be raised are :

- (a) What does the family expect from a worker?
- (b) What does the community expect?
- (c) What are his responsibilities towards his family?
- (d) Why do some people leave their families in the 'home-lands' to live permanently in the urban areas?
- (e) How do you think the people's values change?

SESSION 17 : TRADE UNIONS

Francis Leigh defines trade unions as follows :

Unions are groups of people at work who join together to talk to their employers about the work they do and the wages they are paid. Because the union normally speaks for all workers it is stronger than the individual worker.

(Leigh, 1978, p.2)

The guidance teacher will explain what trade unions are, how they work and the bargaining power they have in the

workplace. Issues to be raised are :

- (a) As a worker, do you need to join a union?
- (b) What will it cost to join?
- (c) Who decides which issues will be contested by the union?
- (d) How do I know the union will do what I want?
- (e) Can the union assist workers in knowing their rights?

SESSION 18 : TRADE UNIONS

Trade unions are for the benefit of the workers. The guidance teacher could describe the kind of issues that the union would negotiate with employers :

- (a) Wages, hours of work, overtime and bonus payments;
- (b) Safety arrangements;
- (c) Compensation for workers disabled while performing their duty;
- (d) Working conditions, holidays, etc.;
- (e) Disputes, arguments, unfair dismissals, etc.

The teacher could also explain the kind of action usually taken by unions in solving problems :

- (a) Negotiating;
- (b) Bargaining;
- (c) Strikes;
- (d) Picketing.

3. RELATIONSHIPS WITHIN THE FAMILY

Adolescence can be the most trying period of a person's life. Relationships with the family may become strained as difficulties emerge during this period. Young people become very sensitive and can be hyper-critical of their parents at this time, while resenting criticism of themselves. This time can be characterized by an open rebellion against their parents' way of life (Tanner, 1972, p.67). Parents tend not to understand adolescents and their special needs at this time.

SESSION 19 : FACILITATING COMMUNICATION IN THE FAMILY

The guidance teacher should try to help pupils to understand some of the problems facing parents during this time. It takes some time for parents to get used to the fact that their children are no longer babies. Parents may be over-anxious to protect the teenager, who may not need the type of protection offered.

The teacher could encourage young people to talk to their parents, if possible, to explore their parents' values, interests and hobbies in an endeavour to understand their parents' expectations of them. Issues to be raised could include :

- (a) Should parents stop their children from having certain friends?
- (b) Should parents place restrictions on the time teenagers should be home at night? Should there be differences between boys and girls as far as this is concerned?
- (c) Should teenagers be allowed complete freedom in their choice of lifestyle?
- (d) What is the role of communication in the process of mutual understanding between parents and teenagers.

SESSION 20 : RESPONSIBILITY AND INDEPENDENCE

As the children become more independent of their parents, they have a need for responsibility in more aspects of their lives : they need more pocket money, they need more time to spend on self-chosen activities.

The task for guidance is to assist the young people to understand that independence implies responsibility. In this session, the guidance teacher would collect articles from magazines in which parents complain about their teenage children. He or she would then ask the pupils to give answers to the problems posed. In this way, the pupils will gain insight into the difficulties that parents experience. The children may, hopefully, become more tolerant and more understanding of their parents' feelings.

SESSION 21 : PROBLEMS OF ADOLESCENCE

In this session the pupils could be asked to give answers to the problems posed by teenagers about their parents. This experience will enable them to gain different perspectives on adolescents' problems. As the pupils give their answers to the problems, they will also be experimenting with their values. Similarly, pupils will be exposed to a variety of different value positions.

This session may also be conducted by allowing the pupils to role-play the following situations :

- (a) Troublesome teenager and parents;
- (b) Unreasonable parents (authoritarian) and teenager.

The issue of communication and listening could be raised here.

4. SMOKING

Young people tend to start smoking at a very early age and they do so for various reasons. People are known to start smoking for social reasons such as imitating others, to attract attention, to break school rules, etc. Pupils should be helped to understand the psychological and physiological effects of smoking.

SESSION 22 : THE DANGERS OF SMOKING

During this session the guidance teacher could supply the pupils with information about the health hazards of smoking :

- (a) Nicotine as a habit-forming drug;
- (b) Medical research indicates that a number of diseases are associated with smoking : people who smoke have a greater chance of suffering from coronary heart diseases, cancer of the lungs, the larynx and the mouth, chronic bronchitis or emphysema;
- (c) Psychological dependence on smoking (Sebald, 1977, p.469).

SESSION 23 : ADVERTISEMENTS ON SMOKING

- (a) Who advertises cigarettes and for what reason?
- (b) What images do advertisements convey about smokers?
Are these true?
- (c) Cultural values and smoking : is one more masculine, or more 'cool' if you smoke?
- (d) Do smokers pose a health problem for non-smokers?
- (e) Conflicting values in society on smoking : in many countries cigarette advertisements are either banned or they must carry a health warning.

SESSION 24 : DAGGA SMOKING

People who smoke dagga (cannabis) believe it to be harmless. Dagga has been found to be potentially harmful as an addictive drug (Sebald, 1977, p.467). Some of the effects of dagga on the individual are the following :

- (a) Slow reaction to stimuli;
- (b) Drowsiness;
- (c) Intellectual ability becomes lowered;
- (d) Dagga induces respiratory problems;
- (e) Unsteady body motion;
- (f) Visual perception becomes distorted.

Most young people experiment with this drug. The guidance teacher could help the pupils by making them aware of the physiological and psychological effects of dagga :

- (a) Dagga distorts reality and impairs judgement;
- (b) Dagga lessens motivation for achieving;
- (c) Explore the following questions :
 - does dagga lead to crime?
 - does crime lead to dagga?
- (d) Some people have hallucinations after smoking dagga;
- (e) Can one 'escape' one's problems by smoking dagga?

Are there more constructive ways of dealing with one's problems?

5. ALCOHOL

SESSION 25 : ALCOHOL AND ALCOHOL ABUSE

In society, entertainment has become synonymous with alcohol drinking. Children become aware of the use of alcohol at a very early age. Some children begin using alcohol at a very early age.

People drink alcohol for various reasons, ranging from relaxation to attempting to escape their reality through obsessive drinking. In this session the pupils could be exposed to pamphlets and articles which deal with alcohol consumption. The physiological and psychological effects of alcohol on the individual could be discussed. Issues that could be raised are the following :

- (a) Why do people drink alcohol?
- (b) Why do young people drink alcohol?
- (c) Why do some people develop a stronger need than others to drink excessively?
- (d) Is alcohol addictive?

SESSION 26 : ALCOHOLISM

One of the people working with alcoholics could be invited to give a talk on alcoholism. A display of pamphlets and

articles on alcoholism could be organised. Time could be given for pupils to ask questions.

Alcoholics are people who need help. Alcoholism affects the individual and all his/her relationships; alcoholics cannot keep their jobs, etc. If the pupils are helped to think about their social problem, it is hoped that when they encounter alcohol, they will have thought about it and the potential destructiveness of it.

SESSIONS 27 and 28 : ALCOHOL AS A SOCIAL PHENOMENON

To prepare for these sessions the pupils may be asked to collect advertisements of alcohol from newspapers and magazines. A discussion of the following issues, which might arise from an analysis of the advertisements, could then be conducted :

- (a) What are the advertisements trying to do?
- (b) What are the advertisements trying to say?
- (c) To what psychological needs are advertisements trying to appeal?
- (d) Do they appeal to any physical needs?
- (e) Let the pupils list the reasons why they think people drink;
- (f) Let them list the situations where people drink.

The following may emerge as points to be discussed :

- (a) People who drink to become drunk : what are their motives?
- (b) Alcohol is used in parties for different kinds of celebrations;
- (c) Alcohol is used to show sociability and hospitality;
- (d) Alcohol is taken at meals to emulate the values of the elitist classes;
- (e) Alcohol is used in church to celebrate communion, etc.

From discussion of points of this nature, it is hoped that young people will observe that alcohol is a legal cultural product which does sometimes have positive uses as well as the potentially lethal effects discussed in previous sessions.

SESSION 29 : ALCOHOL : PSYCHOLOGICAL FACTORS

The reasons why people drink are varied. Some may be conscious and some may reside in the 'unconscious' whereby people may not be aware of the reasons for their drinking.

The following are some of the reasons why people drink :

- (a) The meaninglessness of life and the frustrations of meaningless work. Bureaucracies and technicism have

changed the way in which people lived. There are very few remaining social structures which have the potential of providing meaning in life. As a result many people resort to drinking as a response to their experience of their lives as being meaningless.

- (b) Frustration in home relationships and relationships at work : When relationships do not work out well, when there is a breakdown in relations at home or at work, people drink to boost their egos and thus develop some false confidence (ibid., p.396).
- (c) People drink because they have a low self-esteem. After drinking they develop a temporary feeling of adequacy.
- (d) Frustration of socio-political conditions : Some people prefer to pass through life in a psychological haze rather than face squarely the wretchedness of their lives.

SESSION 30 : WHEN SHOULD WE DRINK?

In the last few sessions it has been shown that alcohol can cause severe problems in life. People may use alcohol to 'escape' their problems. Alcohol may only provide temporary relief, in which case people will continue to drink and thus a vicious circle is created, resulting in

very drastic consequences such as alcohol addiction and destroyed relationships.

The guidance teacher could assist the pupils in exploring other means of solving problems. More constructive approaches to the problems, mentioned in previous sessions, will have to be worked out :

- (a) Relationships : Success in relationships depends very much on the individual. What are your values? Are these values compatible with your choices? Are you able to communicate effectively and authentically?
- (b) When life tends to lose meaning because work offers no opportunity for fulfilment, a person may have to create new meaning in life. It might mean changing one's career if possible. People may involve themselves in community projects and other potential sources of meaning.
- (c) Setting oneself realistic goals and working hard to achieve these goals may help to solve problems of low self-esteem.
- (d) When do you drink? When you are sad, lonely, depressed? To relieve your problems temporarily through drinking is less preferable to thinking and working out long-term and permanent solutions to your problems.

Guidance teachers could also help the pupils to become aware through observation of drinking habits that may cause problems, such as drinking in company versus drinking alone, drinking when one is happy versus drinking when one is sad and depressed, etc.

6. IDENTITY

SESSION 31 : IDENTITY

Adolescence is a period in which the teenager's world becomes ambiguous. At one time they are expected to behave as adults and another time they are referred to as children. The need for knowing who one is becomes crucial during this period. Bennett says that the young people are unsure of themselves and they vacillate between one role and another (Bennett, 1963, p.52). The individual's identity at this period depends very much on how other people perceive him or her. The guidance teacher should assist the pupils to look at the way in which they are perceived by the members of their family. The pupils should also be encouraged to identify the scripts that have been imposed upon them by their parents.

Dovey mentions that transactional analysis has revealed the propensity of families towards scripting of behaviour for their children (Dovey, 1982, p.38). Many children do

internalize and act out such scripts. Scripting is a function of the way parents see their children, and negative scripts can be very destructive. In this session pupils can be helped to know that they need not accept such scripts as a necessarily valid description of themselves.

SESSION 32 : IDENTITY

For this session the guidance teacher could use the 'Johari window' concept. The concept assumes that there are things that the individual knows about him/herself which other people do not know; there are things that some people know about the individual that the individual is not aware of; there are things about the individual that the individual and other people know, and there are those things that are not known to the individual or other people about that individual. During this session, the guidance teacher could create a situation wherein individuals try to find out their 'kind' of characteristics. By such a discovery, it is hoped that the pupils may improve on their strong points and simultaneously become aware of their negative characteristics, and endeavour to act positively upon these.

The following issues may be raised :

- (a) Does self-knowledge assist one in solving problems?

- (b) Is self-awareness important in understanding others?
- (c) Does self-awareness lead to a fuller life?
- (d) In what way does self-knowledge assist an individual?

7. SEX

SESSION 33 : SEX EDUCATION

Modern society seems to have a more liberal attitude towards sexual relationships. More elderly people think that we live in a permissive society. Modern society has double standards in that it endorses the idea that men should be virile, (for example, the number of women they take to bed is often regarded as a demonstration of their 'masculinity'), whereas young girls are warned not to be promiscuous. The media encourage young people to involve themselves in actions which they could regret later. In this session the nature of heterosexual relationships will be explored. The following issues could be raised :

- (a) What does it mean to be 'just good friends'?
- (b) What does it mean to establish a serious relationship with someone?
- (c) Is it true that to demonstrate masculinity, a man should be involved in a number of sexual relationships? Is this a valid definition of masculinity?

- (d) Girls who 'sleep around' could end up not getting married. Why is there this difference in society's attitudes towards girls and boys having sexual relationships?
- (e) Do men want to marry virgins?

SESSION 34 : THE CONSEQUENCES OF SEXUAL RELATIONSHIPS

In this session the pupils will be made aware of some of the results of indiscriminate sexual relationships. In preparation for the session, the guidance teacher could collect pamphlets, articles from magazines and booklets which deal with the following topics :

- (a) Illegitimate children;
- (b) Venereal diseases;
- (c) Contraception.

This section may be treated in two sessions. An invitation could be made to the family planning clinic to address the pupils. In the second session the pupils could discuss the problems that may have arisen from the talk.

SESSION 35 : PREGNANCY AND ABORTION

To prepare for this session the teacher needs to collect pamphlets and articles on adolescent pregnancy and abortion. The guidance teacher could involve the pupils

in discussions which could reveal the psychological strain that could be experienced by a young girl during pregnancy - pregnancy of an unwanted child. The teacher could give information as to the laws concerning abortion in this country. Issues that may be raised are :

- (a) If a girl falls pregnant, is her mother to blame?
- (b) If a girl falls pregnant, is she solely to blame?
- (c) If boys were to fall pregnant, would they be more careful?
- (d) The issues involved in abortion.

8. VIOLENCE

SESSION 36 : VIOLENCE

Violence can be directed towards people, animals and towards the environment. Teenagers are at a stage where they could rebel against social norms. They want to assert their independence and they do this by behaving differently.

This need can be manifested in antisocial behaviour.

Guidance should endeavour to show young people that there are ways through which problems could be solved and that violence is destructive to themselves and to society in general. Issues that could be raised are the following :

- (a) What causes people to be violent?

- (b) Is violence ever justified?
- (c) Do certain people have the privilege of being violent?
Why?
- (d) Are there any harmless outlets for violent feelings
(watching a boxing match, for example)?
- (e) If we are angry, is it right to take it out on the
environment (for example, removing the bark from trees,
writing on the walls of buildings, breaking windows)?
- (f) Discuss vandalism as a manifestation of violence.

STANDARD NINE : UNDERSTANDING SELF AND OTHERSINTRODUCTION

Lawrence Kubie says :

Instead of bringing up infants and children under a system of taboos which make it impossible for them to talk about themselves or to adults about their hates and fears, their jealousies, their bitterness against the adult world, their bodily shames and envies and lusts, all of this could be lived out, acted out, and talked out in groups from the nursery years on.

(Quoted by Bennett, 1963,
p.230)

During the process of growing up young people inevitably acquire ideas and attitudes about themselves. Guidance should structure a learning programme that will enhance understanding and acceptance of self and others, so that they do not develop into troubled and unhappy adults. According to Jersild, from an early age human beings

have more capacity for learning to face and understand and to deal constructively with the realities of life than we have hitherto assumed in our psychological theories or in our educational practices.

(Quoted by Bennett, 1963,
p.232)

Guidance could, on the above assumptions, create a psycho-social moratorium wherein the children would discuss problems concerning themselves and their interpersonal relationships, etc.

AIM

The aim of the Standard Nine programme is to help the individual understand the nature of the biological and social influences which interact in the shaping of his/her personality (ibid., p.329). This could assist the individual to develop self-knowledge and intelligent self-direction. The programme should assist the pupils to accept individual variation and similarities and to develop in them a mutual respect for and acceptance of other people.

The aim of the programme is to assist pupils to be confident and aware of themselves and their humanness and to assist them to accept and to control and enjoy their emotions, their thoughts and their bodies (ibid., p.337).

1. RELATIONSHIPS : MARRIAGE

In South Africa statistics for the White group reveal that one out of every three marriages ends in divorce. The figure is probably much higher for the Black group where

the migrant labour system, etc. place a heavy burden on marriages. Traditionally social forces like religion, the family, the community, etc. tended to support the marriage institution. Part of the 'cargo' of modernization has been the disintegration of the traditional social structures. People now tend to live in a state of anomie. Guidance will have to assist people to become involved in personally satisfying relationships.

SESSION 1 : CONSEQUENCES OF MARRIAGE

Pupils should be assisted in perceiving critically the positive and negative consequences of marriage. Before young people are involved in a marriage contract, they should have a clear perspective of the nature of the relationship into which they are intending to enter.

Marriage has both liberating and restrictive consequences and these should be carefully assessed. The issues that should come up for discussion are the following :

- (a) What may I lose by getting married?
- personal freedom?
 - privacy?
 - independence?
 - change in relationships with friends, with members of one's family?
 - friendship with members of the opposite sex?
 - individual decision-making?
 - right to individual choices?

- (b) What may I benefit from getting married?
- constant friend?
 - opportunity to become a parent?
 - constant moral, spiritual and emotional support which could no longer be offered to the same extent by the family and friends?
 - opportunity to share interests more fully?
 - companionship?
 - spiritual and emotional development?
 - development of a new relationship provided by the family of the partner.

SESSION 2 : THE CHOICE OF A MARRIAGE PARTNER

Some parents still subtly choose marriage partners for their children. Such marriages usually have disastrous consequences. To choose a friend or a marriage partner one needs to clarify one's values. Marriage is a serious commitment and young people need to be assisted to realise the importance of their choices, since these may involve life-time consequences.

The pupils should be given the opportunity to question themselves on issues such as :

- (a) What kind of person would I like to spend my whole life with? The pupils could be asked to list characteristics of persons they enjoy being with.
- (b) Are their friends' values compatible with their own values? The pupils could note the things that they

like and dislike about other people.

- (c) Who should influence their choice?
- the family?
 - friends?
 - the community?
 - themselves alone?
- (d) How important are the following in the choice of a partner : physical appearance, family background, difference in ages, love, physical attraction, respect, consideration, shared interests, values?
- (e) What effect do respect and admiration have on the choice of a marriage partner?

SESSIONS 3 and 4 : MARRIAGE RESPONSIBILITIES

Young people should be helped to realise the responsibilities of marriage. Marriage does not merely involve staying together in that marriage; partners should share their happinesses and their problems. Marriage should offer the participants the following :

- (a) Emotional support : this kind of support may have previously been offered by parents and relatives;
- (b) Spiritual support;
- (c) Moral support.

Before marriage, most young people offer their partners quite a fair amount of emotional support which after

marriage they tend to take for granted. The following issues could be discussed :

- (a) If your marriage partner became an invalid after your marriage, would you be responsible for him/her emotionally, spiritually, financially?
- (b) How far is physical appearance important to you?
- (c) If the physical, financial conditions of your partner changed how would that affect your relationship?
- (d) A serious consideration of the following aspects should be made :
 - where are you going to live?
 - how many children, if any, would you like to have?
 - are you ready to share household chores and the responsibility for earning money?
 - consider your relationships with your in-laws and problems that may arise;
 - money and how it should be spent;
- (e) How far are you prepared to compromise in most matters?

SESSION 5 : LOBOLO

Most of the traditional practices related to marriage have disappeared as a result of modernization. Lobolo is one of the traditions that has survived change, although its form has changed with the change in the traditional practices. For many of the young people, however, the meaning of lobolo has been lost. Many young people are opposed to paying lobolo, yet it is known that relationships

that exist without the payment of lobolo have a lesser chance of success than those based on lobolo. It seems that men have a higher respect for the women for whom they paid lobolo.

Traditionally the young man's parents help to pay for lobolo, but now young men have to pay large sums of money for their brides. The following issues could be raised :

- (a) Is lobolo necessary?
- (b) What are the advantages of lobolo to the young couple?
- (c) What is the advantage of lobolo to the families of the couple?
- (d) Could lobolo be changed?
- (e) Are young people able to pay lobolo?
- (f) What effects can the payment of lobolo have on the quality of the relationship of the young couple?
- (g) Should parents of both partners help the young couple financially to start a family instead of requesting lobolo?

SESSION 6 : MARRIAGE : FAMILY RELATIONSHIPS

Marriage is becoming more of a personal choice in Gazankulu, with young people becoming increasingly independent in their marital negotiations. Traditionally marriage

occurred between families. It involved the building of strong relationships between the members of both families.

The following issues could be discussed :

- (a) What is the effect of marriage on family relationships?
- (b) Should the parents of the couple interfere in the new family?
- (c) If parents should interfere, which parents should interfere?
- (d) What is the effect of marriage on the relationships with brothers and sisters of the individuals?
- (e) With which family should the couple keep in constant contact? Why?
- (f) Should the wife or the husband be involved in ^{the} affairs with their respective families which exclude the other?
- (g) What effects could such affairs have on the marriage?
- (h) Should parents of both husband and wife be welcomed to live with the family?
- (i) How far should the husband's mother interfere in the running of the family, if at all?

SESSION 7 : MARRIAGE : SOCIAL PRESSURES

Although society has relinquished its supportive function

with respect to marriage, its influence should not be underestimated. Pupils should be assisted to view social standards in a critical manner, for at times society does mete out double standards. Young people should be helped to assess societal values as far as marriage is concerned and to compare these values with their own value systems.

The following issues could be discussed :

- (a) Is the place of the woman in the home?
- (b) Should men spend more time away from the home with other men?
- (c) Should housework be shared? Should there be any difference if both husband and wife have careers?
- (d) In traditional Black society, male chauvinism is favoured. How does this affect marital relationships today?
- (e) Are women still submissive?
- (f) How do you feel about a man who spends more of his time with his family?
- (g) What is the effect on a marriage where the man spends his time away from the family?

2. PARENTING

The media, in the form of newspapers, magazines, TV and

radio, always project images of children as 'bundles of joy'. However, the images can create a false impression, as parenting is often a difficult and exhausting task.

Before a couple considers raising children, there are several aspects to be considered. Parenting is not always as glamorous and as rewarding as glossy advertisements show. Couples must be prepared for emotional strains and practical responsibilities.

SESSION 7 : WHAT ARE THE NEEDS OF A BABY?

Babies, unlike the young of most animals, are born quite helpless. If they were to be neglected, they would die. Babies need care, love and security which must be provided by adult human beings. Young people could be helped to consider the following :

- (a) Parents should be ready to offer their children stimulation, love and security. At a very early age this involves giving a greater part of one's time to the children.
- (b) Babies need food, warmth and sleep. If needs are not satisfied, the baby cries - it would seem that crying reflects the unmet needs of the baby.
- (c) Babies need to know both parents. This means that both parents must sacrifice much of their time to be

with the child. Talking to young babies is very important.

- (d) Babyhood is a period in which the child is vulnerable to different kinds of baby ailments and thus babies are not always as healthy as they are shown in advertisements.
- (e) Parents have the responsibility of satisfying all the needs of the baby.

SESSION 9 : PARENTING : CONSEQUENCES OF BECOMING A PARENT

Parenthood can be a stressful time for adults. Young people should be assisted to view, realistically, the meaning and implications of parenthood. The following issues could be discussed :

- (a) What is it like to be a mother?
 - caring for the baby;
 - staying at home to care for the baby;
 - there are feeds to prepare, nappies to change and wash, keeping the baby clean, etc.; how do you feel about this?
- (b) What is it like to be a father?
 - do you have to help in caring for the baby? is it necessary?
 - how well can you adapt to the existence of an individual who needs so much attention?
 - how much time are you prepared to spend at home?
 - a father cannot enjoy the undivided attention of his wife;

- consider fatigue, irritability and tolerance in the life of a parent; how may these factors influence relationships within the family?

SESSION 10 : PARENTING : FAMILY RELATIONSHIPS

Young people should be assisted in exploring the effect that children have upon the relationships between the parents. The father of the new born baby may feel left out as attention is drawn onto the mother and the baby. Issues that could be raised for discussion are the following :

- (a) How important is it to both parents to have children?
- (b) Do babies affect a couple's way of life? In what way?
- (c) Can children draw their parents apart?
- (d) Relationships with in-laws : how do children affect relationships with the in-laws?
 - how much should the parents in-law be involved in the upbringing of children?
 - how may the interference of grandparents affect the relationship between the couple?
 - should a young mother bring up her children according to the way her mother brought up her children?
 - in-laws can help the young couple in looking after the children, so that the couple can have some time on their own;
- (e) What possible roles can in-laws play in the following :
 - a young mother who is lonely and lacks confidence?

- a young father who feels isolated and lacks a role in early childhood?
- a young couple who resent lack of freedom?
- a child who makes continuous demands?
- the physical mobility of the young couple to go out together from time to time?

3. SEX EDUCATION

Pupils at this stage of development, i.e. in Standard Nine, involve themselves in a variety of different relationships with members of the opposite sex. Young people tend to approach these relationships in a stereotyped way after having internalized the socialized norms of the female and the male 'roles'.

Society dictates the kinds of things that a person needs to do in order to prove manhood or femininity. Similarly, the young people should be helped to assess the influence that the media may have on their sex-role socialization.

SESSION 11 : FRIENDSHIP

Relationships with members of the opposite sex could result in the formation of lasting friendship or in transitory relationships. The following issues could be raised :

- (a) How important are attraction and 'excitement' in a

boy-girl friendship?

- (b) Is there anything wrong with a passing or temporary friendship?
- (c) What kinds of things should you expect of each other in a lasting friendship?
- (d) Do we have responsibilities to each other even in a passing friendship?
- (e) When two people become serious about each other, should they stop keeping company with others?

SESSION 12 : RESPONSIBILITY IN SEXUAL RELATIONSHIPS

Society tends to emphasise the virility of the man. To be viewed as masculine, a young man may have to boast of having had sexual relations with a number of women. It is not so with a woman. Women should not, according to society, 'sleep around'. The perception of one's responsibility in sexual relationships is very important. Each person is responsible for his/her actions.

Pupils should be assisted in realizing their responsibility in different kinds of friendships. The following issues could be raised :

- (a) Acquaintanceship :
 - minimal emotional involvement;

- if sexual intercourse occurs then, to a boy, it may evoke pleasure and prestige only; a girl may do it in order to please the boy and to ensure continuation of the relationship;
- such relationships are often one-sided, and when they break, they can have psychologically traumatic consequences.

(b) Transitory relationships : Sexual relationships occurring within this context can be for reasons such as :

- satisfaction of curiosity;
- achievement of personal satisfaction;
- boys usually indulge in sex in this context to impress others and to boast of their sexual adventures (Ohlsen, 1955, p.33);
- such relationships are often unsatisfying and psychologically speaking, potentially destructive.

SESSION 13 : SEXUAL RELATIONSHIPS

What are the responsibilities of having sexual relationships with acquaintances and casual friends? Let the pupils discuss the following issues :

- (a) What factors do you consider before entering into a sexual relationship?
- (b) Is momentary pleasure an end in itself?
- (c) Are you desperately in need of maintaining a relationship? If so, is it worth it?
- (d) Why do people exaggerate stories about their sexual adventures?

- (e) Have you considered that a child could be produced in such a relationship?
- (f) What are societal values about premarital sex, particularly of girls?
- what could be the effect on a girl's future life if she were involved in sexual relationships of this kind?
 - could she easily find a marriage partner? if not, why?
 - is she/he capable of responsible parenthood at this stage of life?

SESSION 14 : SEX EDUCATION : PERSONAL RESPONSIBILITY

Young people are at a stage where society disapproves of sexual relations before marriage, but their bodies seek sexual satisfaction (ibid.). It is very important that young people must realise that they must make their own decisions about their bodies, feelings and actions. They must accept personal responsibility for decisions made. They should not react blindly to their feelings nor to social prescriptions.

Young people should be made to realize that they should not overlook their ethical obligations and responsibilities in any sexual relationship. The following issues could be raised :

- (a) What are your opinions about premarital sex?

- (b) Is physical attraction enough for a lasting relationship?
- (c) Are you concerned about your friend's feelings?
- (d) How does a lasting friendship affect other people?
- (e) How could an unwanted baby create problems for a girl or a boy?

SESSION 15 : WHAT IS THE SEXUAL ACT?

After the number of sessions dealing with sex, it is hoped that the pupils will have developed values regarding sexual relationships and that they will be in a position to think carefully through decisions concerning sexual relationships.

The issues that could be raised in this session are the following :

- (a) Sexual relationships should be based on deep emotional commitment or involvement;
- (b) Sex as an expression of affection and tender care;
- (c) Sex as a form of communication - communicating deep feelings;
- (d) Taking responsibility for the other's feelings;
- (e) Ready to be responsible for the consequences of the sexual act.

SESSION 16 : CONTRACEPTION AND VENEREAL DISEASES

Since some young people at this stage will have already begun having sexual relationships, it would serve no purpose to attempt to discourage them. The former sessions, it is hoped, will make them think about what they are doing.

For this session an official from the Family Planning Clinic could be invited and the following issues could be discussed :

- (a) Why contraception;
- (b) Types of contraception;
- (c) Side effects of contraceptives;
- (d) Dangers of the use of contraceptives;
- (e) How to use contraceptives;
- (f) Different kinds of sexually transmitted diseases;
- (g) Can these diseases be cured?
- (h) What precautions can be taken?

SESSION 17 : SEXUAL RELATIONSHIPS AS PORTRAYED IN THE MASS MEDIA

The media and advertisements portray relationships in such a way as to create unrealistic expectations of the female and male roles within people (Sebald, 1977, p.419). Young people are to be

assisted in viewing these unrealistic role expectations critically. They should be assisted in assessing what realistic roles are.

In preparation for the session the pupils could be asked to bring along cuttings from newspapers and magazines in which sexual relationships are portrayed. Issues that could then be discussed would come from the cuttings :

- (a) What is expected of the female?
- (b) What values are portrayed?
- (c) How do these values compare with your own values?
- (d) How is the role of the man portrayed?
- (e) Are the role expectations realistic?

4. SOCIAL VALUES

Modernization and technology have been responsible for the changes in societal and community values. Competition, individualism and materialism are the most respected values in society today. Life and human dignity are often sacrificed in order for people to gain power and acquire material possessions. Young people should be assisted to have a perspective on alternative values that may be more important to their lives.

SESSION 18 : COMPETITION

We live in a very competitive world, where winning is very important. It should be remembered that in most competitions there is only one winner, and far too many losers. Pupils should be given the opportunity to explore competitiveness as a value, and to explore its desirability and the availability of alternative values.

Issues that the guidance teacher could raise are the following :

- (a) What is competition? Discuss the spheres of life where competition takes place.
- (b) What are the advantages of competition?
- (c) What are the disadvantages of competition?
- (d) Describe the characteristics of an obsessed 'winner' - one who must win at all costs.
- (e) What are the consequences of losing?
- (f) Are there ever any beneficial consequences of losing?

SESSION 19 : INDIVIDUALISM

Individualism leads to egocentrism. People tend to see their goals solely in terms of their own self-interests without regard for relationships. A critical discussion

on the needs of the individual and the relation of these needs to personal relationships should raise the following issues :

- (a) How important are relationships with other people?
- (b) In what ways could individualism destroy your ability to form meaningful relationships with others?
- (c) What is the difference between 'individualism' and 'individuality'?

SESSION 20 : MATERIALISM

Issues to be raised are :

- (a) Is it important to 'live like the Joneses'?
- (b) Does the acquisition of things make you happy? Why do you think this is so or not so?
- (c) If you were given some money, would you rather travel or buy clothes?
- (d) There are many famous people who have great wealth and possessions and yet they are still unhappy. Why do you think this is so?
- (e) How are your relationships with other people affected by your possessions?

5. STEREOTYPES

Stereotypes have been described in the Standard Eight programme. A stereotype is a generalization based on very little information.

SESSION 21 : STEREOTYPES IN THE MEDIA

The media are very skilled in the process of stereotype-formation. Different kinds of roles are projected for different kinds of people. Men are sometimes shown to have the 'animal urge', women are shown as 'passive'. The message that comes through is that if you are a man you should be a 'superman'; to be a woman is to be glamorous.

The guidance teacher should help young people to be critical of the media and to engage in a realistic assessment of the roles of the male, the female, old people and children as portrayed in the media.

The issues that could be raised are :

- (a) Which radio advertisements do you like? What are they selling? How are the people portrayed?
- (b) Similar questions could be asked of the TV advertisements :
 - what is the message behind the way the people are portrayed?

- are these people really like this? how do you know?
- have you ever met anybody who is like the people portrayed?

(c) Study of advertisements in magazines and newspapers :

- analyse the scene, the people and what is advertised;
- what needs are being portrayed?
- are these projections realistic?
- how are successful people portrayed?

SESSION 22 : STEREOTYPES CREATED BY POLITICAL SYSTEMS

In South Africa stereotypes are often based upon cultural differences. Much emphasis is placed on these differences. The stereotypes deny any similarities. Any obvious similarity is played down.

The guidance teacher could assist the pupils in breaking down such stereotypes. The following stereotypes could be discussed :

- (a) All White people support the South African government policy;
- (b) All Blacks hate Whites;
- (c) Blacks and Whites can never form genuine friendships;
- (d) If you have White friends you are a 'sell-out';
- (e) All Blacks are stupid, etc.

In the discussion the teacher could try to show the pupils

that statements like these are not a true reflection of human experience. As far as national stereotypes are concerned, discussions could centre around the following :

- (a) How much do we know about Mozambique, Venda, Zimbabwe and Zambia?
- (b) Do all the people in the countries mentioned like South Africa?
- (c) Are all the people in Mozambique 'terrorists'?
- (d) We think Russia and East Germany have the worst governments. Some people, having studied the situation in South Africa, found that some of the things done here are similar to those done in Russia or East Germany. Legassick comments :

Blacks are subjected to a degree of control by the state unparalleled in all but the most totalitarian phases of Nazi Germany or Stalinist Russia

(Legassick, 1975, p.229).

Compare the statement by Legassick with what we know about the Russians and the Germans, or the government in Mozambique.

The aim of this exercise should be to break the stereotypes and to help the pupils to gain a critical attitude towards matters such as these.

SESSION 23 : IDEOLOGICAL STEREOTYPES

In South Africa 'capitalism' is practised as far as the economic system applies to Blacks. The image that comes through about capitalism is that it is a good system. All the advantages of a capitalist system will be projected, while the disadvantages are played down. All the bad things about socialism or communism will be emphasized, even exaggerated. The guidance teacher could help the pupils to gain a clear perspective about these ideologies.

The following statements could be discussed :

- (a) Do all the people benefit from a capitalist state?
- 'a few of the people are very rich and many people suffer from malnutrition and diseases associated with lack of food';
 - 'people develop a lot of initiative';
 - 'the people are caught up in the rat race';
 - 'life is competitive and relationships are destroyed'.
- (b) Who benefits from a communist state?
- 'communism destroys initiative';
 - 'no-one goes hungry in a communist state';
 - 'people work like robots, there is no meaning in their work';
 - 'they use child labour';
 - 'communists are terrorists'; etc.

SESSION 24 : STEREOTYPES OF WAR

During any war, the 'enemy' is always portrayed in terms of

'de-humanized' stereotypes. In this respect, the following issues could be discussed :

- (a) What are 'enemies'?
- (b) What is a 'terrorist'?
- (c) Can our friends become enemies?
- (d) What are 'guerilla fighters'?
- (e) What do the so-called terrorists at the border feel about the South African Defence Force?
- (f) What do you think are the so-called terrorists fighting for?
- (g) Do you believe that this war is necessary?
- (h) In a war, who suffers and who benefits?
- (i) What do you think could be done to avert the war and to avoid the unnecessary loss of life?
- (j) What happens to our values about human life during a war? What happens to our religious, moral and spiritual values?

SESSION 25 : RACE RELATIONS

In South Africa the differences between the racial groups have been emphasized beyond all proportion. As a result, the people in the different groups view each other as some kind of species that 'transcends understanding'.

Basically, as South Africans, we share more or less the same background. We have so many similarities. Nat Nakasa comments :

Who are my people? I am supposed to be a Pondo, but I don't even know the language of that group. I was brought up in a Zulu-speaking home, my mother being a Zulu. Yet I can no longer think in Zulu because that language cannot cope with the demands of our day. I could not, for instance, discuss negritude in Zulu . . . I have never owned an assegai or any of the magnificent tribal shields . . . I am more at home with an Afrikaner than with a West African. I am a South African . . . 'My people' are South African. Mine is the history of the Great Trek, Gandhi's passive resistance in Johannesburg, the Wars of Cetewayo and the dawn raids which gave us the Treason Trials in 1955. All these are South African things. They are a part of me . . .

(Quoted in Geber et al.,
1980, p.19)

I agree with Nakasa in the belief that we share the same things. An emphasis of the differences results in misunderstandings and the development of racism and tribalism. People tend to blame the 'political system' for their failure to go out and make friends with Whites, 'Coloureds', Blacks or Indians. The stereotypes, and the name tagging,

worsen the situation.

Guidance could assist the pupils to work towards a better understanding between groups; to view the political structures not as totally restrictive with regard to the formation of friendships across the racial categories created by the government. For instance, people work together harmoniously, therefore why should they not form more intimate relationships?

The guidance teacher could assist the pupils to explore the similarities and differences between the races. They should explore the reasons behind statements such as :

- (a) 'They are barbaric and primitive';
- (b) 'They have no feelings';
- (c) 'You cannot civilize them';
- (d) 'They are all apes';
- (e) 'They are unintelligent';
- (f) 'They are so filthy';
- (g) 'They exploit others';
- (h) 'They are unscientific';
- (i) 'You cannot trust them'.

Discussions could centre on whether the statements are justified, true or valid and why people use such statements.

6. WORK

The following sessions are based on Dovey's book Work and Me.

The family, friends and what the environment offers in the form of work, have a significant influence on the individual's choice of work.

SESSION 26 : TRADITIONAL AND MODERN WORK

Dovey says that the process of modernization has affected people's experience of work, their personal relationships and their definition of what is meaningful in life (Dovey, 1982, p. 32). He argues that modern institutions like bureaucracies, technology, the media and education have had a definite impact on life (ibid.).

The aim of this session is to show that social forces have an impact on people's experience of work in many diverse ways, and the discussions should assist the pupils to explore the 'losses' as well as the 'gains' incurred in the modernizing process (ibid.).

The guidance teacher could assist the pupils to explore the impact of the modernizing structures on :

- (a) The destruction of a sense of community in the modern

world;

- (b) The deterioration of the quality of relationships due to the modern emphasis upon competition and individualism;
- (c) bureaucratic roles which tend to impose a feeling of being a cog in the mechanistic process and induce a sense of powerlessness in people;
- (d) the improvement of the material quality of life;
- (e) the increase in the human lifespan;
- (f) the population explosion;
- (g) deterioration of the spiritual, the ethical and the aesthetic aspects of human life.

This session would be accomplished by comparing the values, lifestyles, relationships and the personal sense of meaning of a person doing traditional work versus those of another person doing modern work.

SESSION 27 : HISTORICAL PATTERNS OF WORK

The aim is to 'explore the working history of both sides of the pupil's family in order to make explicit any historical pattern in terms of work in which various members of the family have been involved' (ibid., p.36). It is assumed that where family traditions exist, the chances are high that the children will be pressurized to keep up the tradition;

or where there has been frustration, the children may be coerced into certain careers : for instance, a father who failed to become a doctor may force his child into becoming one.

Issues to be discussed are the following :

- (a) Does your family's work history affect your choice of work?
- (b) How does the fact of recurring careers in the family history influence your choice of work?
- (c) Should your family influence your choice of work? Why?
- (d) How much do friends influence your choice of work?
- (e) Why is a career in teaching popular?
- (f) Why are there small numbers of doctors, lawyers, engineers, etc.?
- (g) To explore the influence of political structures on work, the guidance teacher would bring up the issue of job reservation and its effect on the choice of a career.

SESSION 28 : INTERVIEWING PARENTS ON THEIR WORK

To prepare for this session, the pupils will be asked to interview their mothers and fathers or, if there are no parents, the significant people in their lives on work.

The aim of this session is to assist the pupils to perceive how much their parents' experience of work may influence their choice of work.

These interviews may open communication on any topic relating to the problems between the child and the parents; where there is coercion as to choice of a career, these interviews may open up opportunities for discussion of this topic. Similarly, the interviews may offer parents the opportunity to give guidance to their children on work.

SESSION 29 : LIFESTYLE AND WORK

Dovey says that work has a significant effect on the lifestyle of an individual, and that the lifestyle of a young person is significantly affected by his life experiences (ibid., p. 40). In this session, the following issues could be discussed :

- (a) Clarification of the values of the family. The aim is to explore how important close family relationships or the securing of material possessions are to the pupil's family.
- (b) Identification of different lifestyles. Family lifestyles are strongly influenced by the parents' type of work.
- (c) Family lifestyles and values.

- (d) Lifestyle and the nature of human relationships.
- (e) Rural and urban lifestyles : Children whose parents work in the urban areas develop, according to Dovey, tastes and expectations which can only be satisfied in an urban area (ibid., p.41).

It is hoped that these sessions will assist the pupils to make decisions on work which are based on their values, and their choice of a future lifestyle.

7. MODELS OF EXCELLENCE

Blacks live under very restrictive conditions which are created by the South African social structures. They have been denied many basic human rights by legislation which restricts and limits practically every aspect of their lives. They usually live in poverty and develop a dependence upon White 'charity'. Under these conditions, they tend to lack initiative and motivation and often present as submissive and dependent.

The colour of their skins limits their access to many types of work and they are generally subjected to all kinds of de-humanizing treatment, particularly in the work situation. Blacks tend to internalize their powerlessness and tend also to reify government institutions. This results in a lack of faith that any initiative on their part will help

them to transcend the de-humanizing South African social structures.

As a result, many Black people have inferiority complexes, lack confidence, and have low self-esteem. There are, however, an appreciable number of people, both Black and White, who have made a success of their lives despite the many physical and environmental restrictions and limitations they have had to face in their lives.

This section assumes that, since children learn by example, the provision of models of excellence will assist the pupils to become aware of the fact that restrictions and disadvantages can be transcended and that people can, under many disadvantageous circumstances, determine and direct their own destinies.

SESSION 30 : WALLY SEROTE

Wally Serote, a renowned Black poet, who is the author of much widely-read poetry, was born in the squalor of Alexandra Township. In 1969 he was detained under the Terrorism Act; he was released after nine months without being charged.

In 1971 he was offered a scholarship by Columbia University to study theatre abroad. The South African Government

refused to grant him a passport. He had the option to leave the country on an exit permit but he preferred to stay at home. He was thoroughly frustrated. His frustration did not however lead him to lose hope, as this comment demonstrates :

But I was not given an alternative so I had to create the things which would allow me to survive. And then those things become part of you.

(Kuhn et al., 1974, p.35)

Serote helped his father in his job as a panel beater. He was a free-lance journalist and comments on how his job limited him in the use of his talent :

A writer has to be a mirror of society - his great responsibility is to be honest with himself and honest about what is going on around him. But in order to be honest one has to be free - to have a sense of movement.

(Ibid., p.41)

Serote is married and has this to say about life :

If you have cried yourself a lot it is a terrible thing to see tears on a kid. He doesn't know that weeping won't save him. Your mother and father cry and it creates a sea for you. You get merged in that sea. I am trying to keep my head above.

If I can get a single bit of hope I can live.

(Ibid., p.35)

Serote talks about how Blacks are abused by Whites, how Whites are suspicious of Blacks and how Blacks fear Whites.

In this session the story of Serote's life could be explored and comparisons made between the conditions under which Serote grew up and those of the individual pupils. The following issues in addition to those that will be raised by the pupils could be discussed :

(a) Under what conditions should one grow up in order to be successful in life? Do environmental conditions affect success or failure?

(b) Discussion based on

'But I was not given an alternative so I had to create the things which would allow me to survive.'

In this quotation Serote is determined to direct his life despite all the odds being against his success.

(c) What do you think of Serote's reluctance to leave the country on an exit permit? What do you think are his values?

(d) Serote writes lyrical poetry : most of his poems encourage the Blacks to walk with dignity and not to accept insult : Do you think this idea is responsible

for his success? Why?

SESSION 31 : ATHOL FUGARD

Athol Fugard is a world-renowned playwright. He directs and acts in some of his plays. He was born in Middelburg in the Karroo. His mother is of Afrikaner origin, while his father is an English-speaking South African. Fugard now stays in Port Elizabeth. He says of this port :

Close on half a million people live here - Black, White, Indian, Chinese and Coloured (mixed race). It is also very representative of South Africa in the range of social strata, from total affluence on the White side to the extremist poverty on the non-White side. I cannot conceive of myself as separate from it.

(Fugard, 1974, p.vii)

He worked for six months in the Native Commissioner's Court in Fordsburg, where Blacks are convicted for pass offences. He says of this time :

My time in Fordsburg Court in Johannesburg was traumatic for me as a White South African . . . During my six months in that Court Room I saw more suffering than I could cope with. I began to understand how my country functions.

(Ibid., p.viii)

It is at this time that he says he made his first Black friends and wrote his first full-length play - No Good Fridays - which describes the lives of the Black people in the townships. He directed the play and the cast consisted of members of a drama group he had helped to form. Soon thereafter he helped form another drama group in Port Elizabeth, with the members of this group coming from New Brighton, a Black township.

He sums up his struggles for mixed audiences and mixed casts as follows :

I wrote an open letter to British playwrights asking them to make it a condition in granting the rights to their plays that all audiences be non-segregated. The letter, and the debate that followed, precipitated the now established boycott of South African theatre by most English-speaking overseas playwrights.

(Ibid., p. xi)

The restrictions created by South African laws and the harassment experienced by his drama group, The Serpent Players, did not deter him from performing his plays. As he comments :

The first presentation of Hello and Goodbye in Johannesburg in October 1965 brought me into fresh confrontation with the problem of segregated audiences the Government had enacted legislation which made it

impossible to have either mixed casts or audiences at a public performance.

(Ibid., p.xvii)

Fugard sees theatre as one of the agents that should enable people to think about their life conditions. He comments :

My point is obvious. Anything that will get people to think and feel for themselves, that will stop them delegating these functions to the politicians, is important to our survival. Theatre has a role to play in this.

(Ibid., p.xviii)

In 1967 his passport was withdrawn. The option he had was to leave the country on what he calls a 'one-way ticket, the so-called Exit Permit', but he says he could not do that, as even the thought of leaving was intolerable to him (ibid., p.xix).

In this session the guidance teacher could initiate discussion on the following issues :

- (a) Compare Serote and Fugard and their problems;
- (b) What is each artist trying to do?
- (c) What obstacles do they meet?
- (d) Why do you think the two authors became famous?
- (e) How does Fugard solve his problems?

- (f) Fugard and Serote confronted their problems. Do you think they succeeded?
- (g) Do escape mechanisms, like the heavy dependence on alcohol for example, solve problems?

SESSION 32 : STEVE

Steve is 45 years old. He is married with seven daughters. He is a very successful salesman. He has a beautiful home and he says he has a happy family. He works for a furniture firm and a clothing firm in Cape Town.

He became an orphan at the age of two years and was sent to a convent where he stayed until he was 19 years old. When he was asked how he became successful, he had a long story to tell about how he tried one job after another until he found a job that is a source of pleasure for him. This is how he says it all began :

I had nothing, right, nothing. I had no trade, I had no education. Actually I had the education but I abused it. I didn't know about it, understand? The reason why? I had no parents to tell me. Okay, no backbone behind me. What happened? I was four years in Standard Four. Eventually they kicked me out.

(From interview)

He says everyone took him for a fool. At the age of 19 years he started working as a messenger for a pharmacy in Wynberg, and earned R3-00 a week. He changed from job to job, he says, because he was not satisfied. He has done ten different kinds of work and says :

I couldn't tolerate this job and the dagga-smokers. I was there only three months. I went back to the bakery and then I earned £5 12/6. Note my earnings were always 'staggering'. From £3 12/6 to £5 12/6 I'm coming to where I became a salesman. Note how many jobs I had. Let me see. X Pharmacy was one. Y Pharmacy was two. Z Fisheries was three. I'm now counting my jobs. The confectionery was four; the first bakery was five, the second, six; the furnishers, seven; Smith and Jones, eight; the council, nine; plus I had a venture with a removal firm, ten.

(From interview)

He says his real break came when he read a magazine called the Psychologist. He says he was shocked that he could read a magazine written by a university graduate. He says :

I was shocked that a man who failed Standard Four four times could read a magazine in June 1960 written by a university graduate.

He came to his present job by chance. He had gone to pay

his mother-in-law's furniture account at a furnisher's, when the directors asked him if he could not be a part-time collector. He agreed and as he did business for the firm, he started buying and selling shoes. He says he is happy in his job and says of work :

First of all I tell myself, all I want is money. I must live from it. I don't live of love and fresh air. It is money that keeps me going . . . Secondly, I want a job where I am happy . . . I must love the job and love my earnings. I don't want to get money and be the slave of money. In other words, I am slaving myself to get money. Ek maak my seer om geld te verdien. Dit moenie so wees nie . . . But luister, in al die jobs is daar probleme. The main thing in a job, is that you must be happy and you must be paid for your happiness.

(From interview)

The excerpts from the interview may trigger much to be discussed. The following issues, however, could be raised :

- (a) Does education necessarily determine our happiness?
- (b) What problems did Steve have to face in life?
- (c) What helped him to succeed in life?
- (d) In one of his many jobs he came into contact with

people who smoked dagga; what do you think made him react as he did?

- (e) Could dagga have solved his problems?
- (f) Serote, Fugard and Steve have something in common; what is it? How has it helped them to succeed?
- (g) Steve changed jobs ten times, some people stay in one job for the rest of their lives; should people stay in one job even if they are not happy?
- (h) Are famous people necessarily happy people?

SESSION 33 : NKAMANU MASWANGANYI

Nkamanu is a department head at a senior secondary school in Gazankulu. She was born at Elim and when she was three years old, her parents left her with her grandmother in order to go and work in Johannesburg. She was a very sickly child. At the age of ten she was struck by lightning and recalls the excruciating pain she felt when she regained consciousness. She remembers also that she never could go to school for a whole week. She would be sent home because she was ill.

She says that from the time she started schooling she wanted to be a doctor. She says this of her school days :

It was really bad. Sometimes we would go

without food. In Johannesburg my father's house was burgled twice, and most of his valuables were removed. At Elim our house burnt down at the time as I was struck by lightning. We lost everything. After passing Standard Six I went to Johannesburg to live with my parents. I went to school and because I could not afford many of the basic necessities at school, the principal organized a bursary for me. From Standard Seven I was financed by a bursary. I passed the Matriculation Examination in the Second Class and failed to get a bursary for medicine. I however, went to university to study for the B.Sc. degree. During my second year of study I had to go back home as I had no money to pay the fees. The following year I went to teach Mathematics and Science at a secondary school. That year I got married and we had a baby girl.

(From interview)

After the birth of the baby she had no work and it was difficult for her husband to support the family and assist his own parents. So they decided that she should go back to university to gain a professional qualification. She was fortunate to get a bursary. At the end of the third year she got a B.A. degree and gave birth to a son. She was employed as a teacher at a secondary school. At the same time she registered for the H.E.D. with Unisa. Three months before she went to write her examinations she had another daughter. She says it was very difficult for her

to study and take care of the children. She had to work only in the night. The family decided to go and live in Gazankulu. It was easy for both to get employment. She registered for her B.Ed. with Unisa. They had their fourth child. She got her degree after two years of hard work. Asked if she had any regrets about failing to do medicine, she says :

I love children, really. I love working with them. You know there are hospitals in Gazankulu without resident doctors - that makes you feel that if you had been a doctor, then you would be able to render the much needed assistance. But I think I would get too emotionally involved with the patients, you know. What I hate about school is the bureaucracy and the limited freedom for initiative. You have to satisfy the inspectors, you know. Ambition - you know, being a woman, it's tough, you have to work twice as hard as a man to be considered for promotion. But I really am happy with the children. For me there is nothing as rewarding as children who are happy at having you in their class. Then you know you are getting through to them.

The guidance teacher could raise the following issues :

- (a) When does one stop learning?
- (b) What obstacles did this woman meet in her life?
- (c) How did she overcome the obstacles?

- (d) Is there any similarity between Steve and Nkamanu?
- (e) What is it that makes Nkamanu successful?

SESSION 34 : RAYMOND MJINGWANA

Raymond was born in a rural area of the Ciskei. When he was 17 he was forced to leave his home because of family trouble. He had just passed his Junior Certificate, and he went to his sister in Pietermaritzburg. There he heard that a lecturer at the University of Natal, Mr Hawkes, was organizing tuition for the matriculation subjects. Raymond went to these classes and greatly impressed Mr Hawkes by his dedication to his studies. At the end of that year, Raymond gained a matriculation exemption pass in the Senior Certificate. Raymond's commitment to his studies impressed Mr Hawkes so much that he organized a bursary for Raymond to study at the University of Fort Hare. Raymond will be graduating from Fort Hare with a Bachelor of Social Work degree in 1982, and in 1983 he will continue his studies in Psychology, at a post-graduate level, at the University of Cape Town.

Issues to be discussed should include the following :

- (a) Raymond got one important chance to improve his life and he took it. What qualities do you think are important in taking the chances that may come your

way in life?

(b) Why did Mr Hawkes take a special interest in Raymond's life and future?

(c) Why do you think did Mr Hawkes continued to assist Raymond at the University of Cape Town even after he attained his bachelor's degree?

STANDARD TEN : FURTHER EDUCATION AND VOCATIONAL PLANNINGAIM

The aim of these sessions is to assist the pupils in preparing for admission to institutions of higher education and/or to prepare for their entry into their chosen field of work.

The guidance teacher should assist the pupils to gather knowledge about institutions for higher education, universities, colleges and technikons and should help them with their choice of a college or a technical school which will suit their individual needs. Such assistance should include helping the pupils to become aware of the costs, geographical location and the relevance of university, college or technical education.

The teacher should bring to the notice of the pupils types of financial aid, scholarships and loans which are available to them. The guidance teacher should also help the pupils by providing occupational information and by making such information easily available to them.

Finally, the guidance teacher should assist the pupils with the technical aspects of applications for work. He/she should also assist the pupils to gain experience in

conducting interviews, and other related matters. These sessions also aim at preparing the pupils for the final matriculation examinations.

1. STUDY METHODS

Much of the academic success of the pupils will depend on the suitability of their study methods. Similarly, the ability of the students to succeed in any subject depends also on the ability of the subject teacher to get through to the pupils. Pupils have to be positively motivated towards the study of any subject. In an effort to assist the pupils, the guidance teacher could invite subject teachers to a session in which the teachers could discuss their methods of teaching and to share teaching experiences. As they share their experiences, some teachers would be able to perceive alternative ways of teaching and gain objective views on why pupils tend to fail certain subjects and not others, obtaining study guidance for the pupils which some teachers automatically incorporate into the study of their subjects.

SESSION 1 : MOTIVATION

Motivation is described as a strong desire to accomplish a task. In this session the pupils would be assisted to explore the following questions :

- (a) Why do you study?
- (b) What effort do you put to your studies?
- (c) Why do you need to pass examinations?
- (d) Do you need examination passes to reach your ultimate goal?
- (e) What is your ultimate goal?

The guidance teacher should assist the pupils to know that motivation is reflected in the efforts they are prepared to put into accomplishing their goals.

SESSION 2 : REALISTIC GOALS

To gain the maximum benefit from their study experiences, the pupils will have to realize the importance of setting realistic goals. The pupils should have definite goals to achieve, like passing a test in a certain subject or subjects.

The setting of definite goals is just one aspect of the problem. In order to achieve goals pupils have, accordingly, to plan their behaviour patterns towards the achievement of such goals. The pupils will have to set definite deadlines to avoid the fruitless experience of 'cramming' just before the examinations are commencing. Discussion will centre around these issues :

- (a) What goals to set in different subjects;
- (b) The setting of short-term goals;
- (c) The setting of long-term goals;
- (d) How these goals are related to the ultimate goal;
- (e) Time planning.

SESSION 3 : REASONS FOR FAILURE

The biggest problems as far as studying is concerned are :

- (a) Poor study methods;
- (b) Insufficient time spent studying;
- (c) Poor organization of time;
- (d) Test anxiety.

SESSION 4 : PURPOSEFUL USE OF TIME

The pupils should be assisted to make use of the time available to them purposefully. The discussion should centre around :

- (a) How many hours do you spend at school?
- (b) How do you spend the study time at school?
- (c) How much time do you spend on studying?

(d) Do you have a study timetable?

(e) Do you stick to your timetable?

The pupils should be encouraged to draw up study timetables and to adhere strictly to what they have set themselves to do as this influences the achievement of their short-term goals and their long-term goals. The pupils should be asked to draw up a timetable and to make use of this and to monitor their performance with respect to keeping to the timetable.

SESSION 5 : STUDY HABITS

The session would begin with the pupils assessing their study habits, mainly on how they used their study time during the previous week. The discussion would include :

- (a) Setting of deadlines for projects;
- (b) Keeping to the timetable;
- (c) The earning and forfeiting of leisure time.

SESSION 6 : STUDY METHODS

In this session guiding steps in studying methods could be given to the pupils.

- (a) Physical preparation for studying :
 - what type of room?

- the quality of the light?
- ventilation, etc.

(b) Process of studying.

The guidance teacher could invite some subject teachers to assist the pupils in methods of studying their particular subjects.

2. WORK

This section is based on Dovey's (1982) book Work and Me. The pupils are to be assisted to face the realities of the real work situation. Human beings do not work in a social vacuum. In the work situation they come into contact with other human beings and communities with whom they have to relate meaningfully.

SESSION 7 : PERSONAL VALUES AND WORK

This session should assist the pupils to look objectively at their values, particularly their social values. The discussions would centre around the following :

- (a) How do I relate to other people?
- (b) What lifestyle am I aiming at?
- (c) Do different situations change one's values - look at values in the junior secondary school and the senior secondary school and establish whether the pupils'

values have changed.

The pupils would be requested to rate their value of the following :

- (a) Competition and co-operation;
- (b) Individualism and group welfare;
- (c) Unequal levels of power and power sharing;
- (d) Material rewards and emotional rewards.

Thinking over these aspects of their lives, the pupils could think about the fields of work they have chosen and try to relate these to their values.

SESSION 8 : WORK AND SUCCESS

Dovey says :

Modern, technological society tends to define 'success' largely in materialistic terms and, in general, 'money' and 'fame' are regarded as the chief goals of a successful life. However, many people who have attained these goals have still experienced a sense of meaninglessness in their lives.

(Dovey, 1982, p.49)

In this session pupils could be assisted to 'clarify their own definition of "success" in life', and be assisted to 'become aware of the powerful societal pressure to

perceive success in power and material possessions' (ibid.).

Class discussion would centre around :

- (a) What constitutes success?
- (b) What constitutes failure?
- (c) What would you regard as failure in your life?
- (d) What do you regard as success in life?

SESSION 9 : WORK AND SUCCESS

The issues to be discussed are the following :

- (a) Success and hard work;
- (b) Success and the colour of your skin;
- (c) Success and being male or female;
- (d) Success and bureaucracy;
- (e) Success and who and what you are; etc.

The aim of this session is to explore the realities of 'success' in the work situation.

SESSION 10 : WORK AND IDENTITY

Dovey says that work has become, in the modern world, almost the sole determinant of identity. Factors such as religion, tribal affiliation, social class, etc. have lost their importance as determinants of a sense of identity (Dovey, 1982, p.50).

In this session pupils should be made aware that their choice of work is often also a choice of an identity. They should become aware that working identities are determined by societal values. They should be assisted to explore critically the validity of the status assigned by society to certain kinds of work. Issues to be discussed are :

- (a) Why is teaching such a low status profession?
- (b) Medicine, social welfare, nursing, teaching are all professions which claim to assist people; which one of these is the most beneficial to the most people?

The pupils should explore the fact that all of these social activities are beneficial in different ways. Is it fair to place higher status on one profession with respect to the others?

SESSION 11 : WORK AND A SENSE OF COMMUNITY

The pupils should be made aware that the choice of work is also a choice of community. A sense of community is one of the basic psychological needs of individuals. Individuals are constantly in need of 'belongingness'. A pupil's choice of work, according to Dovey (1982, p.51), should constitute his/her idea of the community of people with whom they would like to work. Issues to be discussed :

- (a) Team work and a sense of community;
- (b) Competition and a sense of community;
- (c) Individualism and a sense of community;
- (d) Professional associates and the fostering of a sense of community.

SESSION 12 : WORK AND PERSONAL MEANING

In the modern world many people fail to find any meaning in the work that they do. People have to find other activities apart from their work from which they can derive a sense of personal meaning in life.

The discussions in this session would revolve around issues such as :

- (a) What I would like people to say about me, after I have died;
- (b) What I would like to accomplish in my lifetime.

3. PREPARATION FOR FURTHER EDUCATION

Other than the conventional professions such as law, medicine, teaching and nursing, pupils know very little about the various types of work and training for such work. Guidance sessions could be of assistance to the

pupils in providing information on these forms of work. The guidance teacher could start an information library for guidance. Similarly, the Careers Research Information Centre in Cape Town provides a large variety of information about work and further education.

The teacher should also have available information and addresses of universities, technikons, technical high schools, etc.

SESSION 13 : INFORMATION GATHERING

In this session the pupils will be asked to write letters requesting information from universities and other institutions. The pupils should be divided into groups and each group required to request further information on different courses, and to write letters of application to these different institutions.

The guidance teacher should offer assistance to any group needing it.

SESSION 14 : RESEARCH OF COURSES

In this session the pupils should report back on research regarding the courses they are considering taking. The pupils would be asked to research three courses of study,

in order of preference, which they would like to take. They would be expected to inform the group on the courses they have chosen to research. The guidance teacher could provide the information that the pupils would need to complete their research.

SESSION 15 : RESEARCH CONTINUED

It is hoped that some of the institutions will by now have responded to the requests for information. The pupils who are interested in the information provided will continue with their research and they will also be preparing the request for application forms.

The teacher will assist them to look out for the following :

- (a) Closing dates for application letters;
- (b) What are the minimum requirements?
- (c) Do I satisfy the requirements?
- (d) What other documents are necessary?
- (e) Who must sign the forms? Are they all easily accessible? etc.

As the institutions respond, the pupils will be involved in working out their needs and responding appropriately.

SESSION 16 : FINANCIAL AID

Pupils know very little about financial help that may be available to them. The Government offers a number of loan bursaries for various professions.

Arrangements could be made for some member of the Public Service Commission to visit the school to explain all about the conditions of the loan bursaries given by the Commission. The guidance teacher could request the application forms for such bursaries.

The Education Information Centre, in Johannesburg, offers information on bursaries offered for different courses. This institution makes available information in a booklet which is amended every year and is sent to schools.

The pupils would be asked to write for further information and application forms from different institutions. Let the pupils explore the possibility of parents' employers offering financial assistance to them.

Pupils believe that applying to one institution guarantees their acceptance. Pupils should be encouraged to apply to as many institutions as possible.

SESSION 17 : FURTHER STUDY

In this session, the pupils should still be assisted by the guidance teacher to respond to the letters from the training colleges, universities, etc. and from institutions that offer bursaries.

SESSION 18 : APPLICATION FORMS

In this session the following aspects of application forms will be discussed (the guidance teacher must be prepared to offer much of the information) :

- (a) Functions of the school with respect to the provision of information;
- (b) Functions of the parents;
- (c) References;
- (d) Commissioner of oaths;
- (e) Certificates;
- (f) Health certificates, etc.

4. PREPARATION FOR WORK

Many of the pupils in Standard Ten will not be able to further their education for several reasons, with poverty being one of the main reasons. Some of the pupils will

have to go out to work to help maintain the families financially and to assist in the education of young brothers and/or sisters. Some will fail to further their studies because of the limited financial aid that is available. Some, of course, will fail their Matriculation Examinations and will be expected to start working.

SESSION 19 : HOW JOBS ARE ADVERTISED

In preparation for this session pupils will be asked to review newspaper cuttings of job advertisements. Magazines which advertise jobs will also be made available. The guidance teacher should help the pupils to look at the following :

- (a) How are the advertisements presented?
- (b) What requirements are listed in the individual advertisements?
- (c) How are work seekers expected to respond to the advertisements?
 - personal interviews?
 - telephonic interviews?
 - writing of application letters?
- (d) A brief history of a pupil's life : the teacher should assist the pupils in showing them the matters which should be included in the brief history which they may include in their letters of application.

SESSION 20 : HANDLING OF TELEPHONIC INTERVIEWS

Some of the students may not have had the opportunity of conducting a telephone conversation previously in their lives. The guidance teacher could assist the pupils by giving them the opportunity to role play the use of a telephone.

Role playing could be of much help in this case. The pupils could role play employers and work seekers. The employer would write down the things he would need to know about a prospective employee. In the telephonic interview these would be explored.

The aim of the session is to give pupils the opportunity of learning how to use the telephone.

SESSION 21 : LETTERS OF APPLICATION

To prepare for this session, four jobs would be advertised and the pupils be divided into groups. The groups would be asked to respond to the four jobs. During the session four pupils could role play the employers. They would read the letters written and select the employee of their choice. A discussion would then follow on how important were :

- (a) The qualities of a particular employee;
- (b) Legible writing;
- (c) Neatness;
- (d) Type of writing paper;
- (e) The information provided.

A discussion would then follow on the information that could be helpful to the employer. A specimen letter could be shown to the pupils.

SESSION 22 : PERSONAL INTERVIEWS

The aim of this session is to help pupils to conduct interviews, to make them aware of the necessary preparations that they would make for the interview. The pupils would role play interviewers and interviewees.

The discussions would centre around the following :

- (a) Physical appearance;
- (b) Personal conduct :
 - chewing of gum
 - the way you stand or sit
 - the way you answer questions;
- (c) Confidence;
- (d) Honesty;
- (e) Preparation of a brief life story :
 - achievements
 - hobbies
 - sports;

(f) Documents to take to the interview.

The guidance teacher could emphasize the importance of the things that may seem insignificant to the pupils and yet could end up being the things that determine whether one is successful or unsuccessful in the interview.

CHAPTER FOURCOUNSELLINGINTRODUCTION

The traditional Black extended family was a highly structured, powerful unit. The members provided a variety of functions : uncles and aunts could 'counsel' adolescents on a variety of problems; elderly members were believed to have wisdom, always keeping a check on the socialization of the individual and intervening wherever problems arose, and ensuring that individuals adjusted well to the prescribed societal norms. Those who failed to conform were declared outcasts.

Hutchinson and Stadler describe the role of the family in the following manner :

We are also strongly aware of the socialization role of the family, how its values and mores are not presented as options but as truths, how labeling in and of itself produces a host of problems and perpetuates any behaviours which were previously considered undesirable, how people are taught not to think about the things which society does not want its members to think about.

(Hutchinson & Stadler, 1975,
p.8)

With the decay of the traditional structures, the individual has been left with nothing to help him adjust, let alone effect change, to the existing structures.

During this transitional stage individuals view the seeking of help, from people outside of the nuclear family structure, as a personally and psychologically costly venture.

Individuals have generally internalized the attitude that to seek help is to reveal one's weaknesses, and to do this is to render oneself vulnerable.

Modernization and technology and their bureaucratic structures have changed the nature of work. Most industrial work is frustrating, unsatisfying and generally dehumanizing. Bureaucratic organisations are guilty of destroying initiative, and therefore of frustrating individuals. Less people derive meaning in life through their work.

The socialization of the Black child generally results in the creation of a poor self image, low self-esteem, lack of confidence which leads to difficulty in the mastery of situations, particularly those relating to the choice of work.

Some time ago vocational guidance was introduced into the Black schools. Nobody was interested in teaching that section of the Social Studies syllabus as it was viewed as

a waste of time. In 1981 Guidance was introduced in the Black schools. In the syllabus it is implied that counselling shall be reserved for those pupils who deviate from the school's norms, and who are subsequently referred for counselling. The subject 'Guidance' has been introduced as a desperate attempt to solve the ruling group's economic and political problems. There is very little interest shown, within the syllabus, for the individual.

In Gazankulu there is a great need for counselling, particularly in the educational and work situations.

COUNSELLING NEEDS

The process of modernization brought about changes in the existing traditional Tsonga structures, causing the disappearance of many of the cultural structures. Those institutions that were responsible for 'guidance' and 'counselling' have not been replaced by meaningful substitutes. The 'wisdom of the old' is spurned by young people because it is no longer relevant to modern living. As for guidance in the choice of work, the elderly people who are mostly illiterate are helpless and need help themselves to be able to cope with the changes occurring in their and their children's lives.

Young people may need counselling in the following areas :

- (a) Personal : This area may relate to the development of self-esteem, self-confidence, identity, etc.
- (b) Relationships : Problems in relationships arise in parent-child, peer group, friendships between different sexes, teacher-pupil relationships.
- (c) Sex education : Problems with the process of puberty and growth, sexual relationships and their related problems.
- (d) Social values and roles.
- (e) Work : Technological development has extended some areas of work. Pupils could be helped in their choice of work, choosing work that will be congruent with their values and will provide a meaningful framework in their lives.

These, and many more, needs could be satisfied by the provision of a school counselling service.

THEORETICAL BASIS OF A COUNSELLING SERVICE IN GAZANKULU

Frey and Heslet describe counselling as :

. . . helping persons to work through issues

regarding their educational, vocational, and personal development.

(Frey et al., 1975, p.2)

Their theory of counselling is based on the basic assumption that the 'existing person is emerging and becoming in terms of himself, others and the world', and on the fact that both the 'counsellor and the client are active partners in the developing process of making proactive decisions and implementations' (ibid., p.6).

The function of counselling is seen as centering upon the self, inter-personal relationships, and the relationship between the self and the physical world. Frey et al. describe these as the eigenwelt, the mitwelt and the umwelt (ibid., p.29).

Gilmore (1973) perceives counselling as helping individuals to cope constructively with human existence. She says that at any stage in the individual's development, the person is faced with three developmental life task areas, namely, Work, Relationships and Aloneness (Gilmore, 1973, p.5). She mentions that these three life task areas can be viewed as separable dimensions, but emphasises that they should be recognized as interrelated and an integral dimension of an individual's life (ibid., p.32).

Gilmore says that the individual is by his/her very nature always doing or working at something. She quotes Neff as saying :

Work is a distinctively 'human' activity man is capable of 'altering' the features of his environment so that life will be (as he sees it) more secure, more satisfying, or more pleasurable. So far as we can discover, the essentials of what is meant by work are to be found in this 'planful alteration' of certain features of man's environment.

(Gilmore, 1973, p.7)

She describes Relationship as a process of 'moving towards, away from or alongside other people in the world'. She says that relationships between people are never static. She contends that relationships have

general purposes of survival and humanization which are served by the movements between persons, more specifically : (1) physical and emotional care; (2) support and encouragement; (3) instruction and guidance; (4) co-operation for achieving mutual goals; and (5) continuity and stability.

(Ibid., p.10)

Of the third category, Aloneness, she says :

A person who is constructively coping with his Aloneness is rarely lonely; but he is also

rarely unaware of his separateness. He experiences himself as being very much a part of humanity; but he also experiences himself as set apart from every other human being. He participates in the unity of mankind, but he also remains a unique, one-of-a-kind man.

(Ibid., p.20)

The theories thus far mentioned are based on the assumption that the individual has the potential to make choices, to change and to be involved, according to Gilmore, in a Confusion Reduction activity within the counselling situation. The basic assumption is that the person can modify his or her behaviour.

While it is true that problems are experienced as being within an individual, these problems come to being because perhaps there was a flaw in the person's socialization. Hutchinson and Stadler (1975) contend that human problems are not a result of personal malfunctioning but are a consequence of cultural values and prescriptions. They continue to say that 'deviance results from impaired socialization for one or more of many possible reasons' (Hutchinson et al., 1975, p.44). According to them, counselling should help the individual to 'analyse', 'criticize' and to 'plan alternatives' to their social systems, for they believe that human problems are often caused by social structures. They comment :

The problems of individuals in our society are too pervasive, too widespread to support the illusion that their causes rest within individuals.

(Ibid., p.52)

Their basic theory of counselling is based on social change - changing the social structures that are essentially the cause of the problems.

Changing social structures can be quite problematic, and they could result in sacrificing the counsellee and the counsellor. Wherever possible, the strategies for social change should ensure that the individual is not sacrificed for a 'greater cause'. Within the school and the family there are opportunities for such changes taking place without sacrificing the individual. This could take the form of Dovey's concept of 'intervention at the structural level'.

For Dovey, counselling is based on man's search for identity, meaning and community. He believes that counselling, whether it be for a meaningful choice of work or for any other purpose

begins with the life experience of the individual and the individual's attempts to interpret that experience.

(Dovey, 1982, p.53)

THE COUNSELLOR

The success of the counselling process depends very much on the nature of the counsellor. The counsellor has a great responsibility to maintain throughout the counselling process. He/she should be able to facilitate and define the limits of the relationship between him/herself and the counsellee. The counsellor should have the ability to regulate the nature of the counselling process. Beare (1979) mentions that Rogerian therapy, although emphasizing warmth and genuineness as essential counsellor attributes, adds that the counsellor 'must take an active part in forming and structuring the engagement resulting from his warmth and genuineness into a working relationship' (Beare, 1979, p.6).

Gilmore (1973) agrees with Carl Rogers in regarding congruence, unconditional positive regard and empathic understanding as the three 'necessary and sufficient conditions for therapeutic personality change' (Gilmore, 1973, p.113). She comments that the personal qualities that a counsellor communicates to the counsellee are far more important than the procedures or techniques which the counsellor/therapist is able to master (*ibid.*, p.113). Truax and Carkhuff (1967) quoted by Gilmore (1973) also emphasize the importance of the counsellor's ability to communicate and to provide accurate empathy, non-possessive

warmth and genuineness (ibid.). The importance of the counsellor's personal attributes to the counselling process is further emphasized by Tyler (1961), also quoted by Gilmore, who says :

. . . the essential components are attributes rather than skills. By his actions, words, gestures, and facial expressions, the counsellor must communicate acceptance, understanding and sincerity

(Ibid., p.115)

The counsellor initiates, facilitates and helps maintain the counselling process, it is thus important that he or she should possess attributes that will facilitate his/her constructive participation in the counselling process.

The existentialists, here represented by Frey and Heslet (1975), believe that, although 'relating' alone is not enough, counsellor attributes are very important. They comment :

Introggression means getting into the client's life space - seeing the world through his eyes. This is the domain of rapport, contact, touching, empathy. It entails the art of 'being together' in a direct psychological way. . . . without the ability to establish contact, nothing else is truly possible; the encounter is never born.

(Frey et al., 1975, p.53)

THE COUNSELLING PROCESS

Communication skills are vital to effective counselling. Any technique that can be used in any counselling process depends on the kind of person that the counsellor is and also on quality of the communication that he/she can initiate. Gilmore comments :

Understanding together with acceptance, together with sincerity, all amplified by skillful communication, leads to an effective counselling encounter.

(Gilmore, 1975, p.116)

The Life-Line Approach to Counselling

Dovey (1982) argues that all forms of counselling begin with the 'life experience' of the individual and his/her attempts at interpreting that experience. In an attempt to understand what constitute meaningful experiences for a counsellee, Dovey uses the concept of the 'life-line' (Dovey, 1982, p.53).

The concept of the life-line or personal biographical document should, according to Dovey :

. . . document those events which have had a powerful emotional impact, positive or negative, upon the counsellee's life. The events listed

may vary from death of a pet dog when they were four, to divorce of parents when they were any age.

(Ibid.)

Dovey's concept of the life-line is based on the assumption that

a person's motivation is inextricably bound to that person's notion of what constitutes a meaningful life.

(Ibid.)

The life-line may reveal to the counsellor the following aspects of a counsellee's life :

- (a) historical details;
- (b) a person's preferred lifestyle;
- (c) ways used by the counsellee to organize experiences;
- (d) a counsellee's view of the future;
- (e) counsellee's ways of solving problems;
- (f) the counsellee's value system;
- (g) counsellee's compliance or resistance to change;
- (h) experiences which have special emotional significance;
- (i) emotional needs and emotional commitment; etc.

The use of the life-line in counselling can have real benefits as it may envince from the counsellee his/her perceptions, ideas, beliefs, attitudes and feelings, which could be used by the counsellor in helping individuals to

understand their lives by exploring the major dimensions of meaning within the counsellee's life.

A further assumption implicit in the concept of the life-line is that in any counselling process, for any human problem, all of the individual's life dimensions are involved. Gilmore says of her three categories of classification :

At any given point in an individual's developmental history, he will be deeply immersed in all three life task areas; that is, he will be doing, moving and being, simultaneously. Even if a client is highly organized and quite articulate, he, of course, is not going to present three neat bundles tagged 'Work, Relationship and Aloneness'. Instead, he will probably describe various life experiences that in most instances reflect all three life task areas.

(Gilmore, 1973, p.31)

The life-line is a very convenient and relevant approach to exploring the life task areas, and associated problems of an individual's life.

COUNSELLING GOALS

Counselling goals should in general be aimed at the attainment of meaning within the counsellee's life.

Frankl says that life can be made meaningful in three ways. He says :

First, through what we give to life (in terms of our creative works); second, what we take from life (in terms of our experiencing values); and third, through the stand we take toward a fate we can no longer change.

(Quoted by Frey et al.,
1975, p.28)

From this perspective, meaning is found in the decisions and actions taken. Frey et al. (ibid.) argue that counselling goals depend on the needs of the counsellee, the counsellor's biases and methods, institutional forces, and the effects of the counselling process itself. They do, however, present the following as goals of counselling :

- (a) Openness to authentic guilt;
- (b) Acceptance of dynamic existence;
- (c) Faithfulness to the changing and unchanging segments of self and world;
- (d) Liberation from stereotypes and public image pressures;
- (e) Acceptance of authentic conflict;
- (f) Existential commitment;
- (g) Acceptance of oneself (Frey et al., 1975, p.43).

Gilmore (1973) proposes that the purpose of counselling is

helping people of all ages and in a variety of settings cope constructively with the business of being human.

(Gilmore, 1973, p.42)

And she focuses her attention on the three life tasks, as defined by her, namely Work, Relationships and Aloneness. She identifies, with Tyler, three major classes of counselling objectives : Choice, Change and Confusion Reduction.

The table overleaf from Gilmore (1973, p.44) gives examples of specific counselling purposes, whose content comprise the basic life task areas of Work, Relationships and Aloneness.

For Hutchinson and Stadler's (1975) concept of Social Change Counselling with its assumption that human problems are the result of the 'influences and effects of socialization and social institutions', the goals of counselling should take account of the possibility that counselling goals could incorporate changing the social environment instead of helping the individual to adapt to a defective environment.

Similarly, Dovey mentions 'intervention at the structural level' as a possible goal of counselling. Social forces may act on the individual's life in such a way that

PURPOSE OF COUNSELLING

		Choice	Change	Confusion Reduction
CONTENT OF COUNSELLING	Work	Go to college Declare major Return to school Change jobs	Acquire new study habits & skills Reduce overly critical supervisory style Increase ability to use leisure time	Explore career possibilities Realistic appraisal of abilities Assess chances for advancement
	Relationship	Go steady at age 13 File for divorce Interracial marriage Place parent in nursing home	Improve ability to converse in social situations Acquire ability to fight with spouse constructively Eliminate frequent references to personal disability Reduce fear of crowds	Gain more accurate view of how regarded by others Appreciate differences in need for privacy between self & others
	Aloneness	Break with parents Use drugs Declare conscientious status Have abortion at age 40	Confront & accept personal failure Acquire ability to travel unaccompanied Increase capacity to please or reward oneself Face terminal illness courageously	Reorient after death of spouse Confront contradictory values encountered at college Gain perspective on personal responsibility for alcoholic husband

EXAMPLES OF SPECIFIC COUNSELLING PURPOSES

counselling him/her would not be of much use in resolving the problem. In such cases Dovey advises counsellors to intervene at the structural level, which could result in working at changing the norms and policies of the particular social institution.

CONCLUDING REMARKS

As a result of the group guidance sessions, pupils may be in a position to pursue certain matters of a personal nature with the guidance teacher. Work and relationships present a problem to most pupils and they need counselling as far as these aspects of their lives are concerned. The guidance teacher should be ready to offer the pupils individual counselling whenever this is necessary.

CHAPTER FIVECOMMUNITY OUTREACHINTRODUCTION

The conventional purpose of the school is to transmit to the young the general culture, and to prepare them for life in their community. In Gazankulu, a society in transition, the school is seen as a force that generally alienates the individual from his/her community.

The parents of most of the children who are at school are ignorant of the nature of the school. The school is perceived as a threat by them. A guidance service that is committed to helping children in this context must be aware of the nature of the individual's own personal world. The guidance teachers must realize that the individual is in constant interaction with the world around him/her, and that the individual influences and is influenced by his/her environment. Schulman comments :

The concept of human services is a philosophy that stresses care for the whole individual and his relation to his environment. It poses a straight forward notion - an individual is influenced by what happens around him; the

same individual influences what happens around him. These two kinds of influences make the individual what he is at any one moment.

(Schulman, 1974, p.4)

Part of the individual's world consists of his/her interpersonal relationships, relationships with parents and other members of the community. In Gazankulu, for most of its inhabitants, the school is a community set apart. The guidance service in the school should provide a means by which the parents and other members of the community come to know the role of the school and to understand that they potentially can contribute meaningfully to their children's education by involving themselves in the life of the school.

The success of a guidance and counselling service in a modernizing state depends thus on the involvement of the community. On the one hand, it needs to acquaint individuals in the community with the activities in the schools, and on the other, explore how people in the community can meaningfully contribute to the guidance and counselling efforts in the schools.

THE AIM OF THE COMMUNITY OUTREACH PROGRAMME

- (a) To develop awareness of the complexity of a rapidly changing society, and an understanding of the pressures

affecting the individual;

- (b) To encourage individuals to participate actively in this process of change so that they may increase their understanding of the evolving social system;
- (c) To enhance a 'psychological sense of community' by linking the school to the community and relating its activities to the life of the community;
- (d) To develop in the people an awareness of the needs of children and adults - physical, emotional and spiritual - and thereby improve the psychological quality of life of the people;
- (e) To encourage the people to actively participate in community affairs and to explore strategies regarding involvement of the school in community affairs;
- (f) To encourage people to understand the opportunities available to them, the restrictions to be faced, to gain an appreciation of freedom and to realise their responsibilities as members of a community; and to give the community the opportunity to take responsibility for the development of self-determination with the encouragement of more prosocial values;
- (g) To promote sensitivity to community needs, to cultivate a sense of belonging to the community and to strengthen neighbourhood cohesion;

- (h) To satisfy the need for stimulation and for opportunities to learn and create and thus develop the additional sources of positive support needed by children in the schools;
- (i) To involve the community in 'cultural literacy' programmes, further education, development of skills, etc.

THE NEEDS

Schweitzer points out that a society in transition is characterized by the transformation of the material and the non-material aspects of the culture which leads to confusion (quoted by Mkize, 1978, p.3). Kiev comments in this regard :

Social changes, with loss of customary cultural support systems, may undermine confidence in habitual ways, foster dependence on new situational and interpersonal stimuli and increase susceptibility to environmental influences.

(Kiev, 1976, p.38)

The people in a society in transition are confronted by unforeseen or unexplained changes that may 'distort their perception of the world, challenge the individual's sense

of identity, disrupt his orientation and produce cognitive dissonance' (ibid.). The aim of the community outreach programme should be to create or use existing structures to reduce uncertainty by providing individuals with structures that will substitute the decaying culturally presented ones, so that through these, the individual may gain a sense of identity, of community and meaning.

During a period of transition the community is affected by an increasing complexity of social relations and situations. To help solve the problems wrought by the process of modernization and the subsequent social changes, use may be made of existing social structures like the school.

The school hastens the process of modernization and acculturation. Children are exposed to values that are not consistent with those of the community. Most of the parents inevitably feel helpless as regards what is expected of them. The aim of the programme should be to expose individuals to the values of the schools and thus to increase the rate of modernization of the community. Members of the transitional society may find themselves thrust into a culture whose 'reality' is quite different from their own; it should be the duty of the programme to activate the individuals to use the possibilities of self-improvement available to them in the community. The programme should endeavour to improve the opportunities

available for community development.

The dissolution of the extended family structure has left the child with a limited source of approval given by members of the nuclear family. The programme could increase the sources of social approval, which lie latent and wasting outside of the family, for children.

STRATEGIES FOR IMPLEMENTATION OF THE PROGRAMME

The guidance service should act as a facilitator utilizing the existing resources to develop strategies to achieve goals. Intervention should be directed towards fostering a sense of community and emphasis should be placed on development of the indigenous leadership.

The programme should be based on the assumption that individuals have a right to determine and to direct their lives, that changes are brought about in the community by responsibility on the part of the individuals and active participation of the individuals in the community.

It is preferred that the existing resources in the context of the relevant community be used. Where no such resources exist, it would be wise to create new structures.

The following resources exist in Gazankulu : the schools, medical services and literacy schools for adults. The potential strength can be recognised in the already existing resources. These groups may be the only really meaningful contacts that individuals have with others. The programme could possibly increase the helping resources of a group that is already important to its members. The aim should be to support existing resources rather than create new services. The effort in supporting existing resources is aimed towards the goal of modifying them so that they become effective and responsive to community needs.

1. THE SCHOOL

The schools could encourage parent involvement in the education of their children by making more opportunities for parents to visit the schools. This could be done by organizing parent-teacher organizations, by involving the parents in workshops for parents/children, and by encouraging parents' involvement in school functions. Parents can be used as resources for careers' information, and they should be encouraged to participate in other organizations to develop positive attitudes towards welfare and social services.

The guidance and counselling service could provide parent

programmes. The goals of such programmes could be to increase the understanding of the parents of the development of their children. The following are examples of programmes that could be arranged for parents :

(a) Understanding the spheres or stages of child development.

Aspects of growth which could be explored are :

- the biological states of growth - physical development of children at different ages;
- the psychological effects of various stages of growth of the individual;
- implication of the different stages of growth and how parents can assist their children through the different stages.

(b) Parents' values : Parents should be given the opportunity to clarify and assess their own values. Conflict between parents and children are a result of differing value systems. Parents should endeavour to explore what their children's values are, to compare their values with those of their children. Parents should be encouraged to re-affirm desirable values in their children even if the values differ from their own values. During these programmes parents could be asked to re-assess their values at different stages of growth. The following issues could be raised :

- What attitudes do parents have towards children?

- Are parents authoritative, passive or democratic?
What is the effect of using power over children?
- Do parents like to impose values?
- What pressure do parents exert on children? What is the effect?
- Do parents identify with children's abilities and interests?
- How do parents communicate with children?
- What roles do parents prescribe for children?
- Do parents often over-estimate or under-estimate their children's intelligence? What effect does this have on the child?
- When do parents regard children as grown-up?

(c) Parent prejudices : Children learn prejudices from parents. If parents have strong feelings about certain things, children are likely to develop such feelings too.

Parents should be given the opportunity to explore their prejudices, mainly such prejudices as are held by people are unjustified; parents should explore the causes of prejudice, the formation of stereotypes.

(d) Choice of work for their children : Some parents decide what work their children should do. Parents should be given the opportunity to explore their values and those of their children and to explore the interests of their children.

- (e) The influence of parents on the community : Parents should be made aware that they have responsibility and a right to consider those things that they feel are pressing in their communities. They can influence their communities, for instance, by adopting a stand on any controversial issue; they can vote or petition to influence changes within their communities.

The workshops should give the parents the opportunity to talk about the self, to listen to others. The aim is that parents should learn to listen to their children. They should be given the opportunity to talk about their feelings, about groups and organizations. They should re-assess their reactions to general behaviour of men and women.

2. UTILIZATION OF RETIRED PEOPLE IN THE COMMUNITY

The community outreach programme could explore the potential use of the members of the community, particularly retired people in a number of role settings; it could explore the effectiveness of these individuals in various settings, to assess which groups may be capable of contributing meaningfully to the guidance and counselling effort in the schools.

There are people in the community who have different types of talents; these people may just be too ready to assist pupils in the schools to benefit from their life experiences.

The talents of these people could be used particularly in assisting those pupils who are not academic achievers in developing a high sense of self-esteem and self-confidence. Cowen et al. comment on the use of non-professionals, particularly the retired people, in a school setting :

It has been argued that the non-professional may be more readily accepted than the professional in certain settings and that he may offer relatively unique types of enthusiasm and vibrance not communicated by the professional.

(Cowen et al., 1968, p.901)

People with special talents in the community could be invited to help children, particularly in areas of work that is not academic, to assist those pupils whose academic achievement is low. The school could introduce other spheres in which pupils could achieve some success.

It has been proved by Cowen et al. (ibid., p.907) that retired people can be effectively utilized in certain capacities. The experience of helping in the schools could be both enjoyable and meaningful to these individuals, as they are prepared to work diligently and responsibly in their new roles (ibid., p.907).

3. THE HEALTH AND WELFARE SERVICES

The community outreach programme should endeavour to explore ways of expanding the technical services offered by the community health programmes, to uplift the psychological dimension and quality of life. Talks could be given or arrangements made for talks to be given by professional people on health problems. The following issues could be discussed :

- (a) The prevalence of infectious diseases;
- (b) Specific dietary deficiencies prevalent in the community;
- (c) The extent of alcohol abuse - here assistance could be given to existing structures in their struggle against alcohol abuse. The approach should be to make individuals aware that alcohol may be used as a way of escape, for short periods, from different kinds of problems. Individuals should be helped to acknowledge the fact that they have a right to determine their lives instead of resorting to defence mechanisms like heavy consumption of alcohol; the solutions to problems lie in the individuals themselves. People abuse alcohol because of the de-humanizing effect of their interpersonal relationships and the meaninglessness of their lives.

A similar programme to the one arranged for the pupils would be organized for the adults.

4. THE LITERACY PROGRAMME

The Department of Education in Gazankulu offers what is known as Adult Education. Adult Education offers a literacy programme. Adult people are taught to read and write. The community outreach programme could assist this technical structure to expand its services to what Freire terms as a 'cultural literacy' programme.

This programme could be based on Freire's 'dialogue' (Freire, 1973). This could involve assistance in helping teachers in the art of dialogue. The literacy programme should try to do more than teach individuals to read and write. It should involve itself in what Freire (1973, p.44) describes as the 'critical consciousness'. He says of the critical consciousness :

Critical Consciousness represents 'things and facts as they exist empirically, in their causal and circumstantial correlation. Naïve consciousness considers itself superior to facts, in control of facts, and thus free to understand them as it pleases'.

(Ibid.)

The programme could follow the pattern used by Freire, by using an educational method that helps individuals to become consciously aware of their ecosystems and their condition as human beings. Education that makes people to be critical of the 'reality' that is presented to them could lead them to declare, 'I can see for myself, I can think for myself, I can talk for myself, I can act for myself', because, through education, they could develop a critical attitude and at the same time learn to read and write. Letters and words could be linked together with culture. Through meetings, the organizers and teachers of literacy classes could be made aware of what literacy is. Freire describes literacy as follows :

To acquire literacy is more than to psychologically and mechanically dominate reading and writing techniques. It is to dominate these techniques in terms of consciousness, to understand what one reads and to write what one understands; it is to communicate graphically. Acquiring literacy does not involve memorizing sentences, words or syllables - lifeless objects unconnected to an existential universe - but rather an attitude of creation and re-creation, a self-transformation producing a stance of intervention in one's context.

(Freire, 1973, p.48)

CONCLUSION

The community outreach programme is an attempt to work with the whole individual, i.e. the school child, in the context of his/her environment. It is an attempt to make the community aware that the school is not a community set apart. It is an attempt to assist parents to become aware of their children's psychological and physical needs, and to act accordingly to these needs. Its aim should be to assist people to understand their social environment.

CHAPTER SIXDEVELOPING A TRAINING PROGRAMME FOR
GUIDANCE TEACHERS IN GAZANKULUINTRODUCTION

In order to begin to realize the objectives outlined in the previous chapters, it is necessary to design a programme for selection and training of suitable personnel. No matter how theoretically sound a guidance programme may be, it will remain a fantasy unless it incorporates adequate training programmes for staff.

Guidance and counselling are a recent addition to the curriculum of Black schools in South Africa. The Department of Education and Training, as well as the Departments of Education in Gazankulu and in the other 'homelands', has delegated the responsibility for guidance and counselling mainly to the personnel who, until 1980, had been responsible for the administering of psychological tests in the schools. There are few, if any, professionally qualified people in Gazankulu to undertake the very important function of helping individual pupils come to terms with their own developmental life processes. The dearth of properly qualified people in this section of

education, necessitates the development of a tutoring programme to facilitate the achievement of goals formulated in this guidance and counselling programme.

Guidance teachers will thus have to be selected and trained. The training programme will aim at improving the breadth and the quality of experience of the chosen teachers, and at heightening their awareness of the problems inherent in the physical and psychological development of the child.

SELECTION

The quality of a guidance and counselling programme depends to a very great extent on the nature of the people who will be required to administer it. Many people drift into work for which they are not suited and this results in a considerable waste of time and effort. Selection of personnel is thus a task which is crucial to the success of a programme.

A programme of selection could assist in securing people who have the potential to learn, and the necessary talent and high motivation to expand their intellectual horizons. The nature of guidance and counselling requires a staff that is highly motivated and committed. A selection programme should identify individuals who are keen to work in guidance

and counselling because they believe in it.

Selection, according to Jessup and Jessup (1975, p.106), should be viewed as one stage in the process of induction and preparation for work. Careful performance of the task of selection may assist in the accomplishment of competence on the job. Through careful selection, individuals who are genuinely interested in the growth of the individual child's conscious ability to understand environmental conditions and expectations, his/her development of personally satisfying interpersonal relationships, and his/her gaining of understanding and acceptance of self can be chosen. Through selection, an assessment of the applicant's capacity to love and to understand children, can be made.

The guidance teacher as a helper depends not so much on the techniques used but, rather, upon the nature of his/her attitudes and ways of perceiving him/herself, the pupils and the task. It depends on how well he/she has learnt to relate to other people.

THE QUALITIES OF A GUIDANCE TEACHER

The nature of guidance work demands considerable qualities in the guidance teacher. The personality of the guidance teacher will greatly affect the interactions between the

pupils and him/herself. The guidance teacher should thus have the ability to create an emotional climate wherein authentic self-exploration and communication can occur.

The guidance teacher should also have the capacity to empathise. Empathy is the ability to take someone else's standpoint or perspective; it is the ability to 'get into someone else's boots'. Hamblin describes empathy as follows :

. . . it is a type of momentary identification.

Identification is an emotional merging with another person, and that is what empathy is.

(Hamblin, 1974, p.11)

However, guidance teachers should avoid the danger of projecting feelings and emotions which do not belong to the pupils. There is a great need for the guidance teacher to gain self-knowledge and self-awareness in dealing with people.

It is essential that guidance teachers should possess the qualities of spontaneity and genuineness. This is the capacity to relate honestly and to reveal oneself as one human being to another. The guidance teacher should have the ability to avoid keeping a social and emotional distance between him/herself and the pupils. He/she should be prepared to speak honestly and openly, and to be open to

criticism and alternative viewpoints. Guidance teachers should not take on 'a remote or omnipotent role' (ibid., p.13) when dealing with pupils.

Another quality that a guidance teacher should have is the capacity to show non-threatening, safe and non-possessive warmth (ibid., p.13). The guidance teacher should learn to assess the relationship and adapt to the pupil's needs; he/she must not indulge in an undifferentiated approach to all pupils.

Holden says that the work of a counsellor (guidance teacher) has crises and dilemmas and thus he/she must have the ability to tolerate so-called eccentricities of manner and dress and not be disturbed by emotional outbursts, mistakes or vehement opinions of the pupils or counsellees (Holden, 1969, p.138).

He/she must have stable interpersonal relationships. He/she must be stable and dependable. He/she must be aware of his/her colleagues' whims and idiosyncracies and should have a stable relationship with colleagues. The guidance teacher must be acceptable to the staff, the pupils, the parents and the community alike. The guidance teacher should have the ability to foster good human relationships which will develop self-esteem and recognition and respect for the unique worth of each individual. He/she should display

confidence and trust. He/she should be prepared to learn and to develop a rich experience of life which can be accumulated through working in a variety of environmental situations such as community work, involvement in church work or home-making, recreation, travel, etc.

The guidance teacher should have clarified his/her personal and social values without being too ready to impart a set of virtues or extol a point of view, but assist pupils to develop and clarify their own values.

The guidance teacher should have enthusiasm and motivation, must be prepared to work hard, must be open to ideas, should have the capacity to accept knowledge as tentative and be prepared to improve his/her knowledge about his/her work. He or she must be prepared to master the procedures and skills involved in guidance and counselling. An attractive and friendly personality should attract pupils to seek guidance.

ACADEMIC AND PROFESSIONAL QUALIFICATIONS

The Public Service Commission of Gazankulu has outlined some official requirements for anyone who intends to work in, what it terms, the Psychological Services. The minimum academic qualification necessary for one to become

what they call an Assistant School Psychologist (guidance teacher) is a university degree with Psychology as a major subject and a professional teacher's qualification.

Dovey (1980, p.94) argues that guidance and counselling in White schools in South Africa are dominated by three ideologies, which he categorizes as technicism, bureaucratism and Christian-Nationalism. It would seem that the brand of guidance and counselling currently operative in Gazankulu, as a legacy of the Department of Education and Training, is dominated mainly by technicism and bureaucratism. The academic and professional requirements are in line with the idea that 'all problems can be "solved" by experts' (ibid.). The so-called Assistant School Psychologist, if properly qualified by their standards, is considered an expert in social problems.

The Psychological Services (guidance and counselling) consist of officially prescribed roles ranging from the Chief School Psychologist down to the Assistant School Psychologist. The academic and professional requirements for the roles in this hierarchy increase as one moves up the line, with psychology being the main subject demanded. The emphasis on psychology is based upon the acceptance of psychology as the accepted theory of deviance.

While academic and professional qualifications may be

legitimate grounds for selecting guidance teachers, there are very few teachers in Gazankulu who possess these qualifications. It should also be borne in mind that academic or professional qualifications do not necessarily guarantee an individual's success in guidance and counselling. Selection of guidance teachers for this programme will, therefore, be based on other qualifications which are fundamental to the success of human relationships. As the work of Cowen, Leibowitz and Leibowitz (1968, p.901) indicates, there has been a world-wide increase in the use of non-professionals as mental health workers. Flederman comments as follows on this issue :

Developments in psychology over the past thirty years have continued to supply an ever-increasing body of evidence that the personal qualities of a counsellor are of more significance than theoretical training.

(Flederman, 1980, p.35)

She further refers to Fiedler's (1950) work which indicates that the therapist's affiliation to a psychotherapeutic school is less important than his/her ability to empathise with the counsellee. She makes reference to what Carl ~~Rodgers~~ believes to be the 'necessary and sufficient conditions' for therapeutic change. The following is ~~Rodgers~~' list of conditions :

- (a) the counsellor's empathy with the client;
- (b) the counsellor's positive affective attitude towards the client;
- (c) a degree of genuineness; and
- (d) the degree to which the counsellor's affectivity match those of the client (ibid., pp.35-36).

INFORMAL QUALIFICATIONS

For the present guidance and counselling programme, the selection of guidance teachers will be based mainly on the informal qualifications which have been broadly described above. On this basis, the suitability of the individual will depend upon the nature of his/her personality and success in inter-personal relations. These qualities should be evident in the individual's emotional stability, success in inter-personal relationships, community involvement and popularity and general empathy, understanding, and interest in people.

THE PROCESS OF SELECTION

The first step in setting up a procedure for selection is to analyse and describe the job. Thereafter, the following

process in the selection of guidance teachers could be followed.

1. ADVERTISEMENTS

The job would be advertised, outlining the duties involved, responsibilities of the incumbent, the conditions of work and the prospects for growth in the job. The advertisement should be framed in such a way so as to attract the right people to apply for the job.

2. SURVEY OF PRINCIPALS

Principals of schools could be asked to assist in the selection of guidance teachers for their schools. They could be requested to involve the entire staff in the process. Each school could be asked to forward at least three names, placed in order of preference, to the Selection Committee. The selection of candidates from a school could be discussed in a staff meeting. The staff could be asked to try to find out how such a teacher could best be used in the school.

3. SURVEY OF EDUCATION CIRCUIT OFFICERS

The Inspectors of Education in the various education circuits could also be involved in the choice of suitable candidates

for the positions. The schools' choices could be discussed with the inspectors concerned.

4. THE INTERVIEW

To get more accurate and precise information about the candidates, an interview would be conducted with as many candidates as possible. The interview is a more suitable approach to the assessment of an individual's career motivation and interpersonal relationships. Feelings, authenticity, sincerity, etc. are difficult to assess in letters and from information forwarded by others. These can best be determined through a carefully structured interview. The interview enables the interviewer to observe first-hand the behaviour of the individual and to judge how well the interviewee would interact in the day-to-day job situation.

As Ulrich and Trumbo describe, the interview is an important part of selection :

Apparently the interview is used almost universally as one of the sources of information on which personnel decisions of hiring, placement and in all likelihood transfer and promotion, are made. Because of its universality one would expect the interview to be the subject of a great deal of research and development effort.

Furthermore, one would expect its wide use and acceptance to be predicated on abundant empirical evidence of its predictive efficiency. However, neither of these expectations is fulfilled in the literature.

(Quoted in Jessup & Jessup,
1975, p.81)

The interview remains a very important way of determining all those human characteristics which cannot be revealed through other means.

5. SELECTION EXERCISES

The final selection could be performed after the candidates have been involved in a number of exercises designed to assess behaviour in interpersonal situations. The exercises should be structured in order to endeavour to assess in some detail the suitability of the candidates. The exercises could centre on the qualities of a successful guidance teacher.

5.1 Group Listening Exercise

Objectives : To examine - listening skills
- empathy.

Procedure : The candidates will be divided into groups of four members each. The members in the group take turns to

talk about an experience that affected them deeply. After each of the four has shared an experience, each member then writes down :

- (a) How he/she thinks the person felt at the time of the related incident;
- (b) How he/she thinks the person felt at the time the incident is related;
- (c) Each member feeds back his/her understanding of the narrator's feelings and the narrator then gives them feedback on how accurately they were about his/her feelings.

Assessment of Participants :

- (a) Assessment of eye contact and general involvement with the person telling the story;
- (b) Assessing the accuracy of perception of the person's feelings;
- (c) Assessing the degree of intrusion of own feelings or attitudes into his/her perception of the other person's feelings.

5.2 Determining Authenticity and Genuineness

Objectives : To examine

- (a) Ability to disclose about the self;

- (b) Strength to disclose aspects which may possibly be experienced as threatening to themselves.

Procedure : A list of Peanuts cartoons is handed out. Group members are asked to select a cartoon which most reflects themselves. Each person then, in five minutes, explains to the group why he/she selected that particular cartoon. Questions may be asked, which the member may answer.

Assessment :

- (a) Openness in sharing personal life;
- (b) Appropriateness of sharing;
- (c) Honesty in sharing.

5.3 Exercise to Determine Ability to Accept Other People

Objectives :

- (a) To examine tendencies to label people;
- (b) To examine the tendency to accept stereotypes.

Procedure : Four people in the group are asked to go outside. Once outside, they are asked to return to the room and to behave as if they were at a bus stop. To the remainder of the members of the group it is explained that

the four members outside will role-play the following people : a doctor, a teacher, an alcoholic and a thief. They are asked to identify which of the four members represents each of the four characters. The four members then return to the room and behave as normally as they would at a bus stop.

Assessment :

- (a) Readiness to stereotype;
- (b) Unquestioning attitude towards directives;
- (c) Basis upon which they made their judgements.

5.4 Listening Exercise

Objectives :

- (a) To examine the individual's ability to listen to others;
- (b) To examine the tendency to interrupt or evaluate others' statements from one's own perspective.

Procedure : The participants form triads. Each member of a triad will, in turn, assume the role of sender, receiver and observer.

- (a) The sender chooses one of the following topics and begins a discussion on that topic :

- women's liberation;
- apartheid;
- pornography;
- inter-racial marriage;
- censorship;
- pre- or extra-marital sexual relations;
- any other controversial issue.

(b) After five minutes a new rule is introduced in the discussion. Before either the sender or the receiver may make a new statement, they must summarize to the other what the previous one had just said. They keep summarizing until it meets the satisfaction of the one who spoke last. The observer is to serve as a referee and enforce the rules.

(c) At the end of five minutes, the sender, receiver, and observer spend three minutes reviewing the discussion by answering the following questions :

- Did you have trouble listening? Why?
- Did you find yourself wanting to interrupt the other person?
- Did you decide what the other person was saying was right or wrong before you heard it all?
- What did you learn about your own listening ability?

Assessment :

- (a) Readiness to complete other people's statements;
- (b) Readiness to allow others to state their own point of view;
- (c) Readiness to listen carefully to the other person's perspective.

5.5 Case Study to Determine How the Individual Handles a Problem with a Senior Staff Member

Procedure : A handout will be given to the group and each individual will be expected to rank order the five courses of action, given at the end of each case study, in order of priority of action.

'You are a teacher with a wife and a seven month old son to support. Although you feel that the principal of the school, Mr Mahuntsi, makes you feel like a doormat, you cannot possibly leave your job. You do not like what Mr Mahuntsi says when he is angry. The situation is making you irritable. Your anger at Mr Mahuntsi is causing you to lose your temper more and more with your family. Today he starts it again, and you have had it!'

Rank the following five courses of action from 1 to 5. Put a '1' next to the course of action that seems most likely

to lead the beneficial results. Put '2' against the next most constructive course of action, and so forth. Be realistic!

- I try to avoid Mr Mahuntsi. I am silent whenever we are together. I show a lack of interest whenever we speak. I want nothing to do with him for the time being. I try to cool down while I stay away from him. I try never to mention anything that might get him angry.
- I lay it on the line. I tell Mr Mahuntsi I am fed up with his abuse. I tell him he is vicious and unfair. And I tell him he had better start controlling his feelings and statements because I am not going to take being insulted by him any more! Whether he likes it or not, he has to shape up. I'm going to make him stop or I quit.
- I bite my tongue. I keep my feelings to myself. I hope he will find out how his actions are hurting our relationship without my telling him. My anger towards him frightens me. So I force it out of my mind. I try to be friendly, and I try to do nice things for him so he won't treat me this way. If I tried to tell him how I feel, he would be angry and abuse me more.
- I try to bargain with him. I tell him that if he stops abusing me I will try to complete my marking in time. I seek a compromise that will stop his actions. I tell him that other people get upset with his actions. I try to persuade him to agree to stop abusing me in return for something I can do for him.
- I call attention to the conflict between us. I describe

how I see his actions. I describe my anger and upset feelings. I try to begin a discussion in which we look for a way to reduce (1) his rages and (2) my resentment. I try to see things from his viewpoint. I seek a solution that allows him to blow off steam without being abusive to me. I try to figure out what I'm telling myself about his actions that is causing me to feel angry and upset. I ask him how he feels about my giving him feedback.

Assessment :

- (a) To assess if the individual has tact and honesty in dealing with seniors;
- (b) To examine the ability to honestly seek to understand other people.

5.6 Case Study to Determine How Individuals Handle a Problem with a Colleague

Procedure : Use will be made of the following extract :

'Mr Nkuri and yourself are both English language teachers. The two of you are assigned to supervise afternoon studies together. You are married and have two children. Nkuri is single and often has trouble with his girl friend. For the past several weeks, he has asked you to supervise studies alone because he feels too depressed to do the work. You have agreed to such requests. Your wife is sick now, and you want to take some time off to visit her in hospital. You ask Nkuri if he would do your

part of the supervision while you slip away to visit your wife. He refuses, saying that he is too busy and that it is your work, so you should do it. He says he sees no reason why he should do work you are getting paid for. You get more and more angry with Nkuri. You see his actions as being completely selfish and ungrateful!'

Rank the following five courses of action from 1 to 5. Put a '1' next to the course of action that seems most likely to lead to beneficial results. Put a '2' beside the next most constructive course of action, and so forth. Be realistic!

- I try to avoid Nkuri. I am silent whenever we are together. I show a lack of interest whenever we speak. I want nothing to do with him for the time being. I try to cool down while I stay away from him. I try never to mention anything that might make him angry or remind me of his ungratefulness.
- I lay it on the line. I tell Nkuri that I am fed up with his ungratefulness. I tell him he is selfish and self-centred. I tell him he had better start paying back the favours I have done for him because I am not going to help him if he will not help me. Whether he likes it or not, he is going to do part of my work so I can visit my wife. I'm going to make him pay his debt to me.
- I bite my tongue. I keep my feelings to myself. I hope he will find out his behaviour is wrong without my having to tell him. My anger toward him frightens me. So I

force it out of my mind and try to be friendly. I try to do nice things for him so he will be willing to do a favour for me in the future when I need him to. If I tried to tell him how I feel, he would only be angry. Then he would be less likely to do me favours when I need him to in the future.

- I try to bargain with him. I tell him that if he does my work this time, I will do part of his work tomorrow. I seek a compromise that will allow me to visit my wife. I try to think of what I can do for him that will be worth it to him to take part of my work today. I tell him that other people don't see him as being reasonable and friendly. I try to persuade him to agree to take part of my work today in return for something I can do for him.

- I call attention to the conflict between us. I describe how I see his actions. I describe my angry and upset feelings. I try to begin a discussion in which we can look for a way to be more co-operative regarding each other's needs and to reduce my anger. I try to see things from his viewpoint. I seek a solution that allows him to feel he is only doing his work while at the same time he allows me to visit my wife in the hospital. I try to figure out what I'm telling myself about his actions that is causing me to feel angry and upset. I ask him how he feels about my giving him feedback.

Assessment

- (a) To examine the ability of the individual to handle problems tactfully with equals.

5.7 Case Study to Determine How Individuals Handle a Problem with Pupils

Objectives :

- (a) To examine the ability to deal with problem pupils;
- (b) To examine tact in dealing with problems.

Procedure : The following extract is used :

'In your Standard Nine class this year, you have a pupil, Tsakani Ximambani, who seems to dislike you and everything about school. When you are interacting with her you can feel the resentment. She never seems to do anything overtly, but other pupils have reported incidences of Tsakani's making faces behind your back and making rude remarks about you and your assignments outside of class. One afternoon as the pupils are cleaning their classrooms, you walk to where Tsakani is busy scrubbing the floor. As you pass by her she drops a bucket full of filthy water and it spills over your shoes and trousers. You have a feeling that she did it deliberately, so you approach her and tell her to clean up the mess and to be more careful in the future. As you turn to walk away you notice grins on the faces of the other pupils who have gathered around the scene, and out of the corner of your eye you see Tsakani standing up and gesticulating rudely behind your back.'

Rank the five alternatives. Be realistic!

- I would ignore Tsakani and go back to the staff room. I would arrange to move her from my class and avoid contact with her.
- I would turn around and 'nail' her in the act. I would tell her I was sick of her attitude, and that if she didn't stop her behaviour I would try to get her expelled from the school.
- I would ignore Tsakani for the present, as I want to win her over to my side. Later I'd engage her in friendly conversation and this would motivate her to stop ridiculing me.
- I would take her to the staff room and negotiate a deal with her that if she stayed out of my way, I would stay out of her way. I would look for ways of rewarding her for appropriate behaviour in class.
- I would ask her to come to the staff room with me, and would call attention to the conflict between us by describing how I saw her behaviour and disclosing my anger at her behaviour. I would ask her to describe how she saw the problem and why she feels the way she does, and would attempt to set up another meeting later to discuss this matter after we had both had time to think about it.

Assessment

- (a) To examine the tendency to deal rashly with pupils

without examining the reasons behind their behaviour;

- (b) To examine the ability to treat young people as human beings who may be responding to a misperception or misunderstanding in the relationship.

ASSESSMENT OF THE SELECTION PROCESS

Assessment is a very necessary part of the selection process. The validity of the selection process may be determined by judging the effectiveness of the people who have been selected. It is important to check that the selection procedure adopted actually functions in relation to later performance at work.

During the training sessions, assessment of the selection procedure can be made by requiring the people-in-training to give feedback on the training programme. The following methods will be used to assess the effectiveness of the selection procedures :

- (a) At the end of each training session, the people will be asked to comment in writing on how the following aspects of their behaviour have been affected by the training :

- their understanding of others;
- their ability to accept others;

- their listening skills;
- their ability to disclose about themselves;
- their communication skills in general.

(b) To continue assessing the effectiveness of the selection procedures, use may be made of the pupils' perceptions of the guidance and counselling staff in problem situations. Informal gatherings with pupils should enable the selection staff to gain an idea of the success of the guidance teacher in that school. In addition a survey of the pupils' perceptions should not be tested overtly. Pupil attitudes could be surveyed, with pupils being given eight problems; four of these will be home-based while the remainder will be school-based. They (the pupils) will be asked to write down who they think should be consulted in each situation. They will be given the list of people from whom they could make their selections :

- principal of the school;
- boarding master/mistress;
- mother/father;
- other school staff;
- guidance teacher;
- friends;
- any other person.

It is hoped that the response of the pupils will give some indication of the degree of effectiveness of the guidance and counselling practised in the school.

It is hoped that the response of the pupils will give some indication of the degree of effectiveness of the guidance and counselling practised in the school.

The following are examples of the problems that will be presented :

- Mandlati is having difficulties with Physical Science. He has problems with the Physical Science teacher Mr Maluleke. He feels that Mr Maluleke picks on him. Every time he makes a mistake, he fusses a lot about it and says, "Trust Mandlati. What else can we expect from him?" When Mandlati does the right thing, he either ignores it or acts as if its the first time ever. Mandlati used to like Physical Science. Now he dreads the lessons and sometimes he plays truant.

What should Mandlati do?

- Hlanganani is very unhappy. He finds that being at home is really difficult because his mother and another of his father's wives are not getting on well. The two women are always at each other's throats. There is tension in the family. His father is not aware of this problem as nobody has told him. His father works in Pretoria. All the children are affected by the arguing that seems to go on endlessly. The school-going children are not able to do their school work at home.

What should Hlanganani do?

- Tinyiko is about to write her Standard Eight examinations. She is a really brilliant pupil. She is confident that she will do well in the

examination. She would like to continue with her studies, but her father is adamant that he does not want to hear anything about her continuing at school. He is not interested in educating girls. Tinyiko would like to be a social worker. She has great potential and if she got the chance, she would become a social worker.

From whom should she seek help?

- Tsakani has problems making friends, particularly friends of the opposite sex. She is a brilliant pupil. She does not know why she has problems in making friends. The girl friends she makes seem to drift away from her after some time. This causes her so much worry that it begins to affect her school work.

What should Tsakani do?

The pupils could be asked to respond to these and other questions in the following manner : Who would you consult first? Who is the next most likely person that you would consult? This could be done with the five persons mentioned above.

TRAINING

Sarason says of training :

In creating a service setting, as important as what one does for clients is what one does to

maximize in staff the sense of personal and professional growth . . . the first task is the development of those conditions and atmosphere that make it possible for staff to be conscious that they are learning and changing, and that they will continue to learn and change.

(Sarason et al., 1971,
p.82)

The training programme aims to :

- (a) Improve the knowledge, procedures and techniques of the guidance teacher;
- (b) Increase their understanding of self and others;
- (c) Increase their awareness of the responsibility they have as guidance teachers;
- (d) Improve their skills in group guidance and individual counselling;
- (e) Broaden their life experiences.

The programme will consist of a variety of courses which will vary in length from one day to one week. The week-long courses will focus on the following issues :

- (a) Techniques of individual counselling;
- (b) Techniques of group guidance;
- (c) Development of human relationship skills :

- listening skills;
- communication skills;
- skills in interviewing; and other skills related to guidance and counselling.

The day-long courses will focus mainly on short exercises aimed at self- and other awareness.

SAMPLE OF TRAINING EXERCISES

1. FEELINGS OF DISTRUST EXERCISE

The members are divided into groups of two. Each one of the members in a group is given instructions that are different from those of his/her partner. The A-partners in the groups have the following instructions : Do not share these instructions with your partner. Your task for the next five minutes is to talk as positively and warmly as you can to the other person. Say only positive and friendly things, showing specially that you want to co-operate and work effectively with him/her in the future. Your conversation is to concentrate on your impression of that person, and the need for co-operation between the two of you. Do not talk about yourself. No matter what happens, you say only positive things. Keep the conversation moving along quickly. You are to speak first.

The instructions for the B-partners in the groups are as follows : You are not to share these instructions with your partner. Your partner will speak first. Your task for the next five minutes is to talk with your partner in a way that shows distrust of him/her. Whatever the other person says, say something in return that communicates suspicion, distrust, disinterest, defiance, disbelief or contradiction. Talk only about the things the other person talks about, and avoid initiating conversation or bringing up new topics. Try not to help your partner out in any way. As an example, should your partner comment, "Say, I like the shirt you are wearing", you might respond, "What did you say that for? It's ugly. I don't like it at all. What are you trying to accomplish by complementing my shirt?"

The purpose of this exercise is to let the group members experience what it feels like to be distrusted.

2. FEELINGS OF REJECTION EXERCISE

The members are divided into groups of four and each member in the group given instructions on how to behave.

Person A is given the following instructions : You are to try to get the person sitting opposite you (Person C) in your group rejected from the group. Use any reason you

can think of - he has big feet, she's the only person with glasses, he's got chapped hands, anything you think of - stick to this and try to convince the other members of your group that this is the person who should be rejected. You can listen to the arguments of the other members but don't give in. Be sure to talk about the person and not about the rules of rejection.

Instructions for Person B : Person B is given the same instructions as Person A but he/she has to get Person D rejected by the group.

Instructions for Person C : Person C is given the same instructions as Persons A and B but he/she has to try to get Person B rejected by the group.

Instructions for Person D : Person D receives the same instructions but he/she has to try to get Person A rejected by the group.

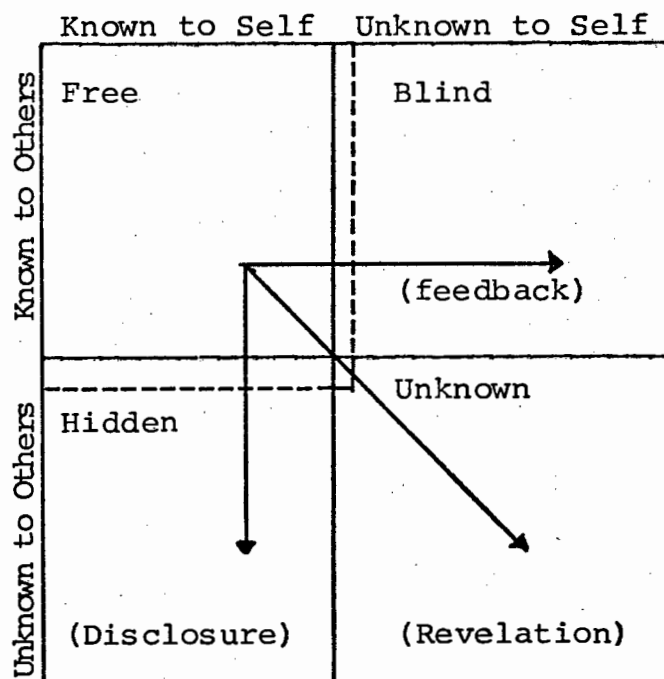
The purpose of the exercise is to enable the members to experience the feelings associated with social or personal rejection.

3. EXERCISE : UNDERSTANDING SELF

The objectives are to assist the members of the group in

understanding themselves. Authenticity, genuineness, honesty and sincerity are characteristics which are conducive to allowing the 'real' self to emerge.

Procedure : Johari's window is used. Johari's window was first used by Joe Luft and Ingram in 1955.



The four parts represent the whole self.

Free - conscious - my attitudes, my behaviour, my values available to others. In it I am free/know myself and I am known.

Hidden - cannot be known to others. I am free/know myself and am unknown to others.

Blind - known about me by others but unknown to myself.

Others can, in a supportive, responsible way, help me to get to know this dimension of myself, if I am able to hear it.

Unknown - I am more rich (hopefully) and complex than both I and the others know. Sometimes it is felt, intuited, dreamt, or something happens and my unconscious is revealed to me and I know what I have not known before. As the Blind and the Hidden panels are opened up and become enlarged, one begins to open up totally unknown areas of oneself. This experience is a revelation and is sometimes referred to as the 'aha' experience.

Procedure : Members are divided into groups of four. The members of each group should know one another fairly well. Each member in each group is given four blank cards on which to write the following :

- (a) Four positive and four negative things about self;
- (b) Using the last three cards, the member writes down four positive and four negative things about each of the other members.

The cards are shuffled and read and the members decide which cards belong to which member. Each member compares the things in the cards he/she received with what the individual knows about him/herself. Thereafter, members may list aspects of themselves which were previously blind to them.

4. EXERCISE : LISTENING SKILLS

Williams says :

Understanding and sensitivity can only come to those who have interest enough in others to listen to what they have to say and to discern what lies behind their words, frowns and hesitations. Too much of human intercourse lacks this stillness of mind; for most people tend to use the remarks of others only as springboards for their own self-display and self-preoccupation. But what is actually heard by those who are prepared to listen depends on the quality as well as on the quietness of their own minds.

(Williams, 1973, p.105)

The exercise is based on Dovey's listening exercises : The group members are asked to rate specific dimensions of attending, according to the following scales :

- | | |
|----------------------------|--|
| Maximally facilitative (5) | Use of the behaviour significantly adds to and enriches the communication. |
| Facilitative (4) | Use of the behaviour adds to and enriches the communication. |
| Minimally facilitative (3) | Use of the behaviour slightly adds to the communication. |

6. LISTENING EXERCISE

The members of the group will be asked to review their listening performance on the tape-recorder and by using the feedback given by the other members of the group. They should assess the amount of talking they did. Did they talk too much? Too little? What has each member learnt from this?

7. COUNSELLING EXERCISE

Members of the group are divided into groups of two each. The two members in each group are to take part in a counselling experience while the other members act as observers. Each member of the group has to act as a counsellor and also as a counsellee.

After each member has had the opportunity to play the two roles, feedback is given on :

- (a) How the counsellor conveyed empathy, if at all;
- (b) How the counsellor conveyed respect, if at all;
- (c) How the counsellor conveyed genuineness, if at all;
- (d) The counsellor's and the counsellee's body language;
- (e) The counsellor's listening skills.

CONCLUSION

The above exercises are a sample of possible exercises that could be used for training. Crucial to the success of any training programme is on-going critical assessment, and it is therefore imperative that various forms of feedback be sought by the training staff. Sarason's (1971) concept of an 'external critic' is extremely relevant to such a programme and an endeavour will be made to engage someone who is 'intimately interested' in the programme and yet sufficiently emotionally distanced from it, to offer constructive criticism on the training procedures.

CHAPTER SEVENCONCLUSION

A significant number of people in Gazankulu are experiencing what Berger et al. (1973, p.65) term the "urbanization of the consciousness". This "urbanization" has been brought about by a number of factors, among which are mass communication through radio and, to a lesser extent, television, education and migrant labour.

More and more people are initiated into orders of meaning with which they were previously unacquainted. These new meanings weaken the integrity and plausibility of the traditional culture. The need to understand self, interpersonal relationships and the social environment is becoming greater.

Until 1981, guidance and counselling in schools for Blacks were non-existent. The need for guidance in schools was necessitated by several factors. The 1976 and 1980 school boycotts and the manpower needs of the country are some of the reasons for introducing guidance and counselling in the schools. The report of the main Committee of the HSRC Committee gives the following as the function of a "careers' counsellor" :

Concentration on manpower needs and therefore actual job opportunities is a prerequisite for the link between education and work which is why guidance, especially vocational guidance is an essential service.

(Human Sciences Research Council, 1981, p.217)

This view gives absolutely no recognition to the interests of the pupils. The most important considerations for guidance teachers in Gazankulu should be to assist the pupils to be able to deal with obstacles in a constructive way. Such topics as the effect of migrant labour on the individual, on his/her lifestyle and on the community are areas of specific problems.

The inferior education that the Black child receives engenders in him/her feelings of inadequacy. His/her belief in him/herself and his/her ability and his/her self-concept is diminished. The pupils lack confidence in themselves. They exhibit characteristics of a "colonized mentality" described by Memmi (1967).

Every effort should be made to help the pupils to derive the most benefit from their education. Guidance should be involved with the development of the whole person. The programme of guidance activities outlined in the previous chapters is an attempt to develop a more integrated and

comprehensive approach to guidance than that advanced by the HSRC above. The success of such a programme will depend on a commitment not simply to 'economic development' but to the development and growth of all the people in Gazankulu.

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APPENDIX

1. Value Clarification
2. Decision Making
3. Work
4. Smoking
5. Inter-Personal Relationships
6. Parent-Guidance Teacher Workshops
7. Selection of Guidance Teachers

1. VALUE CLARIFICATION

My Family and My Personal Values :

What the members of my family value most :

My Father	My Mother	My Eldest Brother	My Eldest Sister	Myself
1. . . .	1. . . .	1. . . .	1. . . .	1. . . .
2. . . .	2. . . .	2. . . .	2. . . .	2. . . .
3. . . .	3. . . .	3. . . .	3. . . .	3. . . .
4. . . .	4. . . .	4. . . .	4. . . .	4. . . .

The values which occur most frequently in the list of family's values are :

- 1. . . . 2. . . . 3. . . . 4. . . .

The values which do not occur more than once in my family's list :

- 1. . . . 2. . . . 3. . . . 4. . . .

By studying the above lists, describe the way in which you think your family has influenced your own values :

.....

.....

What are the positive factors of this influence?

.....

.....

What are the negative factors of this influence?

.....

.....

My School and My Personal Values

Give your opinion

Describe what the principal of your school values most :

.....
.....

Describe what the teachers of your school value most :

.....
.....

How has your experience at school changed your values?

.....
.....

Describe what your favourite teacher's values are :

.....
.....

Which of these values are similar to your own?

.....
.....

Do you think that you have, in any way, influenced your teachers?

.....
.....

Do you think that schools should influence pupils' values? Explain.

.....
.....

2. DECISION MAKING

Ranking Preferred Alternatives

1. Where would you rather be on a Saturday afternoon :
at home, on a picnic, watching soccer?
2. Which would you give lowest priority today :
space, poverty, defence, ecology?
3. Which would you rather be :
an only child, the youngest, the oldest child?
4. Which would you least like to be :
very poor, very sickly, disfigured?
5. Which is most important in a friendship :
loyalty, generosity, honesty?
6. Whom would you prefer to marry :
a person with intelligence, personality, sex appeal?
7. Which type of teacher do you prefer :
strict in the class but little homework,
strict in the class and much homework,
easy-going in the class but much homework?
8. When you worry about your mark for an examination, do
you think about :
yourself, your parents, pleasing the teacher, getting
into university?
9. Which way would you like to improve :
your looks, the way you use time, your social life?

3. WORK

Interview with a Working Person

Why did you choose this work?

.....

What do you enjoy about this work?

.....

What depresses you about this work?

.....

What are your hopes about this work?

.....

What are your fears about this work?

.....

How does this work affect your feelings about yourself?

.....

Describe what happens (what you do) on a typical workday

.....

Have you worked in other jobs? If so, why did you change your work?

.....

If you could choose, what work would you do and why?

.....

Working People

What do you think are suitable answers to the following (the person works as a bank clerk or musician, etc.)?

This person's training for work began when he was . . . years old.

This person trained at for his work.

This person's biggest worry at work is

This person's work affects his relationships with other people in the following ways

This person will be able to do this work until

Do you think this type of work is respected by other people? Explain your answer

What is needed in order for people to be considered suitable for this job?

What obstacles may prevent someone from achieving these requirements?

4. SMOKING

How much do you know about smoking?

Here are ten statements about smoking; which of them are false?

1. If you've started smoking there's no point in stopping. If you're going to get it, you will
2. Pipe smoking and cigar smoking are less dangerous than cigarette smoking.
3. Cigarette smoking is not an addiction.
4. Smoking calms the nerves.
5. All cigarettes are equally damaging to your health.
6. Lung cancer is just as common in men as it is in women.
7. Smoking during pregnancy can affect the baby.
8. Cigarettes make people hungry.
9. Tobacco smoke contains poisons, which can affect non-smokers as well as smokers.
10. Light smokers are as much at a risk as heavy smokers.

5. INTERPERSONAL RELATIONSHIPS

Choosing a Friend

Look at the following list and decide in each case whether, in choosing a friend, you would consider that factor :

(a) Very important indeed; (b) Quite important; (c) Only moderately important; (d) Not very important; (e) Not important at all.

1. Where he/she goes to school.
2. Religion.
3. Cleanliness.
4. Honesty.
5. Home language.
6. Loyalty.
7. Same interests as you.
8. The way he/she speaks.
9. Father's job.
10. Kind of house his/her family lives in.
11. Manners.
12. Political views.
13. Generosity.
14. Colour.
15. Whether he/she smokes.
16. Whether he/she drinks.
17. Parent's attitude to you.
18. Sense of humour.
19. The kind of friends he/she has.
20. The kind of clothes he or she wears.

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6. PARENT-GUIDANCE TEACHER WORKSHOP

Communication

1. Decide on the best answer :

When my child brings a personal problem to me, I should :

- (a) Just listen genuinely;
- (b) Tell him/her not to worry about it;
- (c) Show him/her where the fault is;
- (d) Give him/her definite advice;
- (e) Offer to deal with it for him;
- (f) Let him/her find his/her own solution.

2. Complete the following sentence :

The biggest difficulty in holding a meaningful conversation with a teenager is

 and the reason for this is

Discipline

1. The area which causes most nagging in the home is :

- (a) Personal responsibility (grooming, care of room, etc.);
- (b) School responsibilities (homework, wearing uniform, etc.);
- (c) Family responsibilities (chores, presence on family outings, etc.);
- (d) Social activities (excessive party going, etc.);
- (e) Other fields such as

2. In the light of the above, the most effective way of disciplining a child is :

- (a) Reasoning with him/her;
- (b) Giving him a hiding;
- (c) Withdrawing privileges;
- (d) Stopping pocket money;
- (e) Imposing extra tasks.

3. Complete the following sentence :

The area in which the school can help most with
discipline is
.
and this can best be done by
.

7. SELECTION OF POTENTIAL GUIDANCE TEACHERS

The Selection Interview

Check List :

1. Appearance : inspiring confidence, not inspiring confidence.
2. Voice : pleasant, monotonous, unpleasant, positively grating.
3. Speech : hesitant, flowing, closely resembling machine-gun fire.
4. Vocabulary : rich and varied, fair, uses small selection repeatedly.
5. Sense of humour : either present or absent, possibly a trace.
6. Manner : confident, sincere, sensitive, enthusiastic or vice versa.
7. Self Image : a fine balance of idealism and realism, aware of shortcomings and areas needing modification.

Questions :

1. Why do you want to be a guidance teacher?
2. Why did you choose to work with adolescents?
3. What do you feel are your shortcomings for this job?
4. Where do you feel are possible problem areas?
5. How do you see yourself operating?
 - Directive or non-directive?
 - How will you find your clients?

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