

VOCATIONAL ORIENTATION IN THE SECONDARY SCHOOL WITH SPECIAL REFERENCE TO VOCATIONAL ORIENTATION CONTENT AND FORM*

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1. INTRODUCTION

In light of the law of National Education⁽¹⁾ and pronouncements by heads of education and pedagogues the aim of school guidance is to guide each pupil by means of educating, teaching and vocational orienting to the optimal self-actualization of his positive potentialities and opportunities so that he can be successfully assisted to authentic vocational choice to meet the nation's various manpower needs.

Preconditions for the successful implementation of a vocational orientation program in schools are, among others, to include suitable vocational orientation content in the course of study and appropriate forms of vocational orientation that allow this content to be adequately presented.

To provide a meaningful introduction to the determination of vocational orientation-content and -form, certain concepts need to be clarified.

1.2 Clarification of concepts

1.2.1 Relations among educating, teaching and vocational orienting

Educating and teaching are viewed as orienting events that also are the meaningful beginning of vocational orientation. In addition, vocational orientation is an educative (pedagogic) and a teaching event. Thus, it is implemented within a pedagogic situation and concerns itself with matters such as school choice, subject matter choice and course choice, level of achievement, etc. Also, it

* Beroepsoriëntering op die sekondere skool met spesiale verwysing na broepsoriëntering-inhoud en -vorm. From: C. J. Joubert (Ed.) Beroepsvoorligting op skool. Univeresity of Pretoria, **Nuwe Reeks No. 159**, 1980, pp. 11-20.

especially is important to take into account that the parents are the primary educators and for this reason connections with family educating must be sought. For example, in the family the child's value system is built up and in its light he must design his own philosophy of work and life that can serve as guiding principles in his vocational choice.

Teaching in school is closely related to vocational orientation because it codetermines the level of subject matter achievement that, in turn, influences the pupil's level of vocational choice.

1.2.2 Optimal self-actualization

Optimal self-actualization points to a highly satisfactory level and way of actualization within the limits of one's own abilities and opportunities. This is not possible without understanding one's self and available opportunities. **Orienting** makes such understanding possible.

1.2.3 Orienting⁽²⁾

At least two persons are involved in orienting, namely, the youth in need of orienting and the counselor who, as expert, authentically guides the child to self-orientation. Orienting assumes, e.g.:

1.2.3.1 Exploring the youth's potentialities and relevant opportunities for actualizing them; the essentials of these potentialities and opportunities are not known at first.

1.2.3.2 Discovering personal abilities and authentic-relevant opportunities for actualizing them.

1.2.3.3 Evaluating the youth's level of self-actualization.

1.2.3.4 Understanding and **accepting** the youth within the limits of his abilities and relevant opportunities.

1.2.3.5 Guiding the youth to self-orientation, i.e., to self-exploration, self-discovery, self-evaluation, self-understanding, self-

acceptance and self-actualization in light of one's philosophy of life and the norms and values flowing from this philosophy.

1.2.4 Vocational orientation⁽³⁾

In light of the above orienting events (e.g., exploring), vocational orientation presupposes the following:

1.2.4.1 Vocational choice orientation by the vocational orienter (or counselor) regarding the youth's vocational choice opportunity. This requires that the counselor explore, discover, evaluate, understand, and accept the youth's personal potentialities and opportunities so the youth can be guided to the highest level of vocational choice possible.

1.2.4.2 Self-orientation by the youth, under the guidance of the counselor, regarding his vocational choice opportunity that requires as preconditions self-exploration, self-discovery, self-evaluation, self-understanding, self-acceptance and self-actualization of one's own abilities and opportunities for actualizing them.

1.2.4.3 Vocational choice orientation by the youth as a result of an adequate orientation to a vocational choice as this is actualized, in light of one's own philosophy of life, in an independent and responsible vocational choice as the preliminary step to the successful entry into a vocation.

1.2.5 Vocational orientation content⁽⁴⁾

1.2.5.1 Introduction

An adult uses the vast amount of life content available to him through mastering and appropriating it from his life world in order to arrive at an independent and accountable self-orientation and self-actualization, also with respect to **work, vocational choice and vocational study**.

The child and youth do not yet have at their disposal sufficient life content to have a command of the above situations; they still need to be oriented with respect to this content. From a vocational choice perspective the youth must be guided to an adequate

exploration, discovery, understanding, evaluation and actualization of the life content having relevant meaning for a vocational choice.

It is on this basis that the youth is involved in the vocational orientation **pedagogic** situation so he can master the life content through vocational orientation and make a relevant vocational choice. The primary question is what is considered to be appropriate vocational orientation content that will make an orientation to a vocational choice possible? An answer to this question demands authentic aims, selection, ordering and evaluation of life content from a vocational orientation perspective so it can serve as vocational orientation content.

1.2.5.2 Characteristics that vocational orientation content must have

- (i) Vocational orientation content must show a relation to the total reality in which a youth finds himself, i.e., everything he is concerned with and conscious of and that he takes into account in establishing a life world;
- (ii) The content must be reduced from the total content of the life world that has a meaningful influence on the reality of vocational choice, including cultural content based on a philosophy of the community that co-defines the view of work;
- (iii) The content must be educative and formative for vocational choice adulthood that is a co-determinant of the responsible pursuit of a vocation as a form of living;
- (iv) The content must increase the youths' level of experiencing, lived-experiencing, knowing and the normative for the sake of elevating the level of vocational choice;
- (v) To be amenable to life the content must be near to reality and near to life;
- (vi) It must be within the level of the youths' readiness, i.e., easily understood and actualized;
- (vii) The content must be essential for youthful-being-in-the-world. From a vocational orientation perspective this has to do with how the youth essentially is with emphasis on his personal potentialities that must be

- actualized in particular life worlds and how these co-define his vocational-orientation, -choice and -study;
- (viii) Vocational orientation content must be representative of the following five areas of knowledge or principles of meaning:
- The pragmatic-useful
 - The theoretical-true
 - The esthetic-beautiful
 - The ethical-proper
 - The religious-lofty-valuable.

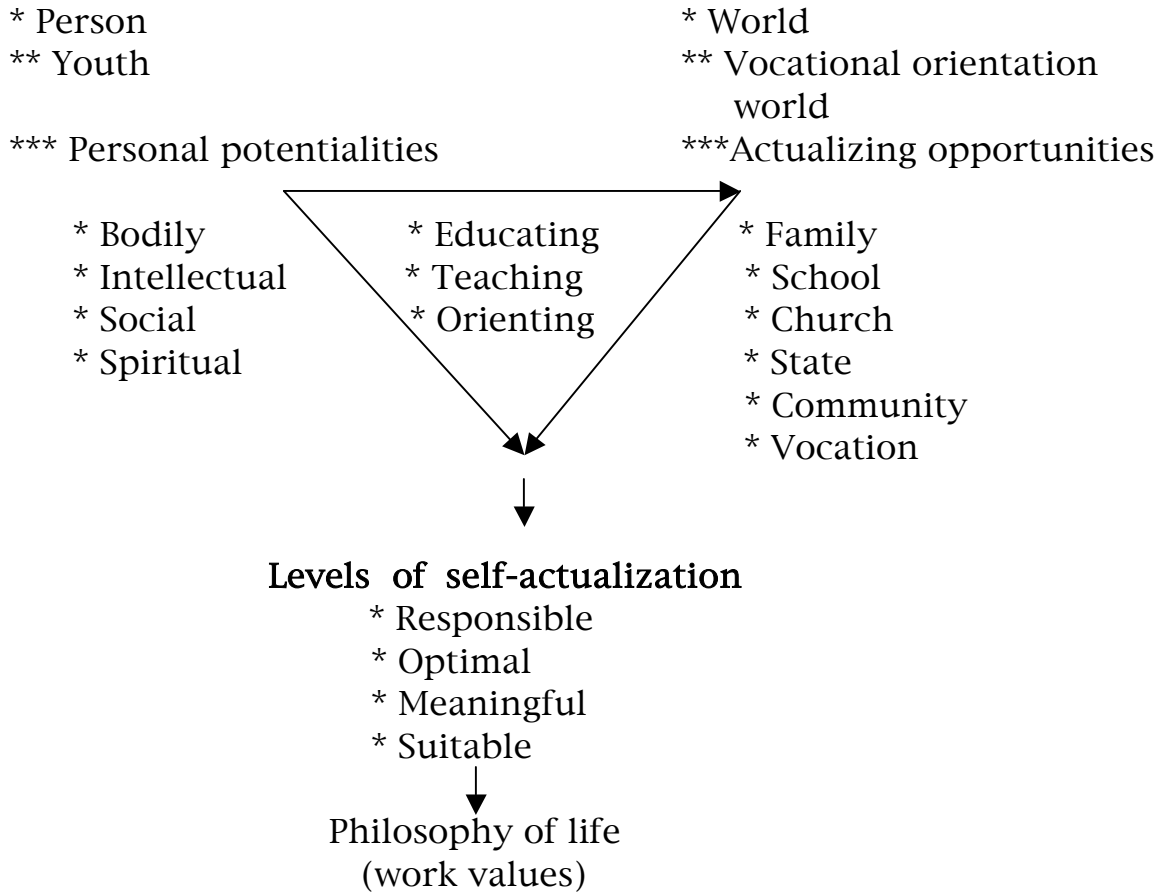
1.2.5.3 Criteria for aim setting, selecting, ordering and evaluating vocational orientation content

Certain didactic-pedagogic criteria for curriculum content are stated as follows from a vocational orientation perspective:

- (i) Does the content contain categorical (essential) illumination of vocational orientation and choice possibilities?
- (ii) Does the content have meaning for both the vocational counselor and youth so it can serve as the orienting theme for exploration and discussion?
- (iii) Does the content have positive value so it can promote the approvable and worthy regarding the pragmatic (material), the true (meaningful), the beautiful (service), the ethical (vocational dignity), the religious (work calling) in vocational orientation, vocational choice and work?
- (iv) Does the content offer room for encounters with knowing (knowledge of vocational choice); lived-experiencing (of future vocation); experiencing (work experiences); the normative (philosophy of work)?
- (v) Can the content be differentially linked up with the youths' level of becoming, i.e., with his level of vocational-choice, -readiness, -certainty and -ability?
- (vi) Does the vocational orientation content unlock, along with the relevant subject matter content, the actualizable pedagogic fundamentals contained within the different

- pedagogic perspectives and that are necessary for actualizing vocational orientation as a pedagogic event?
- (vii) Is the vocational orientation content, in its vocational orientation knowledge aspect, a balanced, appropriate and representative slice from the total possible possessed knowledge?
 - (viii) Is the content generally adequate and does it contain an optimal possibility for further specialization?
 - (ix) Does the content contain the possibility of achieving work-quality and work-identity in light of the highest values in the vocational culture as these represent the ideals of a particular community?
 - (x) Can the vocational orientation aims, as formulated from the community's particular philosophy of life, be actualized in terms of the content?
 - (xi) Is the content amenable enough to life so that it can unlock vocational orientation elementals and be appropriated as vocational choice fundamentals in the vocational orientation situation?
 - (xii) Can the content, with the necessary effort by the youth, be used to acquire an adequate vocational choice perspective so he can proceed to a meaningful design of and fulfillment of his vocational future?

Vocational orientation content that is authentic with respect to the youth who, as a person in a vocational orientation world, as a human world, must optimally actualize it in light of his personal potentialities, opportunities and philosophy of life is represented schematically as follows:



This scheme is interpreted as follows:

(i) Personal potentialities

The youth, as originally given (from birth), is merely potentiality that must become actualized in his life and work. This assumes self-actualization in relation to one's potentialities. For vocational orientation purposes, these potentialities are differentiated into bodily, intellectual, social and spiritual.

(ii) Opportunities for actualization

Personal actualization only is possible if adequate opportunities are available. Opportunities to acquire life content that has vocational meaning are provided, e.g., by family life, school life, church life, community life, political and vocational life.

(iii) **Vocational orientation** is actualized by **educating, teaching and orienting** that must be carried out in dependence on a moral adult. The child and youth ask their parents, teachers and vocational counselors to help and support them to actualize their potentialities so they can become vocational adults.

(iv) **Level of self-actualization**

Authentically actualizing one's own potentialities and opportunities result in a particular level of self-actualization of which the ways and qualities can be distinguished as responsible, optimal, meaningful and suitable.

(v) **Philosophy of life**

The total self-actualization of potentialities and opportunities, with a resulting level of self-actualization, occur in light of a particular philosophy of life and its related work values.

1.2.5.4 Proposed vocational orientation content for the secondary school⁽⁵⁾

(i) **Personal potentialities from a vocational orientation perspective**

(a) **Bodiliness:**

The following are distinguished:

- Corporeality as an individual's potentiality
- Bodily differentness
- Bodily appearance
- Healthiness
- Fitness
- Bodily strength
- Motoricity
- Body as stumbling block

(b) **Intellectuality:**

The following are distinguished:

- Intellectual potential as integrated with the total person

- The relation between actualizable and actualized intellectual potential
- Intellectual differentiations
- Intellectual exploration
- Intellectual level or IQ

(c) Sociability:

The following are distinguished:

- Work relationships
- Characteristics of conduct
- Communication ability
- Wholesome understanding of persons
- Cooperative relationships
- Own emotionality
- Social needs
- Personal likes and dislikes

(d) Spirituality:

The following are distinguished:

- **Existentiality** which includes stepping out, entering, communicating, dialoging in the vocational orientation situation
- **Intentionality** as future perspective, actualizing values, proficiency at deciding, readiness to act and giving meaning regarding vocational-orientation, -choice and -work
- Vocational and vocational choice **responsibility**
- **Fellow humanness** in vocational practice as a prerequisite for all vocations
- **Aggression** that is a stumbling block for all vocations
- **Exertion** as modified by initiative, willing, striving, venturing, trusting, hoping, etc. codefines the level of vocational-orientation, -choice and -work

(ii) Opportunities for actualization from a vocational orientation perspective

(a) The family as opportunity⁽⁶⁾

The following are distinguished:

- Identification of family members regarding work philosophy, work disposition and work relationships
- Work effort in the family
- Socio-economic status
- Family tradition
- Occupational level of parents
- Ideals the parents foster in their children

(b) The school as opportunity

The following are distinguished:

- The educative task of the school
- The differentiated teaching task of the school
- The anticipatory task of the school
- The school's task of giving assistance
- The school's socializing task
- Help-providing authorities at school

(c) The church as opportunity

Orientation to the actualization of one's own philosophy of life and work:

- Knowledge of and fear of God in work
- Calling
- Answering
- Service in the world

(d) The state as opportunity

The following are distinguished:

- Work reservation
- Salary schedule
- Work integration
- Labor unions
- Military service
- Services offered by the Dept. of Manpower Utilization
- Economic assistance
- Taxation

(e) The community as opportunity for self-actualization

The following are distinguished:

- **The family**
 - Absent father
 - Career woman
 - Marriage problems
 - Social status
- **Recreation**
 - Relationship among recreation, health and pursuit of a vocation
 - Misuses of recreation and one's own endeavors
 - Holidays
- * **Culture**
 - Preservation of culture in one's vocational life
 - Identity
 - Tradition
 - Religion
 - Fatherland
 - History
 - Mother tongue
- **Welfare work**
 - Orientation to contribute from one's own earnings to:
 - Charity
 - Donations
 - Endowments
- (f) **Vocational life as opportunity**
 - Productivity
 - Promotion
 - Diligent attitude
 - Wages and profits
 - Self-satisfaction
 - Relationships
- (iii) **Level of vocational choice**
 - Vocational choice as outcome is described as:
 - Responsible
 - Optimal
 - Meaningful
 - Suitable
 - Authentic

- (a) **Responsible vocational choice** indicates an accountable and responsible choice. An accountable choice is an answer to one's calling. A responsible choice is an answer in agreement with one's potentialities and opportunities.
 - (b) **Optimal vocational choice** refers to the highest level of self-actualization in light of one's potentialities and opportunities.
 - (c) **Meaningful vocational choice** points to self-actualization in light of a basic philosophy of life and the work values expressive of that philosophy.
 - (d) **Suitability of vocational choice** is when the essences of choice readiness and choice certainty are actualized authentically. This includes integrating, by meaningful guidance, self-knowledge, vocational knowledge and a design of choice through meaningful directedness. This means that by the meaningful guidance of one's vocational choice there is a progression to designing a vocational choice by integrating self-knowledge and vocational knowledge.
 - (e) **Authentic vocational choice** is possible by means of actualizing the essences of vocational orientation such as exploration, discovery, evaluation, understanding, acceptance and the actualization of a vocational choice.
- (iv) **Philosophy of life⁽⁷⁾**
 [This is an account of the Christian National philosophy of life relevant to South Africa and not essential to vocational guidance elsewhere, so I have not translated it. G.D.Y.]

1.2.6 Forms of vocational orientation⁽⁸⁾

1.2.6.1 Introduction

Just as vocational orientation contents have their origin in the life world, the forms of vocational orientation are recognizable as forms of living. Consequently, the forms of vocational orientation are

those forms of living that have significance for vocational orientation. Therefore, in the vocational orientation situation the vocational counselor employs forms suitable to the vocational orientation contents taken from reality (i.e., everything with which the youth is involved is unlocked for him so the meaning of the contents for vocational choice can be shown to him). This reality is the vocational orientation content in the formal vocational orientation situation. However, vocational orientation is not bound only to the formal school situation. Such orientation also can be done by parents and other persons on a particular level that does not require expertise. Since all youths cannot receive adequate assistance in this way, in order to gain insight into the complex world of vocational choice, vocational orientation is offered as a formal-expert occurrence in school. The question is what forms of vocational orientation are deemed appropriate for properly presenting the vocational orientation contents.

1.2.6.2 Some requirements that the forms of vocational orientation need to satisfy

- (i) They must allow for the adequate actualization of life contents as vocational orientation contents.
- (ii) They must provide the vocational counselor the opportunity for vocational exploring, orienting and assisting.
- (iii) Under the guidance of the counselor, they must give the youth the opportunity to arrive at self-orientation regarding a vocational choice.
- (iv) They must be actualized in terms of the usual life forms such as reading, writing, drawing, handling, discussing, etc.

1.2.6.3 The forms of vocational orientation

The fundamental forms of vocational orientation are **exploration** and **discussion**.

- (i) **Forms of exploration:**
The following are distinguished:
 - Exploration of personal potentialities (diagnostication)

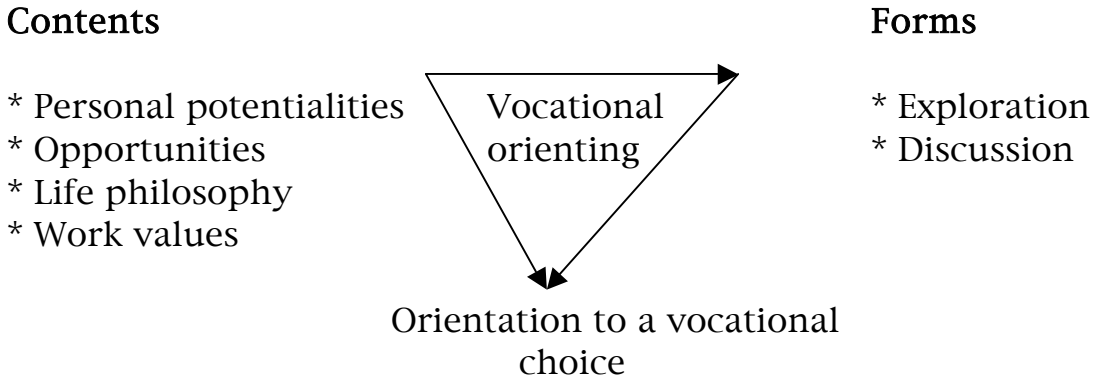
- Exploration of opportunities for actualization (vocational exploration)
- Historicity exploration
- Exploration by guardian teacher (identification).

(ii) Discussion:

- Group discussion
- Exploratory discussion
- Discussions for giving assistance

1.2.7 Vocational orientation in connection with the forms and contents of vocational orientation

This is schematically represented as follows:



The scheme indicates that vocational orientation contents, presented in terms of the forms of vocational orientation result in an orientation to a vocational choice.

1.2.8 Forms of vocational orientation and the practice of vocational orientation in the school

1.2.8.1 Exploration of personal potentialities

Through group exploration the majority of the pupils can readily acquire an authentic person image by studying the results of the group tests. For example, the counselor can use questionnaires and standardized group media such as intelligence, aptitude, proficiency, personality, interest, scholastic achievement, diagnostic and subject matter tests for grade 12.

1.2.8.2 Exploration of opportunities for actualization

The best way to explore a particular matter is to participate in it. The child in school enters a work situation by learning, a recreational situation by participating in sports, cultural life by joining youth clubs. By participating he explores and conquers his own way of actualizing which contributes to his becoming an adult. Thus, pupils must be guided to participate.

Choice of school, preliminary choices of subject and course after grade 10, vocational choice in grades 11 and 12, after school study courses, available loans and scholarships, occupational demands and work conditions, etc. require vocational study. Through his knowledge of the youth and the vocational world, the counselor ought to deliberate with him about a possible field of vocational choice. By vocational field is meant at most three to five meaningfully related vocations any one of which can serve as a final choice.

If the youth agrees, he must proceed to a thorough vocational study that includes, e.g., studying written materials, oral conversations with authentic practitioners of the vocation, visits to work places, part-time work, etc. The vocational counselor ought to have an extensive knowledge of vocational reality, although it is impossible for him to make an intensive study of all occupations, especially considering that vocational information continually is changing and requires follow-up work.

Thus, it is necessary that vocational information be collected, classified, and filed so pupils easily can locate and study it. Intensive career study ought to be done in terms of written memoranda and ought to be controlled by the vocational counselor. Individual career study within the group situation at school, when the vocational counselor is present and can take care that this will be done, is the most reliable method. Also, visits to workplaces and conversations with practitioners of the vocation ought to be initiated and managed by the vocational counselor. A procedure that assumes the youth should explore the vocational world on his own initiative is doomed to fail.

1.2.8.3 Historicity exploration

Historicity exploration is possible through the study of the contents of the pupil's personal files as well as through an historicity conversation (interview) with the parents. The child's historicity as obtained from the parents cannot be viewed as complete and final since the child finds himself in situations where the parents are not present, e.g., school, boarding house, sports field, clubs. The pupil's modes of actualization in these situations ought to be provided by teachers and placed in each pupil's file. Even conversations with teachers can make a valuable contribution by providing a broader and wider perspective on the child in light of which a person image can be formed.

1.2.8.4 Exploration by guardian teachers

The derailment of pupils can be prevented by the timely identification of certain aspects of becoming that are inadequately actualized by them and by the timely implementation of an adequate program of intervention.

Teachers, especially, can make an important contribution, if they are trained to, by noticing disturbed relationships, learning and choice derailments in time and attending to them. In the classroom, boarding house, club life, on the field of sport, etc., there continually are pupils who appear to be so conspicuously different that they cannot be misperceived, especially if the teacher is disposed to be willing to notice them. Extreme forms of passive behavior such as withdrawal, passivity, poor mixing and indecisiveness can be recognized, as can excessively active behaviors such as bullying, being insolent, aggressiveness and emotionality. To treat the field of derailment here is neither possible nor necessary. This is the domain the orthopedagogue treats fully. It also is necessary to mention that the pupil's problematic self-actualization also leads to the derailment of vocational choice. Such a pupil's person-image shows a disturbed initiative, inadequate relationships and distorted understanding with respect to vocational choice and work.

Data such as that acquired through guardian exploration are compiled into a personal file for each pupil. The purpose of the personal file is to assemble as complete data as possible regarding the pupil's past, present and future, all of which contribute to forming a reliable image of him. Such knowledge, which is included in the file, is known as historicity knowledge and is indispensable in providing assistance to the pupil.

1.2.8.5 Group discussion⁽⁹⁾

A group discussion is a class discussion in which the pupils participate under the guidance of the counselor. The essences of this guidance are, e.g., informing, deliberating, debating and arguing. Because of the large number of pupils, it is not possible to guide all of them individually. Therefore, this guidance must be done in groups. If the group discussion proceeds in a responsible way it is possible for the essences of orientation, namely, exploring, discovering, evaluating, understanding, accepting and actualizing to be activated.

(i) Contents for orientation

The already reviewed contents such as personal potentialities, opportunities for actualizing them and self-actualization in light of values remain unchanged for all children but must be offered differently depending on the age of the group. The content and form must be actualized on a meaningful level.

(ii) Self-orientation

It is especially important that the child become self-oriented in the group situation. This is possible only if each child explores, discovers, evaluates, understands, accepts and actualizes the essences of the contents in relation to himself. Thus, he must constantly ask himself about the meaning of the content-for-me, i.e., my bodiliness, my intellectuality, sociability and spirituality, my opportunities and values.

(iii) The unique nature of the group discussion

The group discussion must not be viewed as a lesson since, regarding form and content, it manifests its own nature which differentiates it from other types of lessons. In a lesson there is

mention of a teaching aim and a learning aim but in the group discussion this involves an orientation aim and a knowing aim. The orientation aim refers to what the counselor aims to achieve, and the knowing aim refers to the self-orienting role of the pupil. The knowing aim is actualized when the pupil knows the orientation content and evaluates himself with respect to it in order to arrive at self-understanding.

(iv) Means of orientation

Means of orientation are, e.g., transparencies, brochures, items of information, exploratory- and self-evaluation questionnaires and vocational study memoranda in terms of which the orientation event is actualized.

(v) Orientation phases

The course of orientation is actualized along the path of orientation phases that are labeled the same as the phases of a lesson but in their actualization they are greatly different from the lesson phases. Orientation phases differentiated are:

- **Actualizing foreknowledge**

At the beginning of the discussion it is expected that the pupils will remember knowledge about particular themes that they have at their disposal. With this possessed knowledge as the point of departure, the unknown contents are explored further.

- **Stating the problem**

To be able to state the unknown as an actual problem, it must be (lived) experienced by the pupils as a challenge. This awakens the necessary initiative for the problem to be grasped and clarified.

- **Unlocking (presenting) the new contents**

Unlocking the new contents is an event of discovery. In an ordinary lesson the teacher unlocks the new contents for the pupils, but in a group discussion this is done by the pupils under the guidance of the counselor. In this connection, the pupils must be prepared to the extent that they can be. The older the pupils, the greater their role will be; the younger they are, the greater the counselor's role will be.

- **Evaluating**

On the one hand, this involves an evaluation of one's self, i.e., of one's own potentialities and, on the other hand, an evaluation of the opportunities to actualize these potentialities. In essence, this involves self-evaluation with the aim of self-actualization. This self-actualization indicates, on the one hand, a particular level of actualization and, on the other hand, taking a perspective in light of values. The meaningful contents that become unlocked in the group discussion appeal to each child to be evaluated with the aim of accepting or rejecting them. Acceptance opens the way to meaningful self-actualization.

- **Functionalizing**

Functionalizing refers to self-actualization by which one's own abilities and opportunities are integrated. Such integration becomes possible through the orienting event in the group discussion.

(vi) **Preconditions for the effective course of the group discussion**

- The thorough planning, formulation of aims and the reduction of the contents to their essentials by the counselor.
- The availability of suitable learning material for preparation.
- Thorough preparation by the pupils.
- The opportunity for each pupil to participate in the discussion.
- Honest self-evaluation.

(vii) **Factors that can allow the group discussion to fail**

- Incompetence of the counselor.
- General talk (bull session) in place of relevant and logical reflection.
- Orientation contents outside of the level amenable to the pupils' life.

(ix) **Criteria for the group discussion**

Criteria for the group discussion are stated in the form of the following questions:

- What orientation aim does the group discussion have in view; i.e., what is the counselor's aim?
- What knowing aim is in view; i.e., what orientation contents must the pupil know, and how does he know himself?
- Are the contents meaningfully reduced (to their essences) and are they amenable to the pupil's life?
- Are the orientation essences actualized during the course of orientation?
- Do the forms and contents of the group discussion show a unique nature such that the group discussion is distinguished from other types of lessons?
- Is use made of suitable means of orientation, e.g., exploratory- and self-evaluation questionnaires, vocational study memoranda, etc.?
- Are there adequate opportunities for self-orientation?
- Are there adequate opportunities for individual participation in the discussion?
- Is the discussion characterized by relevant and logical essential reflection or by a general discussion?
- What is the quality of the counselor as an expert pedagogue?
- Is the group discussion actualized as a pedagogic event?

1.2.8.5 Exploratory discussion

Very often all of the facts available to the counselor are insufficient to arrive as a reliable person image of the child. Then it is necessary to enter into further discussion with the parents and especially with the child. In the exploratory discussion there is first a confirmatory search for the reliability of the available data and second a search to obtain supplementary information. Once again, it is stressed that reliable assistance only is possible in terms of a reliable person image.

1.2.8.6 The vocational orientation discussion⁽¹⁰⁾

After reliable exploration and person image forming, it is possible to enter a discussion with each pupil. The orientation discussion is informative, deliberative, advisory and therapeutic in nature. The

expertise or skill of the guardian teacher or the vocational counselor will determine the level on which the discussion can be lead. The most expert therapeutic help available is from the personnel at the Child Guidance Institute (University of Pretoria).

Without going into detail, it is necessary to indicate some **preconditions for the successful course of an orientation discussion:**

- (i) The discussion must be aim-directed; i.e., the counselor must know what he wants to achieve and how he is going to achieve it;
- (ii) The language ability, life philosophy and culture of the participants are especially important;
- (iii) There must be a good relationship among the discussion partners, i.e., mutual acceptance and trust. In addition, the counselor must know the youth's situatedness so he can speak with authority;
- (iv) To promote good progress, there must be opportunities for mutual discussion. The counselor must not be domineering but must understand the point of view of the pupil;
- (v) The counselor must respect the human dignity of the pupil and try not to penetrate into deeply private matters about which the pupil is not ready to talk;
- (vi) All knowledge at the disposal of the counselor regarding a particular pupil must be viewed as extremely confidential.

1.2.8.7 General assisting as forms of vocational orientation

(i) Individual assistance

The essence of giving assistance ought to be to create an actualizable situation from the underactualized situation in which the pupil finds himself. Assistance must have self-actualization as an outcome and thus must succeed in creating opportunities for self-actualization. Very often a pupil is in a class where he cannot fend for himself or he finds himself among classmates who ridicule him, or he is subjected to family neglect.

Counselor intervention in such troublesome situations and changing them into actualizable situations are often successful, e.g., by placing the pupil in a class where the standard is not as high or

where classmates are more sympathetic, or by placing him in a boarding house and thus neutralizing family problems.

(ii) Communication media as assistance

The different communication media available such as the written word, radio and television can be used in unique ways in light of a unique philosophy of life, values and norms with the aim of promoting the particular aims of school guidance. These also can be used fruitfully by the school.

(iii) The school library as assistance

Without preparation, pupils cannot meaningfully participate in group discussions. For this aim, there must be suitable learning material available in the library as well as a series of index cards on which the literature on a theme can be described. A pupil then is referred to a particular book, chapter or page in order to prepare for a group discussion that he must lead. The pupils study separate literature on the same theme. In this way the theme is considered from different angles.

(iv) The boarding house as assistance

The boarding house, as a substitute living space for the home, offers many opportunities for giving assistance. By living space is ultimately meant a diversity of life spaces such as educative, feeding, recreational, work, health, communication, secure, normative, identification, religious, etc. space. This amounts to a space with opportunities for self-actualization. The question is if the opportunities are used meaningfully and if the pupils are helped with their problems.

(v) The school auxiliary services

Through the school auxiliary services orthopedagogic, orthodidactic, sociopedagogic, vocational orientation, speech therapeutic and medical expertise are provided. The question is whether children who need such help are identified and referred.

(vi) The Department of Manpower Utilization

In South Africa, the Department of Manpower Utilization's primary task is to place school dropouts in vocations where needed, to follow up the success of such placements and, if needed, to provide further

assistance until the person achieves success. Since the school is not an employment agency, there must be cooperative work with the Department of Manpower Utilization, especially with regard to registering school dropouts.

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