

# THE DEVELOPMENT OF PEDAGOGICAL THINKING IN THE VARIOUS PART-DISCIPLINES OF THE FACULTY OF EDUCATION FROM 1930 TO 1980: VOCATIONAL ORIENTATION PEDAGOGICS\*

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## 1. HISTORICAL PERSPECTIVE

The University of Pretoria was established on 10 October 1930 and the Faculty of Education on 17 June 1937.<sup>(1)</sup> The latter date also is viewed as the beginning of research and training in the subject now known as Vocational Orientation Pedagogics. Although the name vocational orientation<sup>(2)</sup> has been used consistently in the Faculty of Education since 1961, it first appeared in the university yearbook in 1972 as an endorsement for the B. Ed.

Initially there was no autonomous subject area, and certain contents known as vocational guidance and counseling were covered in Educational Psychology and in Educational Sociology. From 1940 through 1949, two curricula in Education appeared: course of study one for the Higher Education Diploma (H. E. D.) and course two for the M. Ed. in the Higher Education Diploma curriculum, the psychological and societal aspects of vocational counseling were taught. In the M. Ed. curriculum more educational questions were raised such as weariness of school, **vocational counseling**<sup>(3)</sup>, reward and punishment.

In 1950, a B. Ed. with three groups of courses, A, B and C were established in which group B was an endorsement in Vocational Counseling.<sup>(4)</sup>

### 1.1 Curriculum content for Vocational Counseling

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The curriculum is an indication of the problems of the time it represents and the thinking about them.

#### 1.1.1 Description and aim of vocational counseling

1.1.2 The history of vocational counseling, in general, and in South Africa.

1.1.3 Knowledge about vocations (occupations) such as their nature, requirements, training, etc. Sources and methods of compiling facts, methods and means of disseminating the knowledge.

1.1.4 Knowledge about the individual, such as family socio-economic background, as well as psychological facts about a child, as obtained from psychometric testing.

1.1.5 Counseling about matters of training offered by technical schools and colleges, as well as counseling about employment services, namely, employment agencies and juvenile affairs boards.

1.1.6 Visit factories, radio stations, railroad lines, the lost office, etc. and study the occupations in such workplaces.

1.1.7 The study of general psychology and ability tests and their administration to determine vocational proficiencies. At least ten case studies must be done.

1.1.8 The organization and function of vocational counseling in school, and the role of the vocational counselor in this regard.

In all three groups of courses, vocational psychology problems were included in the subject Educational Psychology. Experimental Educational Psychology included achievement tests, among others, whose results also have significance for vocational counseling.

In the subject Social Pedagogics, which also had to be taken in all three groups of courses, the social aspect of vocational counseling was stressed, such as vocational choice and social maladjustment; work problems and poverty; socio-economic problems; applying for work and work supply; problems related to subject matter training. Attention also was given to vocational counseling in regard to social dislocation, the family, the school, socio-pathological problems of juvenile delinquency, truancy, drug abuse, societal systems with respect to occupations.<sup>(5)</sup>

It is important to indicate that vocational guidance contents in large measure were prescribed for all students in the B. Ed.-studies. This had placed vocational guidance in a privileged position. For M. Ed.-studies, a problem in vocational guidance had to be chosen or it had to be an educational psychology or educational sociology problem related to vocational guidance. After completing the thesis, the M. Ed. degree was awarded with an endorsement in Vocational Guidance.

In the H. E. D. curriculum, vocational guidance was part of Educational Psychology, and its societal aspect was part of Social Pedagogics. These offerings remained unchanged until the end of 1960. In the yearbook of 1961-1962, vocational guidance was removed from the H. E. D. and course groups A and C for the B. Ed. However, course group B remained unchanged.

The curriculum content for the B. Ed., as set up in 1950, appeared unchanged in the yearbooks until 1970, although the content taught changed radically after 1961. There was a transition from vocational guidance thinking to vocational orientation thinking, and in 1972 Vocational Orientation Pedagogics appeared in the yearbook as an endorsement subject for the B. Ed.

The curriculum for Vocational Orientation Pedagogics is summarized very briefly as providing support to youths to acquire self-knowledge and vocational knowledge, and integrate them into a vocational choice, as well as the practice of vocational orientation in school. Vocational orientation was coordinated with auxiliary teaching services, universities, parents and teachers. Vocational orientation media were implemented and interpreted, and some vocational orientation studies were completed.<sup>(6)</sup> Vocational Orientation Pedagogics, as a science in the B. Ed. Curriculum, appeared in the yearbook of 1974-75. This emphasized the shifted accent from an applied to an autonomous science and is again referred to later.

In the 1976 yearbook, a course in School Counseling appeared for the H. E. D. along with Youth Preparedness, as part of Psychopedagogics. In addition, Subject Didactics for School Counseling was established for the H. E. D. In 1978, this was

expanded on, with the offering of Subject Didactics for School Counseling for the B. Ed., as part of the endorsement in Subject Didactics. In 1980, a B. A. Ed. course in School Counseling, as well as a separate Department of School Counseling were approved by the Council of the University of Pretoria, which could be established as soon as the necessary funds could be found.

## 2. ANGLO-AMERICAN VOCATIONAL COUNSELING (1940-1955)

During this period, the Anglo-American approach to studying education, with its naturalistic-evolutionist-experimental-pragmatic foundation, exercised a strong influence on Educational Psychology, of which vocational counseling was a part.<sup>(7)</sup> Evidence of this is a handbook in vocational counseling for students and teacher-counselors by Groenewald<sup>(8)</sup>, which was largely taught in vocational guidance from 1950-55. He freely uses such terms as characteristics, adjustment, processes, etc. He presents education as an adjustment of an individual to his/her life task; therefore, vocational counseling or vocational adjustment is the best professional practice for which a teacher is not particularly qualified, but for which a trained psychologist is. The task of the teacher-psychologist is to allow a child gradually to adjust to vocational life. According to Groenewald, the interaction between a child and vocational life is a developing process of adjustment of an individual to vocational life. A vocational counselor is a professional, objective adapter of the process; he/she is external to it, but is a catalyst. According to a psychobiogram of a child, and the vocational requirements, a child is matched with a vocation by psychotherapeutic support. He states frankly that the developmental process of adjustment is counseling, which is synonymous with educating.

In no definition of vocational guidance provided by persons cited by Groenewald, such as Carl Horn, Loy Norrix, Cora Hampel, Mark Gordon, A. Douley, etc. is there mention of a philosophy of life, values and norms. They mainly have to do with individual growth, development of vocational aptitude and effective membership in society.

The emphasis of research fell sharply on personality characteristics which make vocational adjustment possible, as well as on the standardization or re-standardization of tests which can be applied in vocational counseling to determine characteristics such as interests. This tendency, as is evidenced by the titles of M. Ed. theses and D. Ed. dissertations<sup>(9)</sup> continued until 1961, with the difference that some of the re-standardizations of some of the tests was done from a pedagogic perspective.

### **3. EDUCATIONAL-PSYCHOLOGICAL ORIENTED VOCATIONAL GUIDANCE (1955-1960)**

This period was characterized by a deepening of a Theoretical Pedagogics which took its point of departure from the pedagogic situation as a phenomenological-existential approach. This was paired with a dismantling and deletion of the naturalistically oriented perspective, which made room for a personologically oriented view. Nel<sup>(110)</sup> gave preference to the term "Psychological Pedagogics" as a "part-discipline" of Pedagogics as the core science.

Also, with respect to vocational guidance, a pedagogically grounded view arose. The point of departure was that it has a place within an educative situation and, thus, ought to be viewed as an aspect of education. There was no longer agreement with the purpose and organization of vocational counseling at school based on the American pattern. Preference was given to the term vocational guidance, being a more pedagogic event in contrast to vocational counseling.

In 1959, an education monograph appeared by Nel and Sonnekus<sup>(11)</sup> in which there is an attempt to show what is understood by vocational guidance as an educational function. Standpoints were taken regarding terminology and their educational relationships with Education, educating, teaching and vocational guidance. Some educational and ethical foundations of vocational guidance were presented. A more scientific vocational guidance in school was proposed with a pedagogic vision, also with respect to vocational choice diagnosis and support. The standpoint also was proposed that a vocational guider at school must receive advanced

training in Education. This psychological-educational approach later was strongly influenced by the Philosophy of Education under C. K. Oberholzer. Vocational orientation thinking under W. A. Landman entered a new phase which was strongly philosophically-pedagogically oriented.

#### **4. PHILOSOPHICAL-PEDAGOGICAL ORIENTED VOCATIONAL ORIENTATION (1961-1970)**

This period was ushered in with a study by Landman<sup>(12)</sup> about the place which ought to be given vocational orientation in the phenomenon of educating.<sup>(13)</sup> This is an anthropological-pedagogical study with special reference to the personological-ethical. The concept "vocational orientation" was coined independently by Landman. With this, there was a complete breaking away from the American naturalistic-pragmatic views of "vocational counseling". Contents such as youth, as a person and as a moral being, and educating to an awareness of one's calling, among others, were discussed. In a masterful way, he succeeded in qualifying vocational orientation as providing help and support, i.e., as a pedagogic event which only can be actualized in a situation of encounter, as a pedagogic situation. Encountering through existential communication opens possibilities of knowing a youth by the vocational orienteer so that he/she can support the latter to acquire self-knowledge of his/her potentialities which are actualized by a calling [vocation]. Awareness of a calling implies the possession of moral conscience as the carrier of meaningful vocational choices and fulfilling work.

It was emphatically shown that vocational orientation by the family (primary) and the vocational orienter (secondary) are core events for vocational adulthood. Criteria and preconditions were proposed for vocational adulthood from a personal-ethical perspective as guidelines for orienting a child to vocational adulthood.

Three additional works, which are viewed as important contributions to this new line of thinking, are Venter,<sup>(14)</sup> Joubert<sup>(15)</sup> and Landman.<sup>(16)</sup>

The writer will close off this period by attending to some excerpts from reviews and standpoints of prominent persons here and overseas regarding these three works.

#### **4.1 Prof. Dr. B. F. Nel,<sup>(17)</sup> Dean, Faculty of Education, University of Pretoria**

##### **4.1.1 The family situation as a vocational orientation situation, by A. J. Venter**

In the work by Venter, the following meaningful words appear, "The vocational choice help given to pupils in secondary schools is not merely psychology or a psychological matter but is primarily and fundamentally a pedagogical matter. Vocational choice help should be viewed by the school as a full-fledged component in a pedagogic situation from which pedagogic activities must flow." He then proposes that the name "Psychological and Counseling Services" be changed to "School-Pedagogic Services" since this is a pedagogic matter. In addition, he says, "The role of the secondary, school orienter is to be helpful to the primary, family orienters, namely, the parents, with educating and vocational orientation as parts of the process of educating these children. It is emphasized that the primary [family] and secondary [school] orienters are present for each other for educating youths to (vocational-) adulthood and, in this connection, it has to be mentioned that the secondary orienters serve as an extension of the arm of the primary orienters." From these quotations it appears that this little work is an important link with our line of thinking.

##### **4.1.2 Vocational choice as an accountable and justifiable choice: A study in vocational orientation by C. J. Joubert**

"The importance of the work by C. J. Joubert cannot be emphasized enough. In a certain respect, he links up directly with the work of Venter, who views the family situation as the primary vocational orientation situation. Joubert delves deeper into this aspect, and views the phenomenon of vocational choice as a fundamental anthropological phenomenon. In this connection he says, 'in summary, it can be said that the pedagogic encounter in a

vocational orientation situation largely and primarily is concerned with the basic fact of human existence, namely, that youths must be supported to discover and accept the meaning of life (also vocational life)'. Proceeding from this basic anthropological phenomenon, he shows step by step how vocational choice is a justifiable, but ultimately an accountable choice. The justifiability has to do with his/her somatic-psychic dimension, while his/her sense of accountability has to do with his/her spiritual dimension of being.

"As far as justifiability is concerned, Joubert shows what role is played in the psychological-pedagogical diagnostics in a vocational orientation situation as a pedagogic situation. Since the vocational orienter must give help and support to the youths and, thus, must have more knowledge of a child's potentialities, he is obligated to establish a vocational orientation situation in a diagnostic situation. In this way, the vocational orienter acquires a thorough person-image (i.e., vocational-image) of a particular child. Of greatest importance for educating and teaching a child is that the author, in accordance with our views of pedagogic diagnostics, provides a new approach for using pedagogic and psychological media, thus, a personological instead of a naturalistic approach. All aids serve to bring a youth to a justifiable choice. The most important aspect of the vocational orientation situation, however, is that youths be educated to an accountable choice."

#### **4.1.3 The practice of vocational orientation by W. A. Landman**

In this work by Dr. Landman, he shows that he has mastery of theory as well as practice. Under his guidance, C. J. Joubert had already indicated the role played by a psychological-pedagogic diagnostics in a vocational orientation situation as a pedagogic situation. In other words, he has given us a new approach in the use of pedagogical and psychological media (tests, vocational tests (?)). However, it is well to indicate that this approach had its origin in our Child Guidance Clinic, where Dr. Landman, along with our senior students who followed the B. Ed. and M. Ed. courses in Vocational Orientation, applied and extended this view of vocational orientation media. In this work by Dr. Landman, he shows how this new view of ours can be carried out in practice. This is a very fine



practical guide of how a child or youth can be given help and support by conversations, and the application of pedagogical and psychological media to arrive at an accountable and justifiable vocational choice. There is little doubt that this little work is of considerable importance for all teaching personnel and pedagogues.

**4.2 Prof. Dr. M. J. Langeveld,<sup>(18)</sup> Professor, State University at Utrecht, The Netherlands**

**Review: W. A. Landman, An anthropological-pedagogical view of vocational orientation with special reference to the personological-ethical**

"This defensible dissertation under Professors Nel and Oberholzer (November 1961) first of all shows a nice structure: definition of concepts, statement of the problem, youths as persons in a situation of vocational choice counseling, as moral beings, educating to vocational awareness and work disposition. Also, the explication shows a pedagogical, anthropological and theological foundation. This largely has to do with a human being in his/her deepest concerns. The author sees and understands what work means in human life and what the value is of educating and guiding youth to the world of work.

He also sees the large problem which emerges with prosperity: we work less--we give up something with this. We not only conquer slavery, but we also lose stability, support, etc. We rejoice at the appearance of this book".

**4.3 Dr. P. van den Broek<sup>(19)</sup>, Head, Department of Science, State University of Leiden, The Netherlands**

**Dr. W. A. Landman, The practice of vocational orientation\***

"This book includes a chapter on the theory of vocational orientation, followed by three chapters on its practice as this is

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\* Work Community for the Advancement of Pedagogy as a Science. Faculty of Education, University of Pretoria, 1964.

carried out at the Child Guidance Institute at the University of Pretoria. "The main thesis of the first chapter is that of the entire book and of the Child Guidance Institute, and is that vocational orientation (we would say vocational advising) expressly is a pedagogic matter, namely, a framework within which an adult deals with a child until he/she becomes a proper adult, i.e., until he/she assumes the responsibility of choosing a vocation.

"The orienter (adviser) tries to acquire insight into the nature of the youth (vocational being, school progress, intelligence and other abilities, interests and emotional life) and into his being (his intentionality, directedness to life and the world of work, to the future).

The orienter acquires these insights by means of a vocational orientation investigation, as described in Chapter 2, which involves an anamnesis, conversation and test media (ability, character and interest). The conversation takes place in three phases: in the first, the orienter provides information and makes clear to the youth what he can expect or not from the investigation; in the second, he elaborates on this; and in the third, the result of the investigation is discussed.

The conclusion is formed through a discussion with the parents.

"An essential point of the entire procedure is to give a youth a good insight into himself. Where self-insight is disturbed, the self-image is distorted, and when it is not possible to correct this in a teaching conversation, this is followed by vocational orientation therapy described in the third chapter.

By this, Landman understands "pedagogic influencing to re-establish or re-construct a youth's wanting to be, to choose and to act willingly, and responsibly implement his positive human potentialities." In this vocational orientation therapy (thus one type of counseling), the orienter often stems anxiety for the future, depression and negativism.

"This little book is attuned to vocational orientation advisers (although it includes typically psychological work) and for

vocational choice psychologists. Also, school psychologists can read it with interest. The conception of vocational orientation therapy is interesting.

"The whole gives the impression of a strong emphasis on responsibility and conscience, on the ethical. One can ask if these aspects do not receive too much emphasis, as does the pedagogics of this book.

"When one thinks that a youth still is in need of intercourse with his parents, that ultimate advice was finally given to him and that he still has misgivings about his own responsibility, then one asks himself if this isn't something to do with psychological advising rather than direct pedagogic influencing.

"This objection is taken against the general tendency of the book, but for the rest, the treatment of the methods is refreshing and thoroughly done.

"A second observation concerns the difficulty level and the scope of the book. The material dealt with is typically psychological, the conciseness and difficulty level are directed more to the vocational choice adviser.

"Finally, because there is a danger of reading too much into and concluding too much from the book, everything should be dealt with more deeply and by providing more evidence.

"Perhaps this book will lend itself as good material for discussion in a work group while studying psychology."

#### **4.3.2 Joubert, C. J. Beroepskeuse as verantwoordelike en verantwoordbare keus**

"The author views vocational choice advising as a pedagogic activity. He views a youth as a non-adult person who has his own psycho-social structure, but who cannot be understood from that alone. That is, he primarily is an existential, choosing, and even more self-determining being.

"In vocational orientation situations, these youths anticipate their later vocational world, and then they have to experience these situations also as choice situations. Their own choices must be accountable. This is the case, if by these choices, there is an integration of their person images with their vocational images.

"It is the orienter (adviser) who must diagnose these images and explicate them to the advisees. To do this, he needs knowledge of the vocational world as well as of the person being advised. This latter knowledge, for the most part, is acquired by psychological and pedagogical research. Here intelligence, character and interest tests are used. Characteristic of a pedagogic investigation is that a child typically is viewed as a child in his situation, while a psychological investigation is factually descriptive and isolating.

"In a pedagogic investigation, the adviser also penetrates into a higher personality where he investigates a child's intentionality, readiness for vocational choice, and the later exercise of a vocation as an adult obligation. Essentially, the research is directed to a willful acceptance of the meaningfulness of life and of the vocation chosen. Within this framework, the investigation also is directed to the psycho-social characteristics of a person and his/her relations to vocational characteristics.

"When the orienter has constructed a person-image and an appropriate vocational-image (or images), then they are made evident to the advisees. To the extent that he has encountered disturbed representations regarding a youth himself, his vocational potentialities and vocational intentionality, then the orienter tries to eliminate them via vocational orientation therapy (a type of counseling).

"An important part of this therapy is to bring a youth to accept his responsibility as a vocational chooser, and future practitioner of a vocation.

"In guiding a youth to make his own responsible choice and vocational acceptance, the adviser merely is a pedagogue; as merely a psychologist, he runs the risk of depriving a youth of his rightful possibility of choice by absolutizing the quantitative test results.

"The book is written for vocational advisers, pedagogues and psychologists. Its value is in the emphasis placed on:

- (a) a youth's intentionality and willful choosing with respect to the vocational world, whose aspects are important, in addition to the psycho-social test results;
- (b) guiding a youth to want to and be able to choose, and to a positive intentionality with regard to the vocational world;
- (c) the accountability of this advising work, which is not merely to be understood as a psychological technique."

## 5. VOCATIONAL ORIENTATION PEDAGOGICS (1971-1980)

In this period, the subject, which was known as Vocational Counseling, acquired status as an independent pedagogic [part-] perspective and was named Vocational Orientation Pedagogics with its own contents and forms of actualization. Where previously, the contents were strongly psychologically, psychologically-pedagogically or fundamental-pedagogically oriented, it gradually emerged as vocational orientation pedagogic content and form. Where previously there was mention of vocational counseling, as applied psychology, of vocational guidance as applied educational psychology and vocational orientation, as applied fundamental pedagogics, now there is only mention of Vocational Orientation Pedagogics, i.e., an autonomous pedagogic perspective which, along with other pedagogic perspectives, constitutes Pedagogics.

The only way for Vocational Orientation Pedagogics to acquire independent status is not by taking its point of departure in a part-perspective of the Pedagogic, but by acknowledging that, within the pedagogic, it has a unique perspective on the event of vocational orientation.

In an article by Joubert<sup>(20)</sup> on clarifying the concept of vocational orientation as a perspective on the event of vocational orientation, the phenomenon of vocational orientation itself was focused on as this is encountered in vocational orientation situations, namely, a

youth as a person in his orientational situatedness with respect to vocational choice.

## **5.2 The essential contents of the article briefly are:**

**5.2.1** The authentic phenomenon of being human is that he/she designs a working way of existing in the world.

**5.2.2** In this design, he/she shows him/herself as a position taking and choice making person who is oriented to work with the aim of choosing a type of work as a vocation.

**5.2.3** The essentials and significance of this orientation event to an accountable vocational choice, must be reflected on, described and interpreted in terms of the category of **vocational orientation**.

**5.2.4** The unquestionable and essential nature of the category of vocational orientation, in terms of which a youth is present in his/her vocational orientation relationships, gives it ontological status as a means of thinking about the total event of vocational orientation.

**5.2.5** The ontological status of the category of vocational orientation opens the way for a unique perspective on the vocational orientation reality as this is rooted in the universal reality of life.

**5.2.6** Fathoming the event of vocational orientation reveals that reliable vocational orientation is made possible by accurate vocational choice exploration, discovery, evaluation, understanding, acceptance and actualization.

**5.2.7** These six essentials of the category of vocational orientation must be viewed as the foundation of vocational orientation theory and practice.

## **5.3 The relations between Vocational Orientation Pedagogics and the Pedagogic perspective**

A second essential of vocational orientation thought in this period is that it is meaningfully related to, among others, the Fundamental Pedagogic, Didactic Pedagogic, Psychopedagogic, Sociopedagogic and Orthopedagogic. This is necessarily so because it is an essential characteristic of vocational orientation that it is actualized in a vocational orientation **pedagogic** situation. Among others, **there is a clear relationship between:**

**5.3.1** The vocational orientation event and the fundamental pedagogic structure as this is implemented, among others, in vocational orientation exploration and conversation.

**5.3.2** Vocational orientation and didactic-categorical thinking regarding forms of teaching, e.g., the lesson structure to arrive at a reliable form of vocational orientation, e.g., a group discussion as a type of lesson.

**5.3.3** Vocational orientation and the psychopedagogic categories to understand the actualization of a child's psychic life in a vocational orientation situation.

**5.3.4** Vocational orientation and socio-pedagogic contents to acquire insight into the meaning of actualizing social life in vocational orientation and work.

**5.3.5** Vocational orientation and orthopedagogic contents, especially regarding the vocational orientation task of a child in a problematic educative situation.

However, it is clearly stated that contents from other subject areas, which have relevance to vocational orientation, only are reliable and actualizable when they are reflected on, described and interpreted from a vocational orientation perspective.

## **5.4 Vocational orientation and school practice**

A third essential of vocational orientation thinking in this period is that it is an accompaniment for vocational orientation at school, and in school clinics. There are accountable vocational orientation content and form<sup>(21)</sup> available which, if used in accountable ways, can lead to reliable vocational choice.

## **6. SUMMARY**

In summary it is mentioned that vocational orientation theory and practice are studied and taught in the Faculty of Education at the University of Pretoria considering a Christian-National philosophy of life.

## **7. RESEARCH IN VOCATIONAL ORIENTATION PEDAGOGICS (1930-1980)**

Research themes which throw additional light on vocational orientation thinking appear in the appendix following the references.

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## SUMMARY

### THE DEVELOPMENT OF VOCATIONAL ORIENTATION THOUGHT AT THE UNIVERSITY OF PRETORIA FROM 1937-80

The development of vocational orientation thought can be divided into four phases:

**1 Anglo-American oriented vocational counseling** (1937-55) was strongly influenced by Educational Psychology, of which **vocational counseling** initially formed a part. The approach was largely of a naturalistic, evolutionistic and experimental nature. Research focused on those personality "characteristics" that made adaptation to a career possible, as well as on the standardization of tests by which such characteristics could be measured.

**2. Pedagogical-psychological oriented vocational guidance** (1955-60) was characterized by a more pronounced Theoretical Pedagogical approach with an existential phenomenological interpretation of the educational situation as its point of departure. Simultaneously, the naturalistically oriented point of view was replaced by a personologically oriented perspective. As a result of its stronger pedagogical foundation, vocational counseling developed into **vocational guidance**.

**3. Philosophical-pedagogical oriented vocational orientation** (1961-70). As a result of its validation of vocational orientation as a

pedagogical event, the departure from the naturalistic-pragmatic approach was completed. Aspects such as the awareness of a calling and a responsible attitude toward work, as revealed by a moral conscience, came to be considered as the foundation of a meaningful vocational choice. From a person-moral perspective, criteria were established which served as guidelines for **orienting** youths toward vocational adulthood.

**4. During the period of 1971-80 vocational orientation pedagogics** became an independent part-perspective of Pedagogics with its own content and form of actualization. A further characteristic of the vocational orientation thought of this period is its meaningful integration with the various part-perspectives of Pedagogics. The contents of vocational orientation, as put into practice, serve as guidelines for vocational orientation in schools as well as in school clinics, particularly in the Transvaal.

## APPENDIX

### RESEARCH IN VOCATIONAL ORIENTATION: 1937-1980\*

#### A. 1938-49 (Professors W. A. Willemse and B. F. Nel)

1. Clase, F. E. (1938). **Beroepsleiding in boerdery** [Vocational guidance in farming]. M. Ed.
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\* Periods A and B correspond to an Anglo-American oriented vocational **counseling**. Period C corresponds to a pedagogical-psychologically oriented vocational **guidance**. Periods D and E correspond to a philosophical-pedagogically oriented vocational **orientation** and Period F to vocational **orientation pedagogics**.

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