

VOCATIONAL ORIENTATION PEDAGOGICS*

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1. HISTORICAL PERSPECTIVE

The University of Pretoria is established on 10 October 1930, and the Faculty of Education on 17 June 1937.⁽¹⁾ 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⁽²⁾ is used consistently in the Faculty of Education since 1961, it first appears in the university yearbook in 1972, as an endorsement for the B. Ed.

Initially there is no autonomous subject area, and certain contents known as vocational guidance and counseling are 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 are taught. In the M. Ed. Curriculum, more educational questions are raised, such as weariness of school, **vocational counseling**⁽³⁾, reward and punishment.

In 1950, a B. Ed. with three groups of courses, A, B, and C are established in which group B is an endorsement in Vocational Counseling.⁽⁴⁾

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 socioeconomic 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, i.e., 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 are included in the subject Educational Psychology. Experimental Educational Psychology includes achievement tests, among others, whose results also have significance for vocational counseling.

In the subject Social Pedagogics, which also must be taken in all three groups of courses, the social aspect of vocational counseling is stressed, such as vocational choice and social maladjustment; work problems, and poverty; socioeconomic problems; applying for work and work supply; problems related to subject matter training.

Attention also is 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.⁽⁵⁾

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

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

The curriculum content for the B. Ed., as set up in 1950, appears unchanged in the yearbooks until 1970, although the content taught changes radically after 1961. There is a transition from vocational guidance thinking to vocational orientation thinking, and in 1972, Vocational Orientation Pedagogics appears 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 is coordinated with auxiliary teaching services, universities, parents, and teachers. Vocational orientation media are implemented and interpreted, and some vocational orientation studies are completed.⁽⁶⁾ Vocational Orientation Pedagogics, as a science in the B. Ed. Curriculum, appears in the yearbook of 1974-75. This emphasizes the shift in accent from an applied to an autonomous science, and is again referred to later.

In the 1976 yearbook, a course in School Counseling appears for the H. E. D. along with Youth Preparedness, as part of Psychopedagogics. In addition, Subject Didactics for School Counseling is established for the H. E. D. In 1978, this is 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 are 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, exercises a strong influence on Educational Psychology, of which vocational counseling is a part.⁽⁷⁾ Evidence of this is a handbook in vocational counseling for students and teacher-counselors by Groenewald⁽⁸⁾, which is 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 to gradually 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 psycho-biogram 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 emphases 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 ⁽⁹⁾ continue until 1961, with the difference that some of the re-standardizations of some of the tests is done from a pedagogic perspective.

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

This period is characterized by a deepening of a Theoretical Pedagogics, which took its point of departure from the pedagogic situation, as a phenomenological-existential approach. This is paired with a dismantling and deletion of the naturalistically oriented perspective, which makes room for a personologically oriented view. Nel ⁽¹¹⁰⁾ gives 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 arises. The point of departure is that it has a place within an educative situation and, thus, ought to be viewed as an aspect of education. There no longer is agreement with the purpose and organization of vocational counseling at school, based on the American pattern. Preference is given to the term vocational guidance, being a more pedagogic event in contrast to vocational counseling.

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

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

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

This period is ushered in with a study by Landman ⁽¹²⁾ about the place which ought to be given vocational orientation in the phenomenon of educating.⁽¹³⁾ This is an anthropological-pedagogical study, with special reference to the personological-ethical. The concept "vocational orientation" is coined independently by Landman. With this, there is 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, are discussed. In a masterful way, he succeeds in qualifying vocational orientation as providing help and support, i.e., as a pedagogic event which can only 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 is emphatically shown that vocational orientation by the family (primary), and the vocational orienter (second order school) are core events for vocational adulthood. Criteria and preconditions are 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 ⁽¹⁴⁾, Joubert (15), and Landman ⁽¹⁶⁾.

The writer closes 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 ⁽¹⁷⁾, Dean, Faculty of Education, University of Pretoria

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

In this 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 are 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, i.e., the parents, with educating and vocational orientation, as parts of the event of educating these children. It is emphasized that the primary [family] and second order [school] orienters are present for each other for educating youths to (vocational-) adulthood and, in this connection, it must be mentioned that the second order 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 this 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 is largely and primarily concerned with the basic fact of human existence, i.e., 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 somatic-psychic dimension, while his 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-pedagogic 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 has already indicated the role played by a psychological-pedagogic diagnostics in a vocational orientation situation, as a pedagogic situation. In other words, he gives us a new approach in the use of pedagogical and psychological media (tests). However, it is well to indicate that this approach has its origin in our Child Guidance Clinic, where Dr. Landman, along with our senior students who

follow the B. Ed. and M. Ed. courses in Vocational Orientation, apply and extend 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,⁽¹⁸⁾ 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 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⁽¹⁹⁾, 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 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, i.e., a framework within which an adult deals with a child until he/she becomes a proper adult, i.e., until he 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/her 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

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

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 advise 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/her own psycho-social structure, but who cannot be understood from that alone. That is, he/she is primarily an existential, choosing, and even more self-determining being.

"In vocational orientation situations, these youths anticipate their later vocational world, and then they must 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 is typically 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 is merely 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 is known as Vocational Counseling, acquires status as an independent pedagogical [part-] perspective, and is named Vocational Orientation Pedagogics, with its own contents and forms of actualization. Where previously, the contents are strongly psychologically, psychologically-pedagogically, or fundamental-pedagogically oriented, it gradually emerges as vocational orientation pedagogical content and form. Where previously there is 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 pedagogical perspective which, along with other pedagogical 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 Pedagogics, but by acknowledging that, within the pedagogic, it has a unique perspective on the event of vocational orientation.

In an article by Joubert ⁽²⁰⁾ on clarifying the concept of vocational orientation, as a perspective on the event of vocational orientation, the phenomenon of vocational orientation itself is focused on, as this is encountered in vocational orientation situations, i.e., when a youth, as a person is in his/her 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 Pedagogical perspective

A second essential of vocational orientation thought in this period is that it is meaningfully related to the Fundamental Pedagogical, Didactic Pedagogical, Psychopedagogical, Sociopedagogical, 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 pedagogical structures, as they are implemented 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 psychopedagogical categories to understand the actualization of a child's psychic life in a vocational orientation situation.

5.3.4 Vocational orientation and socio-pedagogical 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, are only 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 ⁽²¹⁾ 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. [However, this philosophy of life is set aside – bracketed – during a phenomenological analysis, and is functional only regarding post-scientific interpretations mad practice (G.D.Y.)].

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) is strongly influenced by Educational Psychology, of which **vocational counseling** initially forms a part. The approach is largely of a naturalistic, evolutionistic, and experimental nature. Research focuses on those personality "characteristics" which make 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) is 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 is replaced by a personologically oriented perspective. As a result of its stronger pedagogical foundation, vocational counseling develops 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 is 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 are established which serve as guidelines for **orienting** youths toward vocational adulthood.

4. During the period of 1971-80, vocational orientation pedagogics becomes 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)

* 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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