

elevated to listening, to looking, and to feeling. This analysing activity, which cannot be separated from thinking as a mode of learning, places the child in a position to perceive detail, or finer details, and to strengthen his grasp of the larger whole. By analysis, detail is brought out while, at the same time, the structure of the whole becomes graspable to a greater extent. An analysis of the learning material makes understanding and insight possible and promotes gnostic/cognitive learning;

3.2.1.3 PERCEIVING IS SYNTHESIZING

The concept synthesis means the forming of a comprehensive whole from parts or subparts. It revolves around the ideas of combining, uniting, and putting together. Synthesizing as a modality of perceiving is united with the initial global-identifying and analysing aspects and arises from these. Synthesizing places the crown on what the child perceives by means of global-identification and analysis. The gnostic/cognitive understanding of the nature and structure (make-up) of the perceived object is ascribed to the synthesizing power (function) peculiar to perceiving. By synthesizing, the different parts of a larger whole, which by analysis are laid bare, are again put together into a whole, the result of which is more than the sum of the parts.

However, it must be understood that the different modalities of a child's perceiving are not *actualized separately* but happens as a total activity.

The following example is used to illustrate this unitary activity with respect to perceiving:

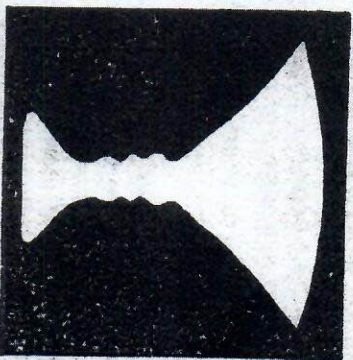


Fig. 1

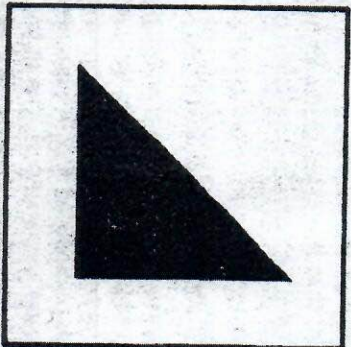


Fig. 2

When a child is asked to look at Figure 1, it is immediately delimited or defined. This implies a perceiving activity during which Figure 1 is brought to the foreground and the surrounding details (Figure 2, the different words and sentences, the table on which the book lies, the different items in the room etc.) are vague and are temporarily in the background. It is identified as something on a general level in the midst of other particulars which surround it. The particular identity of Figure 1 (what it precisely is) is not necessarily already ascertained because it is a global-unity which is seen. When this unity is analysed, the following subparts are noticeable, e.g., a black and white background, a square, a white vase, and two black faces. Synthesizing, which spontaneously arises out of the analysis, makes possible the judgement that it is a white vase against a black background or two black faces against a white background. In this way, the real identity of the matter (that which it really is) is also laid bare. The perception of Figure 2 can be described in precisely the same way. This example is also valid for other learning events, e.g., learning to read, learning to write, learning to figure, etc. However, it is clear that attending, based on a stable sensing, is always a prerequisite for the actualization of perceiving as a gnostic/cognitive mode of learning and, in particular, of the different modalities of concern.

3.2.1.4 PERCEIVING IS ORDERING

Peculiar to each act of perceiving is the fact of ordering. Following Straus, Sonnekus shows that during perceiving different questions arise as well as answers (descriptive speech) to these questions. Perceiving, then, is already a way of ordering, especially in and by descriptive speech (Sonnekus). By naming something which is perceived, it is not only delimited from the surrounding data, but its real identity is laid bare.

The perceiving of a book on a table and calling it "book" is an activity of delimiting, synthesizing, and identifying. Here is thus mention of ordering which is not only concerned with the object in the focus of perceiving but also with the data which immediately surround it. It is also the case that the perception of any matter or learning material, a specific object, etc., gives rise to an inexhaustible source of references. For example, the perceiving of a book refers to the author, to the specific content, to the owner, to the publisher, etc. Within this frame of reference, there is mention