

FOREWORD

This aptly titled work, “The Problematic Educative Event”, is welcomed for a variety of reasons: Firstly, the problematic event of educating is linked squarely with its outcome of a child restrained in becoming. Thus, it shows how a problematic or “skewed” educating can impede a child in his/her becoming on the way to adulthood, or how educating a child can fail and what the influence of this is on a child’s becoming.

Secondly, it is pointed out that this restraint in becoming is the result of a two-fold activity which includes an inadequate educating or accompanying of a child by an adult(s) and a child’s inadequate self-becoming. Here the matter of becoming, in contrast to development, is placed in an entirely new light, i.e., that becoming is realized through an adult’s accompaniment along with a child’s self-realization. In the same way, a restraint in becoming is the result of inadequate accompaniment by and/or an inadequate self-actualization by a child.

Thirdly, this book must be welcomed as a work in orthopedagogics. The author’s theme focuses on problematic educating and how this phenomenon is realized within the reality of educating a child and, therefore, is a task for orthopedagogics as a discipline of pedagogics. The author justifies himself theoretically with a new terminology and way of thinking in pedagogics and orthopedagogics, and in this way shows the right of orthopedagogics to exist. He also directs himself to practice and sketches in an entirely original way of evaluating a child’s under actualization of his/her psychic life in terms of his/her pedagogically attained and attainable levels of actualization.

Without a doubt, this textbook is the first of its kind, and is a highly original contribution to orthopedagogics. As such it should be studied and explored in pedagogics and orthopedagogics. For an advanced student, this work presents some new perspectives. The author must be wished well with this great contribution.

This book is highly recommended for all students in orthopedagogics, and it is hoped that it will be well received. Also, this work ought to be an extremely useful handbook for persons in psychology and counseling within Departments of Education where there is daily involvement in researching and helping children in events of educating which are problematic.

Prof. M. C. H. Sonnekus

Head: Department of Psycho-, Socio- and Orthopedagogics and

Director: Child Guidance Institute, University of Pretoria

17 November 1975