

CHAPTER 3

A STUDY OF A RETARDED CHILD'S ACTUALIZATION OF HIS INTELLIGENCE

A. METHOD OF INVESTIGATION

Previously, a phenomenological disclosure is made of how the retarded child actualizes his/her intelligence in and through establishing an experiential world. How can this actualization be investigated in its differentiated ways to acquire an image of it? Here, such an image is obtained by implementing various exploratory media ("tests"), and then verifying and interpreting the results phenomenologically.

In the original thesis,^{*} three children are studied and discussed but, because of limited space, only one is considered here. The fact that only three children are studied indicates that this study is an example of how an image of tendencies in a retarded child's actualizing his intelligence can be acquired. Such a study is a preparation or introduction to a further, more comprehensive investigation. Even so, this provisional study is of importance because it is a source of tentative hypotheses which can be investigated more thoroughly in future research.

Media are implemented to explore or disclose a retarded child's experiential world, and to acquire an image of the different ways he actualizes his intelligence, as a potentiality. Exploratory media, viewed as ways of actualizing intelligence, are employed to attain an image of a child's experiential world, as a reflection of this actualization.

These media are discussed fully^{**} in the original thesis, but here they are only mentioned:

^{*} See the original M.Ed. thesis: Van der Merwe, C. A., **Die Aktualisering van intelligensie by die agterlike kind**. Faculty of Education, University of Pretoria, 1969.

^{**} They are discussed thoroughly in P. A. Van Niekerk, **Orthopedagogic evaluation**. Translation by G. Yonge of **Ortopedagogiese diagnostiek**. Stellenbosch: University Publishers and Booksellers, 1978 at <http://www.georgeyonge.net>

1. **The historicity image**
 - a. The hetero-historicity conversation
 - b. The auto-historicity conversation
2. **Graphic (drawing) expression**
 - a. The Wartegg drawing medium
 - b. Draw-a-person
 - c. Draw-a-tree
3. **Intelligence media**
 - a. The New South African Individual Scale (NSAIS) (Similar to the WISC-R [Wechsler Intelligence Scales for Children-Revised] in the United States)
 - b. The Individual Scale of the National Bureau of Educational Research (Similar to the Stanford-Binet Intelligence Test)
4. **Observation media**
 - a. The Wiggly blocks of O'Connor
 - b. The Kohs blocks
5. **The Rorschach-inkblot medium**
6. **The Incomplete Sentences of Rotter**
7. **Thematic projection media**

A combination of certain plates from the T.A.T. and from the Columbus series by Langeveld are used.
8. **Language media**
 - a. The four-picture medium of D. J. van Lennep
 - b. The essay

After implementing these media, the results are used to acquire a comprehensive image of how this child actualizes his intelligence.

B. A COMPREHENSIVE IMAGE OF THE PATHIC-GNOSTIC (AFFECTIVE-COGNITIVE) MOMENTS OF LIVED EXPERIENCE IN ACTUALIZING INTELLIGENCE

After the above media are implemented in the pedodiagnostic situation, and after the child's responses are interpreted phenomenologically, a comprehensive descriptive image is given of the ways intelligence is actualized on either a predominantly pathic or gnostic level. In this regard, the scores obtained from the NSAIS lead to the following kinds of questions:

How does this child actualize his intelligence? Are the scores a true reflection of his intelligence? Is he pathically flooded,

which leads to an under actualization of his intelligence? Does he succeed in distancing himself somewhat to a gnostic (cognitive) level? Are any gnostic (cognitive) moments of lived

experiencing evident in this actualization? Is he able to distance himself, to some extent, to a gnostic (cognitive) level? How do language, thinking and affectivity appear, and how do they influence this child's actualization of intelligence?

Since working **phenomenologically** requires interpreting a child's responses, it is emphasized that, in this way, one acquires an **image** of his actualizing his intelligence or, in any case, an image much closer to reality than one obtained by a researcher who does not work phenomenologically.

C. A PEDAGOGIC AL EVALUATION OF ACTUALIZING INTELLIGENCE

While a phenomenological image is obtained of the pathic-gnostic (affective-cognitive) moments of lived experience in this retarded child's actualizing his intelligence, the pedagogue, who also is a phenomenologist, always must keep in mind that the intelligence, of which an image is obtained, is only a potentiality which must be actualized (See Chapter 1). In actualizing his intelligence, it is precisely via the pathic and/or gnostic which a child **gives meaning** to experiences. The fact that each person gives meaning to and experiences something are important existential issues which must not be lost sight of. The question, then, is whether the child-in-becoming actualizes his intelligence and gives meaning responsibly. This question cannot be answered merely by implementing media, but rather a **pedagogic evaluation** is required. Implied here is an evaluation of the fundamental pedagogical structures of the pedagogic situation of a child. Among other things, this means that the structure of **affective educating** must be considered because its nature directly influences a child's pathic/affective disposition, which is the basis of and precondition for actualizing his gnostic/cognitive potentialities. Thus, a child's pathic disposition **can** point directly back to his affective educating. A child who, because of his affective educating, experiences security, will more adequately actualize his intelligence. Also, this means that **normative educating** must be considered. The issue here is whether he is being educated in terms of norms which lead to actualizing his intelligence responsibly (See Chapter 1).

From the above, such a pedagogical evaluation can only be done by an orthopedagogue, who is schooled in pedagogics, and who is able to fathom the affective and normative pedagogical structures of a child's educative situation. Since this is an extremely important matter, the actualization of intelligence, as well as its evaluation are pedagogical issues.

D. INVESTIGATION OF THE CHILDREN

As indicated, in the original thesis, three children are studied, one of which is discussed here. All three children are pupils in a special school. Regarding the choice of the three, it must be kept in mind that the aim is to study a **retarded** child, i.e., one who is intellectually impoverished. The following children are not included: those with brain damage; those who are physically impaired, e.g., children with speech, hearing, or visual defects; those who, for any reason other than the above, might have bodily lived experiences, e.g., pathological, obese, or thin children; and those whose IQ's fall outside the range 65-80. All the above "types" of children attend the school from which the three are selected for study. With respect to the IQ range, it is worth mentioning that a few children were studied by the researcher whose IQs were above 90 (in this **special** school), and that possibly could have been higher!

To the present study, all the above children are omitted. It is desired that children be selected where, as far as possible, the pedagogical situation at home is in order. Also, it is important to select children whose parents are ready and willing to work with them. Briefly, the criteria for inclusion come down to a search for "normal" retarded children, who are in "normal circumstances"; that is, as far as possible, all other factors (except mental retardation) are equal. Finally, six children were thoroughly studied, three boys, and three girls. Two of the boys and one of the girls are discussed in the thesis mentioned.

Regarding the ages of the pupils chosen, it was decided to restrict the range from 14 to 17 years. The reasons for this are two-fold:

1. Some media, such as the Wartegg, the Four-pictures, and the Incomplete Sentences of Rotter, are normally used only with older children;

2. Younger children are more disposed to a pathic than a gnostic/cognitive disposition, while the latter occurs more readily with older children.

E. A DESCRIPTIVE IMAGE OF ACTUALIZING INTELLIGENCE BY A RETARDED CHILD

Peter, 16-years-old

Here, it is appropriate to mention that the findings regarding Peter are not literally in agreement with the general findings in the final chapter, because they include the results from the other two children, whose images of their actualization of intelligence are not discussed here. That is, the synthesized results of all three children are discussed in Chapter 4.

a) Historicity image

(i) The hetero-historicity conversation with the parents

According to the parents, they experience no problems with Peter worth mentioning--no behavioral deviations are evident and, in general, he is an ideal boy.

aa) Image of becoming

Physical development: Peter's mother experienced no problems during her pregnancy; the parents had no gender preference, and the birth was normal. Peter was breast-fed for two months and was bottle-fed for two years. His developmental milestones were reached at the usual times. He was not sick, other than with the usual childhood illnesses, and no hereditary problems are apparent in either the father's or the mother's family. He experienced no traumas and, in general, displayed a normal development.

Affective becoming: according to his parents, Peter is not a "helpless" child. but he experiences himself as secure and explores his world. The course of his exploration seems to occur on a concrete-pathic level. For example, he is very skilled at welding, and, according to his mother, he also is a skilled cook. Although he "always is in his place," he is not a retiring child, and he shows a clear readiness to enter affective dialogue by establishing relationships with others, i.e., with

adults (especially teachers) and children.

Normative becoming: according to his parents, Peter accepts responsible authoritative guidance, and he assumes a great deal of responsibility for his age. For example, at home and at school, he carries out all assignments and required tasks very conscientiously.

Also, according to his parents, he is responsibly directed to his future, in that he wants to qualify himself as a welder for a large manufacturing company. The family belongs to one of the three Afrikaans Sister-churches and, according to his parents, he regularly attends Sunday School and church. Presumably, he has a particularly good knowledge of the Bible, and his parents say he lives in accordance with his religious views.

Discovery of language: according to his parents, Peter has difficulty with language, and this leads them to believe he does not have good "thinking ability" and memory.

Summary of the image of becoming: provisionally, it appears that Peter's becoming is taking an adequate course because of responsible intervention. The "climate" at home seems to be what it ought to be for him to actualize his potentialities. However, there are indications that he actualizes his intelligence on a predominantly pathic level; for example, note his prevailing modus of exploring, and his discovery of language.

bb) The educative situation

The family structure: Peter's father is 53 and is a meter-reader inspector, and his mother is 51 years old. She has always been and still is a housewife. There are two sons, i.e., Peter and his older brother who is 18. His mother has two sons from a previous marriage, who now are 25- and 27-years-old, are married and have lived away from the family for three years. From this previous marriage, there also was a daughter who died in an automobile accident four years ago. The father of the latter three children died 21 years ago in a gold-mine accident. After that, Peter's mother worked for a year and a half before marrying his father. Both children of this marriage live with the parents. Peter is in a special

school, and his older brother is an apprentice in the technical division of an airline. The family appears to be well-off, in that the father owns the rather small brick flat in which they live. It is well furnished, and they seem to maintain a reasonable standard of living. **Family relationships:** according to the parents, and the impression received by the investigator, it appears as if family relationships are good. Although the relationship between the mother and father appears to be good, the mother seems to dominate the father somewhat. Peter's relationships with his mother and father appear to be as desired. He obviously identifies himself strongly with his father, via his welding, which is his father's hobby. The mutual relationship between the children appears in order.

No one else lives with the family. In general, it seems that the affective relationship at home is not an important contributing factor even if it is determined that Peter is affectively restrained. **Affective educating** thus appears to be in order.

The parents are very religious and they generally exemplify norms to Peter that are favorable for his becoming an adult. He accepts and acquires these norms, he complies with the demands of propriety, and he accepts the authority exercised by his parents. Despite his mother's domineering manner, his father clearly is the authority figure in the home. Peter appears to be responsible to a reasonable degree since he is given sufficient opportunity to exercise responsibilities and he is able to do this in accountable ways.

cc) **The didactic-pedagogic situation**

Peter was six years old when he entered school, and his parents indicate that he was ready for school. At first, things appeared to go well with regarding his scholastic progress, but soon he began to fall behind. He failed grades five and six and was transferred to a special school after being tested by a school psychologist. Peter's IQ was determined to be 69. Thus, there are aspects of his **learning history** that can lead him to experience himself as different which, in turn, can flood

him pathically or restrain him affectively. However, according to his parents, there seemed to be no such experience present. Indeed, Peter is well aware that he is in a special school and evidently accepts this; apparently it doesn't "hinder" him at all.

As far as **learning relationships** are concerned, the following are noted: the parents indicate that essentially there is problem with the parent-child relationship; Peter does his homework independently; in this connection, his parents take an interest and sometimes help him. They realize that he has limited potentialities, and they do not ask too much of him but they do encourage him. Evidently, there is a good relationship between Peter and his teachers. As a student monitor at school, he is assigned many tasks that he carries out with a great deal of responsibility for a child of his age. Regarding his relationships with fellow students, his parents mention that he has a couple of good friends. Evidently he chooses his friends deliberately and doesn't "mingle" with just anyone. As far as his relations with learning tasks are concerned, his parents mention that his progress is somewhat poor but that he is not affectively restrained as a consequence and that he always is venturesome.

(ii) The hetero-historicity conversation with the teacher

According to his classroom teacher, Peter is a reasonably diligent and dedicated pupil, although "he has reached his scholastic ceiling" and now maintains a level equivalent to grade six. He achieves best in "practical subjects."

Regarding his lived experiences of different learning relationships, the following are observed: he has a good relationship with different teachers and "he is a conscientious and kind boy." According to his teacher, there are no problems regarding authority and the acceptance of responsibility, and, in general, he is an exemplary boy. Although he regularly does his homework and is a diligent pupil, "theoretical subjects" remain a great chore for him. He has a couple of good friends in school and generally gets along well with all of the pupils except for the fact that small, not serious conflicts occur when he reprimands boys who use crude language.

Peter is a school monitor, he is a member of the school orchestra, and of the school's second rugby team. He is venturesome in class and readily participates in discussions. The teacher doubts that Peter experiences himself as being different from children in ordinary schools. Evidently, he does not explicitly lived experience his past failures, and he seems also not to lived experience himself as bogged down in the learning situation. There is close contact and good cooperation between his parents and the school, and both parties show mutually high regard. With respect to classroom instruction received, most of the emphasis appears to be on practical subjects.

(iii) The auto-historicity conversation

This conversation is conducted in the light of what an auto-historicity conversation implies; with the first greeting, the foundation is being laid for the later constitution of "our-world." Peter was approachable and very quickly an encounter was established.

From the conversation, the following facts are mentioned: Peter likes to weld and has made several plant and flower stands, bookcases, etc. He plays rugby for the school but is not very fond of sports. He is musical as indicated by the fact that he can play the piano as well as the accordion (later he played two pieces of music for the investigator), and by the fact that he is the lead drummer in the school orchestra. He is a monitor at school, he likes to go to school; he likes all his teachers, and someday he wants to be a welder for a large corporation.

Regarding the impression received from Peter during the historicity conversation, the following is noted: he is somewhat short but of sturdy build. He appears to be well cared for and is reasonably neatly dressed. His large, coarse hands are striking. He was friendly during the conversation and his conduct was well mannered.

(iv) Preliminary image of actualizing intelligence*

Tentatively it seems as if the pedagogic situation at home and the didactic-pedagogic situation at school are of such a nature that, within the framework of his potentialities, Peter is becoming reasonably responsible. The actualization of his potentialities (including his intelligence) apparently is not at all or only slightly

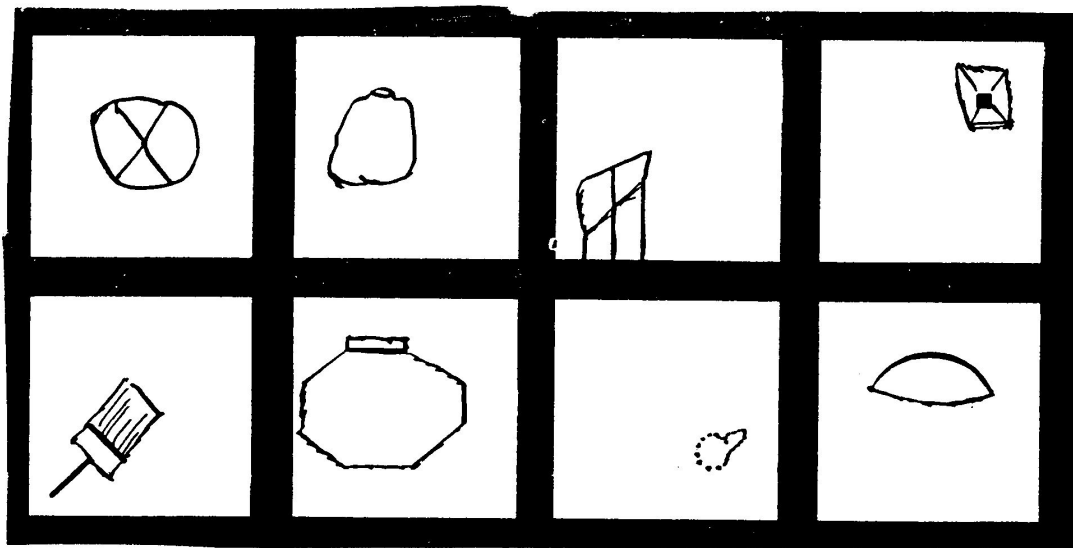
* See the question of ability as discussed in the first chapter.

handicapped but rather is in fact promoted by the pedagogic situation at home.

(b) Graphic expressions (drawings)

(i) The Wartegg drawing medium (see figure A)

Through the pedagogic conversation that took place during the implementation of this medium, the encounter was further actualized. This medium appeals to the child to actualize his cognitive potentialities such as intelligence, thinking, imagining and fantasizing. However, because of his cognitive limitations, a retarded child has difficulty answering this appeal. In his pathetic sensing of the appeal of the marks, Peter does not adequately constitute his world (see the qualitatively poor drawings), and this amounts to an under actualization of his intelligence on a pathetic level.



Considering that a child with good intelligence can more easily change his dialogue with his world and more easily can break through situations (by means of his intelligence) than is the case with a less intelligent child, the interpretation of perseverations becomes fundamentally important. With his perseverations, Peter

indicates that he has difficulty changing his dialogue, and breaking through his situation.

Entering a dialogue with one's world means establishing an experiential (lived experienced) world, and since the retarded child, because of his limitations, cannot quickly change this dialogue, by perseverating, he stagnates on one level which is detrimental for establishing an adequate experiential world as well as for actualizing his potentialities (especially his intelligence).

The lightly drawn lines, the stark, "affect-poor" and qualitatively weak drawings, as well as his refusal of "organic" stimuli point to an affective blocking or pathic flooding. This pathic disposition necessarily leads to an under actualization of intelligence.

(ii) **Drawing a person** (See figure B)

Only Peter's first drawing is discussed* since the same tendencies are present in the second.

Excessive erasures can indicate insecurity and a general striving to achieve. The accentuation of the head by its size can point to intellectual retardation⁽¹⁾ as well as to a **lived-experiencing** of intellectual inferiority, the head being viewed by Nel and Esterhuysen⁽²⁾ as the center of intellectual power. The accentuated eye can refer to insecurity and suspiciousness. The hat with decoration (a feather) can point to the sexual that is related to being bound to the vital-pathic. The omission of hands as well as the frail arms can indicate a feeling of inability to achieve; in other words, this can point to a lived experience of being different, as being a child with intellectual limitations. The omission of the feet can be interpreted as a general uncertainty in life and as helplessness. The rather small figure drawn relatively high up on the paper can suggest deficient insight.

Provisionally, from this drawing it seems that Peter's being different and his striving to achieve are lived experienced by him. This, along with other indications of an affective restraint (i.e., insecurity, uncertainty) point to his pathic disposition (also compare his deficient insights noted earlier). Being bound to the pathic is influencing his cognitive going out to his world as a person-in-

* This discussion follows the work of B. F. Nel and C. H. Esterhuysen, **Die tekening van die menslike figuur as 'n "projeksie" tegniek** (Drawing a person as a "projective" technique).

communication with it. Consequently, his implementation of his intelligence is under actualized.

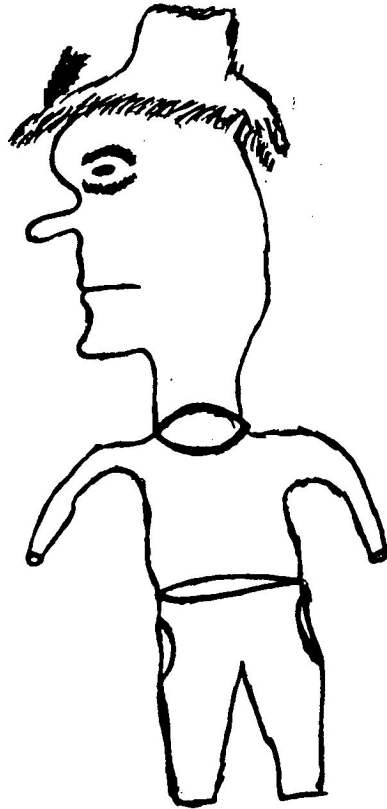


Fig. B

(iii) The tree drawing

Figure C shows a summer tree drawn by Peter. Only this drawing of a tree will be discussed (drawings of a winter and a fantasy tree are not presented) because it is the most significant.

There is a clear indication of perseverations which can mean that Peter has difficulty changing his dialogue with his world (see above re the Wartegg) and which also suggests a retarded becoming as well as what Koch⁽³⁾ calls "narrow realism" or a "limited field of vision," all of which might indicate that he has difficulty observing. The furrowed base and the outline of the trunk point to a degree of sensitivity (that might be an important indication of a possible lived experience of being different) or insecurity, while the straight trunk with parallel lines can indicate rigidity. The fan-shaped crown can point to poor concentration and aggression. The branches (crown) joined (welded) to the trunk can indicate disordered thinking and what Koch calls a "lack of abstractive ability" (i.e., **thinking**).

It is of interest to note that when he drew a dream tree, he was asked what he was thinking about; he replied that he was not thinking about anything and said he drew "only a tree." This suggests that he has difficulty fantasizing and imagining.

From this drawing, it appears that Peter has difficulty taking a cognitive perspective such as perceiving, thinking, fantasizing, and imagining. On the other hand, the rigidity, poor concentration, perseverations, etc. suggest a pathic disposition that decidedly is not beneficial for actualizing his intelligence.

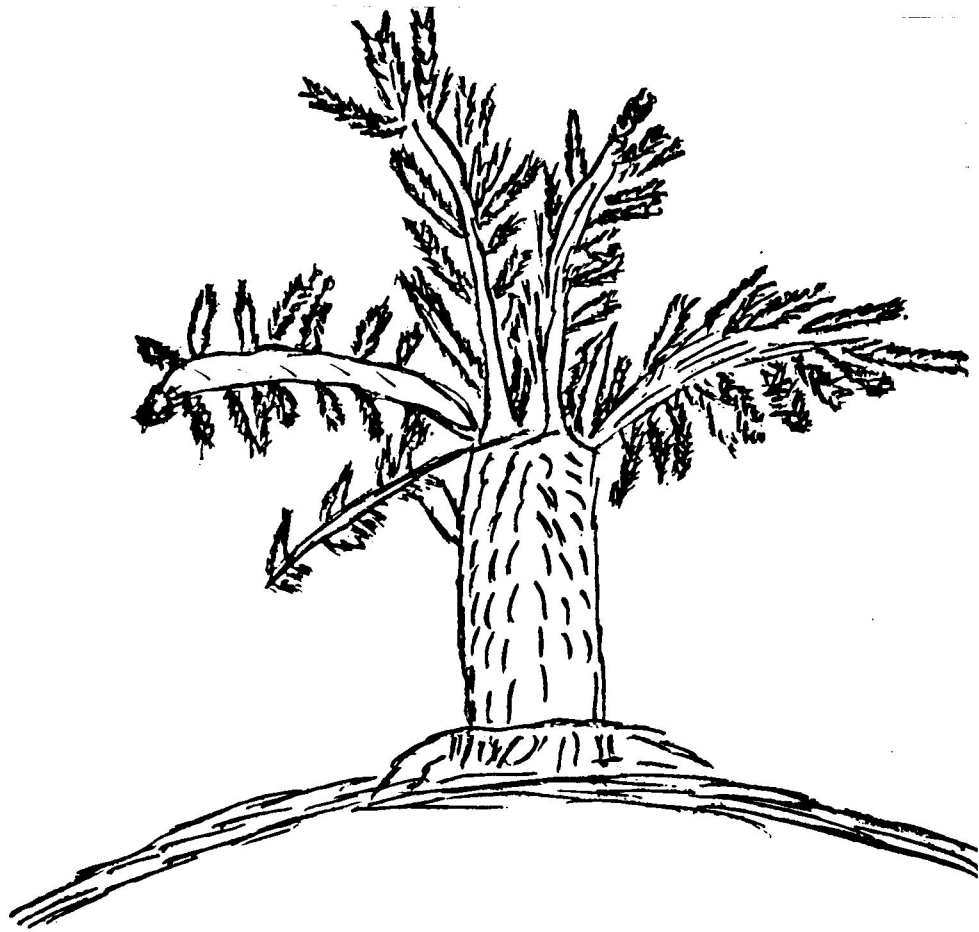


Fig. C

(c) The intelligence media

(i) The New South African Individual Scale (NSAIS) (The NSAIS is similar to the Wechsler Intelligence Scales)

On this medium, Peter obtained a total score (IQ) of 68, with a verbal IQ of 60 and a non-verbal IQ of 78. The relatively large difference between the latter two scores, with the non-verbal score higher, can indicate affective restraint, that especially influences the

actualization of his intelligence as well as his language, as a means of actualizing it (See Chapter 2).

(ii) The Individual Scale of the National Bureau for Educational Research (Old Scale)

Peter obtained an IQ of 67 but here an attempt is made to acquire a qualitative image of the structure of his intelligence. The following analysis is based on Chorus' work (4) as further developed by Swart⁽⁵⁾. However, it must be constantly held in mind that this medium was developed in terms of the views subscribed to by the psychology of consciousness. Thus, it is not possible to interpret all the items in terms of the newer views of researchers such as Straus and Sonnkeus. The work by Swart on the qualitative analysis of intelligence is somewhat obsolete in the sense that to a degree she still leans on the views acknowledged by the psychology of consciousness by using terms formulated by that not entirely acceptable line of thought. Therefore, in the absence of a more recent, acceptable work on the qualitative analysis of intelligence, as delimited with the help of this medium, it is necessary to anchor the present study in the approach discussed in Chapters 1 and 2.

Where thought, memory and perception items are mentioned because of Swart's work, they should always be viewed in light of the discussion in Chapter 2 of thinking, remembering, perceiving, etc.

aa) Level analysis (scatter)

Peter's scatter of achievement on items at different age levels is represented as follows (where x = correct answer; - = incorrect answer):

7 years x x x x x x
8 years x x x x - x
9 years x - x x x
10 years - - x x x x
11 years x x x - x -
12 years - - - x
13 years - x - - -
14 years - - - - -

From this, it is concluded that his intelligence test performance is scattered relatively widely over the different age levels. There is one failure at the 8-year level while he passes one at the 13-year level. Chorus describes such a profile as meta-harmonious; i.e., according to him, certain part-functions of intelligence are relatively well or poorly "developed"⁽⁶⁾. Peter's first failure was on a thought item (see analysis of thinking below) while his best achievement was on item 63 "jumbled sentences" which can indicate a relatively good potential for linguistic expression (however, also see "sentence construction" below).

(bb) Structure analysis

Taken into account here are the **types** of items located below the child's average level of intelligence (mental age) that are failed and those above this average that are passed⁽⁷⁾. In general, Peter achieves best on memory items and is poorest on thought-items (see memory analysis and analysis of thinking below). This same tendency was found on the NSAIS.

(cc) Language analysis

***Vocabulary**

Item 46 (Definitions). Here Peter only indicates function, e.g., "a chair is where you can sit" and "a table is there for eating." It also is conspicuous that his language structure is qualitatively weak.

Item 66 (Vocabulary). He defined only 8 of the 50 words correctly. Thus, he does not meet the requirement to be tested further at the 13-year level. Most of his definitions are extremely concrete and are suggestive of a strong pathic disposition; e.g., "a **leopard** is an animal that jumps at you out of a tree" and "**mischievous**: when you hit and bruise someone on purpose."

Item 67 (Definitions of abstract words). Peter was not able to define abstract words, but on hearing a word he only said "phew!" and laughed timidly, that points to a pathic sensing of the task.

Sentence construction

On items 43 and 63, his sentence construction is fair. However, in both cases something is presented on which he is to build. In one case, he has to use three words in a sentence and in the other case he only needs to re-arrange the words. When he has to put his **own** thoughts into sentences, his sentence construction is awkward and disorganized which indicate that he has difficulty expressing and formulating them in language (See discussion below of language media where more specific language difficulties are noted).

(dd) Arithmetic achievement

Item 47. It was clear that Peter was not able to respond to the cognitive appeal this item directed to him. After a short time, he guessed incorrectly on both problems and thus could not explain how he got his answers. Also, on the NSAIS he was unsuccessful with "Problems."

(ee) Analysis of thinking

Reference is to Chapter 2 where thinking was discussed as a human act. In that light, it has to be kept in mind that essentially thinking is a transition from a pathic/affective to a gnostic/cognitive level of lived-experiencing.

In general, Peter performed poorly on thought items, and he stagnated on a concrete-pathic level. For example, on item 39 (Differences) he gave the following answers:

The difference between water and milk? "Milk is white, water isn't." The difference between wood and glass? "You can see through glass and it can cut you, wood can't." (Note the sentence construction).

A further indication of his being pathically flooded and his search for assistance and support is his response to the question what must he do before tackling something difficult? He answered, "first I must ask the teacher to explain it." The fact that he mentions just the teacher suggests the awful problem that the school and particularly the didactic situation confront him with.

On items 62 (find similarities) and 65 (word problems), both classified by Swart as thought items, he is unable to

give an answer; he puts the problems on the seat in front of him and stares and taps with a pencil. It is clear that he is in the grips of the pathic because of his sensing the task and his inability to actualize his thinking, which means taking a cognitive perspective (See also the discussion below of thinking in connection with the Wiggly blocks).

(ff) Analysis of intentionality (directedness)

Peter's direction to the tasks was very labile. This was particularly so with the formal tasks demanding a cognitive perspective; because he is bound to the pathic, he was poorly directed and his attending easily fluctuated. For example, often while completing the writing task, and between presentations, he hummed or gently played drums on the table with his pencil.

(gg) Memory analysis

Swart's view of memory still leans to a degree on the psychology of consciousness approach to it as the ability to retain, reproduce and recall images⁽⁸⁾. However, here the discussion is of remembering as a human act (Chapter 2) as this appears in the responses Peter gives to the appeal emanating from this medium.

Swart distinguishes between mechanical and visual memory and says they can be evaluated with the following items: mechanical memory by items 40, 54 and 55 (repeating digits) and visual memory by item 45 (Knox cubes) and 53 (block pattern completion). Peter performed relatively well on all of these items and he passed most. Although he has a relatively "good visual and mechanical memory," these items do not lend themselves to a true fathoming of remembering as a cognitive mode of lived experiencing (and learning). For this purpose, reference is made to the media discussed below where there is an attempt to ascertain whether remembering occurred in his answers, that is, whether he became aware of his own becoming in time by thinking, recalling and reflecting (See Chapter 2).

(hh) Analysis of affectivity

According to Swart this involves attending to the descriptions of the little pictures (item 64) and the use of language during the implementation of this medium.

In his description of the pictures, Peter remains bound to this reality on a concrete-pathic level, and consequently he does not "double himself in affect" (i.e., project). Because he is pathically bound he is not able to distance himself to the cognitive modes of lived-experiencing (and learning) such as fantasizing and thinking but he merely gives concrete-pathic descriptions.

As far as language usage is concerned, in general it is emotionally impoverished and thus remains on a concrete-pathic level. For example, when asked to indicate the similarity between a dog and a horse, he responded that both have four legs; with respect to a pear and a peach, he replied that both are the same color. When asked to indicate the similarity among three things, he described all three on a concrete-pathic level. These responses also indicate the inherent relationship between language and thought as well as between language and affect.

(ii) Analysis of intellectual tempo

Consideration is given to the general tempo that Peter maintains when providing answers. In general, it is slow and with different tasks it becomes even slower and he sometimes stagnates or stops completely. This is attributed to the fact that when he is confronted with a task demanding a cognitive response, his tempo slows because he senses (pathically) the task so strongly.

(jj) Summary

Actualizing intelligence clearly is a cognitive mode of lived-experiencing (and learning) that is closely connected with the other cognitive modes.

Peter cannot adequately actualize his cognitive modes of lived-experiencing but remains stuck on a pathic level which leads to his under actualizing his intelligence. It also appears as if language, as a means of actualizing intelligence, is touched by his pathic disposition and thus is an additional factor contributing to this under actualization.

(d) Observation media

(i) The Wiggly blocks

Initially, Peter was well directed to completing this task. However, it became clear that he could not take the cognitive perspective required to do so. He did not work systematically at all but proceeded by trial-and-error without any success. Help had to be offered quickly (especially on a perceptual level) to point out in a sketch that the integrated block was made up of four corner blocks, four side blocks and one center block. Even after this, he showed little insight. He did not analyze the task and consequently showed no indication of a synthesis of it. Thus, he was not able to use the assistance offered and he stagnated on a trial-and-error level. His comments, paired with a tentative laugh, indicate his strong pathic sensing of the task: "I say, this is a difficult game."

This amounts to the fact that his thinking moves on a concrete-pathic level, that there is no elevation during his thinking, and consequently he does not actualize the cognitive aspects of his lived-experiencing such as thinking and intelligence, all of which imply an under actualization of the latter.

(ii) The Kohs blocks

Peter's directedness was labile in trying to complete this task. While executing an example, he appeared to be well-directed but between items there were indications of fluctuating attention. He proceeded by trial-and-error and his thinking did not improve. He was not able to use the verbal assistance offered. For example, when he had to place four blocks next to each other (to form a pattern), he succeeded haphazardly with three of the blocks by trial-and-error, but showed no insight into the problem and could not correctly add the fourth block. After offering concrete assistance several times, Peter did succeed with a more difficult task, but in no sense was he able to complete the last task presented to him.

He was tense while working on the task, which points to his pathic sensing of it. He was clearly relieved when the last task was completed, and he expressed this by crying out "that's it!"

As a consequence of pathic flooding in his dealing with the Kohs blocks, he was not able to take a cognitive perspective; i.e., there is little mention of perceiving, thinking, and the actualization of intelligence as fully cognitive matters. Here there is clear evidence of Peter under actualizing his intelligence on a pathic level.

(e) The Rorschach

(i) Formal analysis

He gave 17 responses in 15 minutes.

W = 4	F = 13 (5+)	H = 1
D = 12	FY = 2	Hd = 0
Dd = 1	CF = 1	A = 8
	FC+ = 1	Ad = 1
		An = 1
		Plant = 1
		Objections = 4
		Map = 1
O = 0	F+% = 38	
P = 2	H% = 6	
	A% = 53	
	P% = 12	

Experience type: coartative, which is in agreement with his pathic disposition

Succession: loose to weakly ordered

Relationships: $H > Hd$ and $A > Ad$

$H + Hd < A + Ad$

(aa) Actualizing intelligence

* **F+% = 38:** this is low and points to a weak quality of intelligence.

* **Location: D = 12;** this indicates a more practically oriented intelligence. **W- = 3;** this can indicate an under actualization of intelligence as a consequence of pathic flooding and the absence of perceiving and thinking on a cognitive level.

***Succession:** loose to weakly ordered: this suggests a poor quality of intelligence.

- * **A%** = 53; for a 16-year-old boy, and this is somewhat high and points to a pathic imprisonment with a resulting under actualization of intelligence.
- * **Relationships: H > Hd and A > Ad**; this is favorable and is a slight indication of a good quality of intelligence. **H + Hd < A + Ad**; this is unfavorable and suggests that Peter is pathically bound which results in him under actualizing his intelligence.

(bb) Affectivity

- * **C responses**: the mere presence of **C** responses, to a degree, are favorable in the sense that the child is not totally "blunted" emotionally; there are lived experiences (from the "outside") which contribute positively to Peter actualizing his intelligence. **CF-** = 1; to a degree, this is an indication of affective lability that can lead to actualizing intelligence on a pathic level. **FC+** = 1; this response is favorable and can, to a degree, point to perceiving on a cognitive level.
- * **Dd responses: Dd** = 1; this is not much, but to a degree can indicate a tense state as pathic attunement.
- * **S responses**: there are no **S** responses which suggests no definite aggression.
- * **A%** = 53; (See above).
- * **Experience type**: coartative, which agrees with his pathic disposition.
- * **Reality index: P%** = 12; this low **P%** as well as the low **H%** and the high **A%** indicate that Peter does not have an accountable relationship with reality. Thus, he is pathically flooded (also possibly because of his experiences of being different) and thus he cannot actualize his intelligence on a cognitive level.

(cc) Anxiety

- * **FY** = 2; although there seemingly is not a high degree of anxiety experienced by Peter, in fact, the anxiety that indeed is present is under control which is indicative of a degree of cognitive attunement.

(dd) Inner control

- * **Movement: M** = 0, which is unfavorable for an interpretation of inner control, i.e., for an

interpretation of a cognitive attunement.

* $FY = 2$, $FC = 1$, $CF = 1$; in general, this indicates a good inner control--to a degree, the child can actualize the cognitive.

(ee) Sociability

The $H\%$ of 6 (low), the especially high $A\%$ of 53 and the low $P\%$ of 12 point to a strong asocial tendency stemming from being pathically flooded, which is unfavorable for actualizing his intelligence.

(ii) Specific Rorschach phenomena regarding the actualization of intelligence

(aa) Refusals, shock and objections (criticisms)

From Peter's general attitude, his verbal expressions and the refusal of plate II, it is concluded that the cognitive appeal coming from the Rorschach plates was difficult for intelligence, perceiving, thinking, imagining, and fantasizing on a cognitive level.

(bb) Thematic content of individual responses

The following individual responses can be of importance: "A little buck or a baboon" that can indicate Uncertainty; "Shivering man" that can indicate rigidity.

(cc) Number of responses and response time

Peter gave 17 responses in 15 minutes which is favorable. As a consequence of pathic flooding, however, it was a great chore for him to actualize his intelligence on a cognitive level.

(iii) Summary

The Rorschach medium directed an appeal to Peter to actualize his intelligence on a cognitive level. It appears that he under actualizes his qualitatively low intelligence as a consequence of being flooded pathically. However, there are indications of moments of cognitive lived experiencing such as perceiving and thinking.

(f) The incomplete sentences medium of Rotter

Peter's completion of this task indicates a strong concrete-pathic boundness. For an evaluation of his use of language, as such, refer to the discussion of language media below. Peter's pathic floodedness was reflected in practically every sentence. For example, "I **feel** tired, therefore I am going to sleep", and "**The happiest moment** was when I received a present." Thus, he is not able to project; still, the following sentence possibly can be interpreted in this connection: "**Nothing upsets me more** than other children talking about me." This can be an indication of disturbed interpersonal relationships and even an experiencing of being different. His pathic floodedness probably cannot be attributed to the nature of his affective education at home: "**My father** and mother are very good and love me."

It is very clear that this was a dreadful task for Peter. His pathic sensing and his inability to perceive on a cognitive level are expressed clearly by the following: Instead of reading "I **can't** ... " and then completing the sentence, he read and completed the sentence as "I **am** never late." In this same connection, he responded, "**The beast** walks in the field" where the sentence actually began "**The best** ... "

This medium directs an appeal to taking a cognitive perspective, and this is why it normally is used only with older children. It is clear that Peter was not able to take a cognitive attitude but that he, in being flooded pathically, underactualized his intelligence.

(g) Thematic projective media

In general, the above findings are confirmed by Peter's responses to the thematic projective media. He is strongly bound to the concrete-pathic and does not, e.g., perceive and fantasize on a cognitive level of lived-experience. Rather, he senses the plates on a pathic level and utters his verbal expressions as soon as a plate is presented to him. Expressions such as "I say! What is going on here?" were given.

Although in general, no projections occurred because of his pathic floodedness, still the following appears to be a meaningful projection: "He looks at the violin; then he wonders how **he** can manage to play the thing by himself." The violin implies a cognitive task. This response can be an indication of his feeling of cognitive impotence and a weak venturing attitude regarding tasks

demanding a cognitive perspective. The emphasis on "he" can indicate that he experiences himself as different. His sentence constructions are weak and unorganized, which indicate that he does not actualize thinking on a cognitive level. His pathic disposition also is expressed in the following response to the picture showing four men resting on the grass: "He lies and sucks on a straw, and he lies and sleeps."

From the responses, it is very clear that Peter also under actualizes his intelligence on the thematic projective media because of his pathic imprisonment.

(h) Language media

(i) The Four Picture medium (D. J. Van Lennep)

Peter was unable to integrate the pictures at all, which indicates a lack of integrated thinking. He left two pictures completely out of consideration which points to a poor "short-term memory." His responses focus on trifling details which points to weak perceiving and to pathic sensing.

His descriptions are concrete-pathic, and there is no mention of fantasy. Such descriptions also point to an impoverished vocabulary and general poverty of language. His weak sentence construction points to disordered thinking and an inability to adequately express himself in language. Pathic aspects are clearly expressed in such phrases as the following: "Two men sleep ... they get nice and warm in the bed ... the sun shines nice." Here there is no "open" affective response to the appeal from the colored pictures but he can only take a "closed" affective (affective-pathic) perspective.

Because of his concrete-pathic control of it, Peter cannot express himself in language and, thus, he cannot adequately constitute his world. An inadequate world constitution also means an inadequate actualization of intelligence. Thus, it is evident that Peter has at his disposal inadequate language as a means for actualizing his intelligence.

(ii) The essay

On the subject, "My plans for the future," Peter wrote an essay with little attention to rules. This reflects the fact that this was a dreadful task for him to constitute via language, especially since the

essay involves a greater cognitive task than does the Four Picture medium where a degree of perception also is present.

The same quality of language was found in the essay as in the Four Picture medium. His generally weak control of language can be further illustrated by a brief analysis of the errors in his essay:

(aa) Connected and disconnected written words

"tewerk" instead of **te werk**.

"tedoen" instead of **te doen**.

"boek rak" instead of **boekrak**.

(bb) Deficient vocabulary

"welder" instead of **sweiser** (welder).

"jard" instead of **erf** (backyard).

He uses the words "thing" and "good" when his vocabulary fails him.

(cc) Doubling of consonants

"somer" instead of **sommer**.

"water" instead of **watter**.

(dd) Elisions of letters, sounds and words

"soder" instead of **sonder**.

"Dut lekker te werk" instead of **"Dit is lekker om te werk**.

(ee) Punctuation and capital letters

He often begins a sentence without a capital letter and often makes mistakes with punctuation marks.

(ff) Syntax

In general, his sentence structure is weak.

(gg) Diphthongs

There is a confusion between "ou" and "oe".

This can indicate that the connection between sound and symbol is not yet firmly established--thus it is an indication of a poor control of symbols.

(hh) Phonetic spelling

For example, "betyts" instead of **betyds**. He is not able to make the leap from the pathic (the sounds) to the cognitive (the abstract system of symbols).

Since this medium is not being used here as a didactic-pedagogic medium of evaluation, there will be no further discussion of the analysis of errors. The above is presented merely as an additional image of the quality of Peter's language since it is of such fundamental importance for actualizing his intelligence.

A projection pointing to Peter's pathic floodedness deserves to be mentioned. In the meager eight lines of his essay, the same projection occurred twice (formulated in slightly different ways) which is an indication of perseveration, a weak change in insight. He wrote (notice the sentence structure and lack of punctuation marks): "It is not very difficult to become a welder but to do what is said without it being pointed out is fairly difficult." Thus, he has difficulty performing acts independently but rather, in his being flooded pathically, he is dependent on assistance by means of examples.

(iii) Summary

Peter's control of language is influenced by his pathic floodedness, and the result is that he doesn't have an adequate means for actualizing his intelligence. Clearly, this actualization requires a cognitive attunement but because of his concrete-pathically bound language, he underactualizes his limited intelligence.

(i) Totality image of the pathic (affective)-gnostic (cognitive) aspects of Peter's lived experiencing in actualizing his intelligence

According to the findings from the media just discussed, it is evident that Peter actualizes his intelligence mostly on a pathic level. His strong pathic sensing emerged with special clarity whenever he was confronted with tasks requiring a cognitive perspective. As a result of his **already limited intelligence**, he has difficulty achieving the cognitive perspective required to adequately actualize his intelligence, and this imprisons him on a concrete-pathic level with the resulting under actualization of his already limited intellectual potential.

Further, it appears from the investigation that Peter, to a degree, **experiences himself as being different** regarding the **difficulties he lived experiences with more formal (cognitive) tasks**. These lived experiences contribute further to his pathic boundness that restrains his limited affective readiness to actualize his intelligence when confronted with cognitive tasks. Naturally, this weak venturing attitude leads to him under actualizing his intelligence.

His pathic floodedness influences the quality of his **language** which, consequently, also is concrete-pathic in nature; this implies that he does not have an adequate means for actualizing his intelligence. Clearly, actualizing intelligence is a cognitive matter and because his control of language is bound to a concrete-pathic level, he cannot adequately constitute his world which includes an under actualization of his intelligence

Indeed, there are few indications of a cognitive attunement in that he actualizes a degree of cognitive perceiving and thinking, still he is stuck predominantly on a pathic level and seldom actualizes the modes of learning such as perceiving, thinking, remembering, imagining and fantasizing on a truly cognitive level, all of which support the actualization of intelligence. Consequently, e.g., thinking is bound to the concrete-pathic and seldom is there a rise in the level of the course of his thinking. For example, he seldom perceives on a cognitive level, but mainly arrives at a global-diffuse perceiving or sensing on a pathic level. The fact that other aspects of lived experiencing are not actualized on a cognitive level means they are not available to support his intelligence which leads to an under actualization of it.

Although Peter's qualitative intelligence is low, his obtained IQ of 68 is not a valid indication of his level of intelligence as a potentiality. Rather, this score provides an image of his under actualized

intelligence as merely a level of achievement (see Chapter 1). It is clear that Peter's intellectual potential is on a qualitatively higher level than what his score indicates, and he under actualizes his intelligence because of pathic imprisonment.

The reasons for and origin of this pathic imprisonment are clearly indicated in the above discussions.

(j) Pedagogic evaluation of Peter's actualizing his intelligence

Now that a qualitative image of the pathic (affective)-gnostic (cognitive) aspects of Peter's lived experiencing in actualizing his intelligence has been acquired, it has to be kept in mind that intelligence is merely a potentiality that has to be actualized, and this actualization includes a pedagogic task. Thus, in the following, an attempt is made to evaluate Peter's actualization of his intelligence pedagogically (see section C above).

An earlier disclosure of the **primary educative situation** (home) indicated that Peter can actualize his intelligence in a reasonably optimal way as a consequence of his being educated in a way that meets the requirements of the normative and the affective. Now, however, it seems that his parents do not have an insight into the fact that Peter experiences himself as **being different** and that he has **difficulties** regarding more formal (cognitive) tasks. Better parental insight into Peter's experiential world and, correspondingly, into the **affective education** provided him by them possibly can lead to Peter distancing himself more from the pathic and to a more reasonable actualization of his intelligence.

Regarding the **second order educative situation** (school), it is worth mentioning that Peter does not receive the specialized orthodidactic assistance he should in light of the evidence in the previous section.

The fact that, by far, the school gives more attention to practical subjects deprives Peter of the opportunity to fully actualize his intelligence via theoretical subjects. In this way, the **normative** is cut out of educating him by his parents as well as his teachers. If certain norms are presented to Peter regarding his involvement with theoretical subjects, and if he receives responsible pedagogic assistance and support in this regard, this also can lead to a degree of distancing from the pathic to the gnostic (cognitive) and thus to a more adequate actualization of his intelligence.

Since this actualization is an existential matter, one can ask whether Peter's giving meaning to his world has been damaged. Precisely the facts that he under actualizes his intelligence, that he shows an inadequate venturing attitude and thus does not adequately establish a world, especially via language, all indicate that Peter's giving meaning to his world has been damaged. His entry into his world, as an existential way of being, does not occur in accountable ways.

In addition to his pathic boundness as a consequence of an already limited cognitive potentiality, it appears that Peter remains pathically bound because of non-accountable intervention by the adults. Thus, Peter's non-accountable actualization of his intelligence contains a pedagogic task (i.e., an orthopedagogic and orthodidactic task).

F. CONCLUDING REMARK

From the discussions presented in this chapter, certain results were arrived at. In the next chapter, they are synthesized, and recommendations are made.

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