

CHAPTER VI ORTHOPEDAGOGIC-ORTHODIDACTIC EVALUATION OF AND ASSISTANCE FOR CHILDREN WITH LANGUAGE PROBLEMS

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1. Introductory orientation to reading and spelling

Children with learning difficulties have only recently been assisted from within a pedagogical perspective; this way of relating to such children gave rise to the part-perspective of pedagogics now known as orthopedagogics. Until this recent development, intervening with and assisting these children usually was in the hands of medical practitioners and psychologists, most of whom followed a strongly functionalistic approach. The sorry neglect of the pedagogical (specifically the orthopedagogic) regarding these children can partly be attributed to the fact that, while pedagogics (the science of educating) was still largely dominated by philosophical thought, medicine, and psychology (pursuing the medical model) had developed as empirical sciences. The culmination of this approach is the work-up of a psychiatric, clinical picture, etiology, symptomatology, and therapy for such children.⁽¹¹⁾ As a result, children with learning difficulties are delivered from the pedagogical to the medical and psychological sciences where the aim is to diagnose and treat their learning difficulties.

This approach has several consequences, among which is the way language (and, therefore, reading and spelling) is viewed:

- a. In accordance with the medical model (which emphasizes the neurology and physiology of the brain), speaking is viewed as the reproduction of established engram patterns in different areas of the brain; language is reduced to a physical-motor, sound phenomenon. Accordingly, it is nothing more than a psycho-physically founded symbol system which serves as a means of communicating with others. Language is merely an individual's means of "adapting" to his environment;
- b. In diagnosing and "remediating" children with (language) learning difficulties, this substantialist understanding of

language results in a view which isolates language difficulties from the child as a person. In addition, reading and spelling problems are never quite connected with each other, and aren't viewed as language difficulties.

However, since pedagogics has assumed responsibility for the child with learning difficulties, there is a search for the authentic task of orthopedagogics and orthodidactics regarding children with reading and spelling difficulties; from this search, a view of language (and, therefore, reading and spelling) has emerged which is founded in human existence.

Before turning to a description of orthopedagogically-orthodidactically evaluating and assisting children with reading and spelling problems, a cursory survey of this existentially founded view of reading and spelling (of language) is given. Since this overview will not go into the sensory-motor and psychological aspects of reading and spelling, the interested reader is referred to the literature on these aspects.⁽²⁾ This overview begins by considering a child-anthropological orientation to reading and spelling. That is, these phenomena are viewed and investigated as they show themselves in the child's unique situations. This requires fathoming the origin of reading and spelling for a child, and this means penetrating to the nature of child language (i.e., what language really is, and what it means to him). From the primordially given fact of child-being that he is someone who wants to be and become someone himself (Langeveld), his existence (i.e., his directedness to the world) results in him cultivating, revising, and constituting a world-for-himself. Language plays a very important role in child existence because it is a medium for giving sense and meaning (i.e., for constituting his own world).

Although language is but one way of giving meaning, it is a phenomenon central to human existence. This is because all other forms of giving meaning can be made the subject of language.⁽³⁾ Thus, it is a way of giving meaning which is lived in interaction with the other ways of giving meaning. For this reason, a pre-language child exists in a deficient way because language gives all forms of meaning a new way of existing which remains inaccessible to such a child.

Discovering spoken language means the child has available a medium for giving new sense and meaning to his world, and this occurs through the act of naming. The world is a world-with-sense because it is meaningful to a child. The, until now, closed, unordered, unfamiliar world is transformed into a new, meaningful one from the moment language is discovered.

Though language is proclaimed the primary mode of giving meaning, an essential aspect also embedded in this overarching function must be revealed, i.e., language is a system of symbols. Van der Stoep⁽⁴⁾ shows that it is imperative that a person break through the isolation and limitations of his own situation, and this can and does happen by means of language because it is a system of symbols. It is understandable that the initial modes of communicating, such as gesturing and mimicking, can serve as means for this breaking through only with difficulty, since they are bound to time, location, and space. Because of these inadequacies of gesture and mimicry, language developed into symbols. In other words, according to Pos⁽⁵⁾, in language, the gesture assumes an abstract significance. This means that language is always a manifestation of something else; it points from itself to what it symbolizes. Were this not to happen, it would lose, or not have its existential force as a medium for attributing meaning. Therefore, a child can only be on the way to the highest forming of his existence when he has acquired language. This is because, in acquiring it, he is able to distance himself from being bound to time and space to communicate. Because of this symbolic character, the child can not only distance himself from the object, but he also can reach for temporally-spatially absent objects.

Yet, as **sound symbols**, language, as a medium for this breaking through, is not available without limits. Although establishing a landscape with others who are outside of one's immediate visual and experiential world can happen (e.g., via telephone), because it requires the continued being-together-with-others, this limitation of language as **sound symbols** becomes evident when one is far apart from others.

The **written symbol**, as a symbol for the sound symbol, however, overcomes this obstacle because when a child acquires a proper

command of this, he can **co-lived experience*** (in reading) the unknown through the unknown (author), and he can present (in writing) to an unknown person (reader) what is known to him (the reader). Thus, via the written word, a child can give meaning to a further lying, more abstract world. So viewed, reading and writing (spelling) are primarily **language activities** which serve as extensions for the becoming child in his existential going out to the world.

Also, the reading act cannot be constituted properly unless the child can spell correctly, and the reverse. Reading and spelling (reading and spelling problems) should not be thought of as separate from each other because, indeed, they are interlaced. Moreover, spelling fulfills a creative, constructive role in written language because, without it, formulating one's own meaningful thoughts undoubtedly will be limited.

In addition, the ontic (fundamental) phenomenon of a child's self-becoming, his self-forming, occurs based on **lived experiences**. However, this self-becoming does not rule out the pedagogical, which is always presupposed because a child cannot properly become someone by himself; that is, he is always dependent on the support and help of an adult. As a category of human openness, **lived experience** is a way of giving meaning to the world, and, in the light of the above explanation of language, it is understandable that language (and reading and spelling) is closely related to human existence.

Sonnekus⁽⁶⁾ describes **lived experience** as a child intentionally taking a personal position (attitude), as totality-in-function, in communicating with reality. In his becoming adult, this **lived experiencing** is actualized by a young child on different levels varying from a pathic-affective to a more gnostic-cognitive, distanced one, both of which are the normative **lived experience** of meaning. For Sonnekus, pathic **lived experience** is primordial and subjective, and is a pre-cognitive attunement in direct communication with things, while by gnostic he means a distanced, cognitive, object-situated **lived experience**.

* See footnotes in Chapter 1 regarding the translation of "beleweniswereld" and "belewe".

Initially a child's **lived experience** of the lifeworld is strongly colored pathically but, to the extent that language has been discovered, he breaks through to a pathic-gnostic attunement or level because it enables him to establish a distanced relationship with the world. Language serves both the pathic (affective) and the gnostic (cognitive) because both moments are always present; at most, there is a shifting accent from one to the other. Thus, next is a brief explication of the relationships between language and affect and between language and thought.

The child-world relationship is always an affective one, where affective means a readiness to participate in the surrounding world. In this regard, Van der Stoep⁽⁷⁾ indicates that a person's world essentially is realized by means of feeling. This role of feeling raises the important aspect of expression. Where a pre-language child's modes of expression are dominated by the intuitive and, therefore, often do not result in "acceptable" forms of expression, with the discovery of language, the affective is calmed because, by means of language as a medium of expression, a greater degree of matter-of-factness arises, and child naiveté gives way to a more formal mode of existence.

Since reading and spelling cannot be separated from a language context, they too are affective language-acts: in reading, a child expresses his feelings, and he is able to participate in the author's feelings. In reading, he enters an emotionally colored dialogue with another. Only by spelling can he proceed to express himself emotionally in his written language. In this respect, correct spelling generally is a precondition for emotion-filled language expression.

The relationship between language and thought has been explicated fully elsewhere.⁽⁸⁾ Consequently, it is sufficient to indicate that the development of thought is prior to the development of language but, at the same time, language comes into play as the carrier of and foundation for thinking. Deficient reading and spelling acts, thus, will restrain thinking in its development from the concrete to the abstract because thinking is then deprived of a necessary stepping-stone.

As cognitive language acts, reading and spelling follow a course of globalizing, analyzing, and synthesizing, and this same course is discernible in a child's thinking. Thus, a little child who reads

mainly on a global level primarily thinks visually, while a child who reads on a level of analyzing and synthesizing shows a more schematic and abstract course of thinking.⁽⁹⁾ What this amounts to is that fluent and accurate reading and spelling promote a schema and, especially, an abstract course of thinking, while an over-adherence to global reading and phonetic spelling restrain abstract thinking.

In connection with the above, it is emphasized that there is a direct connection between language and actualizing intelligence. Language functions as a medium for intelligence. Where intelligence is viewed as a power to break through one's own situations, language is a means for this breakthrough. Where there are reading and spelling difficulties, the child will have a defective means of breaking through available, and this will result in a weak actualization of intelligence. Thus, reading and spelling are basic requirements for a general command of language, and the tendency in the current literature to separate reading and spelling from each other and to view them as not connected to a language context is entirely without foundation. In addition, reading cannot be reduced to mere stimulus-response processes existing in several physiological and psychological stages. Above all, reading and spelling are language acts, and since language and existence are intimately intertwined, these language acts are invested with an existential (**Dasein**) quality.

2. Orthodidactic evaluation of reading and spelling

As indicated above, reading and spelling are language acts constituted through **lived experiencing**. Therefore, when orthodidactic evaluation occurs, the above facts must be thoroughly considered. If they aren't, in other words, if reading and spelling are viewed as isolated from each other, and as separate from a language context, as isolated from a child's existence, then evaluation degenerates into a mere diagnosis of symptoms, which is of little value to the orthopedagogue who later wants to provide help.

If reading and spelling are viewed as modes of **Dasein**, then orthodidactic evaluation must be supplemented with an orthopedagogic evaluation. Therefore, it is more appropriate to talk of orthopedagogic-orthodidactic evaluation because the aim is to

penetrate to the essentials of the child's reading and spelling world, as an experiential world.

a. Reading and spelling as images of lived experience

This involves investigating the child's **lived experiences** of reading and spelling, particularly, regarding the state of his pathic-affective, gnostic-cognitive, and attribution of meaning on a normative level. In this connection, pathic flooding is frequently noted in children with reading and spelling problems with the result that there is an inadequate breakthrough to a gnostic-cognitive attunement, which also results in the inadequate actualization of intelligence.

The phenomenological method is an obvious one to use for such an evaluation of the child's **lived experiencing** which takes place with respect to the exploratory media implemented. Since orthopedagogic evaluation is discussed fully in Chapter V, its particulars are mentioned only briefly:

To enter a child's reading and spelling world, as experiential world, one must look at his historicity, i.e., the reading and spelling relationships he has constructed in the past. These data are extremely important because, not only do these relationships of the past co-define the present, they also point to the future. For this reason, use is made of both a **hetero-** as well as an **auto-historicity**, which are called exploratory conversations about the child's reading and spelling historicity. Penetrating questions can be asked about child-teacher relationships, the child's attitude about reading and spelling class periods, child-parent relationships, the homework situation, etc.

Then, use is made of various observation media, including the **Guide-it** and the **Wiggly blocks**. Here the child is confronted with a task, during which **pedagogical observation** takes place while he is involved with the medium. At first, pedagogical observation is a pedagogical conversation because, over and above the child's dealing with the medium, he also is in a relationship with the orthopedagogue. For example, by carefully observing the block building activity, one can come to know the level and quality of the child's pathic-affective and gnostic-cognitive **lived experiencing**. In this connection, Kotze⁽¹⁰⁾ notes that stagnating on a level of trial-and-error is a very strong indication of **lived experiencing** on a pathic level. On the other hand, by planning and insight, a child

can attain an adequate structuring by his building activity, and this is evidence of cognitive **lived experiencing**.

Similarly, the preponderance of a pathic-affective or gnostic-cognitive **lived experiencing** of the adult-child relationship can be made observable; that is, the kinds of explanations required before the child understands the task can indicate the level of **experiencing**. For example, if he only understands the task when it is continually explained (demonstrated) concretely, this is an indication of pathic **lived experiencing**.

Third, special media are used to investigate the levels of **lived experiencing** reached by a child in his learning (reading and spelling) world. The **Rorschach** (Inkblots) is an excellent medium for this because it provides a clear image of the structure of the pathic-affective and gnostic-cognitive moments of **lived experiencing** within learning relationships.

Fourth, of great importance is the use of several thematic projective media (language media) such as the well-known **T.A.T.**, Langeveld's **Columbus series**, Rotter's **incomplete sentences**, and van Lennep's **Four picture test**. These media lend themselves especially to fathoming learning relationships, specific relationships to things, other children, to parents, to teachers, etc.

Fifth, intelligence media are used. According to Sonnekus⁽¹¹⁾, as far as his intelligence is concerned, a child is a totality which is simultaneously present in the world in different ways of being, more specifically, as ways of **lived experiencing** on pathic-affective and gnostic-cognitive levels. When, e.g., the **New South African Individual Scale** is used, the primary concern is not to obtain an intelligence quotient, but rather a description of the child's modes of breaking through situations.

The orthopedagogic evaluation, which results in an image of **lived experiencing** reading and spelling, however, must be supplemented with an orthodidactic evaluation directed at acquiring an image of the deficiencies in the activity forms of reading and spelling.

b. An orthodidactic image of reading and spelling problems

Before considering an orthodidactic image of reading and spelling difficulties, first it is necessary to try to answer these pressing

questions: how does a child learn to read and spell, or how does a child learn to master the acts of reading and spelling?

When a child correctly masters reading and spelling this means he has obtained an insight into the relationship between the sounds of spoken language and written language symbols, as symbols for an already abstracted sound symbol (spelling) and the reverse (reading). This discovery is a cognitive matter founded on a gnostically-cognitively attuned intentional directedness to reading and spelling, but which includes a pathic-affective moment because without an affective readiness to participate, the acts of reading and spelling will not be mastered. Essentially, this readiness to participate is based on **lived experiencing** security.

In addition, the acts of reading and spelling are constituted according to the following qualitative act structure, or activity form, viewed as the total structure of a simultaneously actualized globalizing, analyzing, and synthesizing.⁽¹²⁾

At first, the activity form occurs for a child on a global level, in that words and sentences show themselves to a child as meaningless language scribbles. External aids such as pictured objects, other concrete examples and sound images paired with the words allow a child to readily discover that the scribbles are meaningful. At first, the sentence structure appears as a reality closed to the child and, initially, he is directed only to its global content; gradually he progresses to a de-globalizing or spontaneous analyzing by which he sees and hears separate words and letters/sounds. By means of deglobalizing, which is followed and completed by a consciously attendant analyzing, the child finally makes a breakthrough to the sound-letter element; i.e., he becomes conscious of the value of each graphic element or letter characteristic.

Although de-globalizing, together with the attendant analyzing, necessarily are intermediate phases between initial global-associative imprinting and the occurrence of autonomous acts of reading and spelling, they cannot stand apart from the other aspects of the activity form. The three aspects (globalizing-analyzing-synthesizing) always manifest themselves as a totality-act.

Thus, analyzing and synthesizing presuppose each other, and hardly can be separated. The discovery that sounds and letters are the "building blocks" of the spoken and written word always occurs

within the context of sentences and words; i.e., the meaning of the parts is in the whole word or sentence. Hence, there is complete agreement with Stander⁽¹³⁾ who characterizes the aim of this three-fold unitary act as a differentiation-within-structure (i.e., an analysis for the sake of analysis doesn't take place, but for the sake of constituting the meaning of the word and sentence).

By de-globalizing, and the accompanying analyzing, a child gains insight into the written and sound systems. Language gradually shows itself to the child as a structure; i.e., he becomes aware of the ways in which living phonetic language is visually represented, and the reverse. Thus, there is a conscious search for patterns, relationships, and connections within the acts of reading and spelling; in other words, this discovery of language structure occurs in terms of a cognitive act-structure which gradually becomes a non-cognitive act-structure (automatism) as a child's insight into the structure of reading and spelling grows.⁽¹⁴⁾

Between the cognitive and non-cognitive act-structures are more refined and differentiated structures, or ordering principles which serve as a bridge for a transition to automatism: first, a child discovers that there are certain patterns of letter-sound connections. However, this pattern forming (model scheme) is merely on a concrete level. Gradually, these patterns acquire finer differentiations, and pattern forming now occurs on a more abstract level (etiquette scheme). In achieving this, the cognitive act-structure is changed to a non-cognitive one, or to an automatism, a condition for ready familiarity and knowledge. Such automatism, thus, are used without needing to be analyzed by means of cognitive structuring.

Acquiring a language as a form-system is supported by the valence formation, and valence value of language⁽¹⁵⁾ which is an appeal (positive or negative) which a child can answer. Reasons for a negative appeal [valence] are many, among which are deficiencies in the language teacher's instruction and methods, textbook organization, a qualitatively "poor" language milieu in which a child is growing up.

Corresponding activity forms exist for both the acts of reading and spelling; moreover, their structures are continually interconnected. There also are connections continually made among systems of

distinct words. Louw⁽¹⁶⁾ indicates, in this respect, for example, that a child discovers that vowels and consonants have to follow each other in certain patterns to be able to form a word. Now, he must be able to form a connection between the system formed by a specific word and another "new" word. When this happens, there is transferable insight.

Thus, the entire structure of language is built on various systems and, if he is to acquire a command of language symbols, a child has no other choice than to discover this system. Unfortunately, this breakthrough does not occur in a mechanical way, and the task of guiding a child to this discovery (often) rests squarely on the shoulders of the teachers in the beginning classes.

From this cursory discussion of the qualitative act-structures at the basis of constituting the acts of reading and spelling, it should not be concluded that reading and spelling can be reduced merely to a cognitive matter. It is and continually remains a matter for a person; language (thus, reading and spelling) continually addresses a child as a person. Also, in orthopedagogic-orthodidactic evaluation, this fact is continually kept in mind because it never only involves a particular achievement or "ability", but always a child as a person.

Thus, orthodidactic evaluation involves much more than an investigation of the types of reading and spelling errors a child makes. A qualitative analysis of all errors must be made to fathom the deficiencies in the basic act-structures of reading and spelling; but this analysis also must be viewed against the background of the total activity structure of language. This cannot and must not be considered apart from the child as a person.

Because of the nature of the matter, the media used to acquire such an orthodidactic image are exclusively language media. Following is a brief discussion of orthodidactic evaluation:

Above it is repeatedly emphasized that reading and spelling are not exclusively cognitive acts but that they are also actualized on the level of the personal. Therefore, reading and spelling problems should never be viewed as a partial defect; should this happen, the child then is reduced merely to a reading and spelling problem. From this, it also follows that orthodidactic evaluation no longer revolves around

administering several diagnostic and achievement tests, and that an analysis of errors cannot be its final aim. Such a procedure which, alas, is still practiced, can be criticized as being the diagnosis and treatment of symptoms.

Since a reading and spelling problem touches a child's entire being, this implies an essential fathoming of the nature of the world of meaning of the child-in-distress--something which can become evident only in the orthopedagogic-orthodidactic evaluation. As far as orthodidactic evaluation is concerned, it is a means of fathoming the child in dialogue with his shortcomings, as well as understanding the deficiencies in the basic act-structures of the activity forms of reading and spelling. The indispensable analysis of errors, therefore, is the starting and not end point, because it is from them that the deficiencies in the qualitative course of the acts of reading and spelling, as acts of language, must be investigated.

Without at all claiming or insinuating a rigid pattern, the main aspects of orthodidactic evaluation take approximately the following course:

i) Conversation

Without at all going into the fact that a conversation is a means of establishing an encounter, or that, as a historicity interview, it provides important information about school, sports, social activities, etc., it deserves brief mention as a means of evaluation. Namely, language is a direct and immediate involvement by which a child must continually verbalize his own existential relationships, and it is obvious that, in being involved with language, he can discover it as his language. Does he have a rich or poor vocabulary at his disposal? Are his answers to the pedagogue's questions merely "yes" or "no"? Does he also **lived experience** his shortcomings on an affective level? Is he eager to receive help for his reading and spelling problems? From these and many other questions, an apparently innocent conversation between child and pedagogue can provide answers of great use in establishing a reading and spelling image, as an image of **lived experiencing** them.

ii) Spelling, dictation and reading aloud

Although not adequate in themselves, the use of suitable reading material from the child's school reader, a number of spelling words, and some dictations are indispensable for constructing an image of a child's reading and spelling deficiencies; from this, further investigation is possible of the deficiencies in the ways of constituting the activity-forms of reading and spelling. It must always be kept in mind that a child with reading and spelling difficulties enters a dialogue with his shortcomings when these media are used and, therefore, pedagogical observation is of greater significance than merely recording reading and spelling errors.

It is here where **lived experiencing** limitations is brought to light in all its nakedness, and, therefore, this is a moment when a child throws himself open for pedagogical exploration. Think of his being defenseless when he is required to move in the direction of the world of symbols, of the emergency measures he uses merely to hide his confusion from the pedagogue (e.g., by purposely writing illegibly, by trying to hide his work with his hands). It is in such moments that an important truth must be underlined--when a child fails, he is involved in this with his total being as a person; he does not merely **lived experience** his deficiency with his brain (i.e., cognitively) but, indeed, as a person.

iii) **Comprehension tests**

The test usually is taken from a textbook, preferably on a level one year below the pupil's grade level, to try to ensure that the requirement is not too difficult. The importance of the comprehension test is that it gives an indication of the level on which thinking moves. Such a test lends itself to this end admirably because responding to it requires mobility of thinking on an abstract level, it requires sustained attending for a relatively long period of time, etc. There is no mention here of mechanical methods of solution such as in arithmetic. The comprehension test confronts a child with his own thinking, and firmly pins down his command of language.⁽¹⁷⁾

iv) **The composition**

The composition lends itself admirably to an exploration of a child's affective world. As a medium of linguistic expression (and projection), it is an outstanding medium for discovering a child as his language. Thinking and fantasizing, as child modes of being, his

intentional directedness, vocabulary, spelling, syntax, suppleness of language, etc. are ascertainable in a composition.

3. Examples of orthopedagogic-orthodidactic evaluations of children with reading and spelling difficulties

A) Sarel, 10 years 10 months, grade 5

1. Historicity image

a) Hetero-historicity

Sarel is the oldest of four children, and comes from a fairly average family in which the relationships seem to be good. His father is a government official, and his mother a teacher.

With respect to physical development, both pregnancy and birth are normal. Also, the course of further development is normal and without incident. However, at nine years, an oculist determined that Sarel has a 15 degree converging strabismus (cross-eyed). Since then, he has worn glasses and, according to the oculist, the problem has been corrected.

At 6 years 7 months Sarel entered school and, according to his mother, he was school ready. During the first term he experienced no problems, but during the second term, there was a change of teachers. For the remainder of the year, as well as for the succeeding year, he was instructed by this teacher. It was after this change in teachers that Sarel began to experience reading and spelling problems, and now his mother maintains that his teacher was very inexperienced and that she neglected the teaching of reading.

At present, Sarel has so many problems with reading and spelling that his parents must read his class notes to him before each test or examination. Despite this, he achieves moderately well, but there has been a downward trend regarding both his school achievement and his directedness to his schoolwork. For example, in the first grade, he attained an average of 79%, while his most recent report card shows an average of 58%. According to his parents, he readily accepts help with his schoolwork, especially from his mother--provided it is not assistance with reading and spelling.

Sarel is left-handed, although this does not occur in the rest of the family.

b) Auto-historicity

Sarel says he likes going to school only a little, but that it would be very pleasant if only he could read and spell. He doesn't like homework much, but he is fond of nature and, especially, his pets. Before he began wearing glasses, he always sat in the back of the class, but since wearing them, he sits in the front.

2. Reading and spelling as images of lived experience

a) Wiggly blocks

As soon as instructions were given, Sarel immediately directed himself to the task. Although initially, he proceeded by trial-and-error, later his activity was more planned, and the quality of his work rose from a chaotic to a more coordinated level. At first, his work attitude was one of seeking help (which he readily accepted), but gradually he worked more independently.

From his action with this medium, it is inferred that an initial pathic **lived experiencing** gradually gave way to a more cognitive attunement to the task. The initial use of trial-and-error indicates pathic **lived experiencing**, but by planning and insight, the pathic was broken through to a suitable structuring of the block building act, and a more cognitive focus became possible.

From Sarel's work level and attitude, it is inferred that his use of trial-and-error reflects a stagnation on a global level, and that a planned work attitude first began to take form when he broke through to an analysis of the different blocks (i.e., recognizing and selecting the corner blocks, the side blocks and the middle one).

b) The Rorschach inkblot medium

i) Formal analysis:

36 responses in 19 minutes

W = 7 (WS = 2)	F = 27 (21+)	A = 16	P = 4
D = 16	M = 3	Ad = 4	O = 2+
Dd = 11	FC = 3 (1+)	H = 5	
DdW = 1	CF = 2-	Hd = 3	F+% = 77
DS = 1	Cd = 1	Anat = 3	A% = 55
		Obj = 4	H% = 22
		Nat = 1	P% = 11

Experience type

M : C :: 3 : 3 1/2 = ambi-equal

Succession

Loose

ii) Aspects of lived experiencing

When the formal analysis is subjected to a penetrating study, the following inferences are drawn regarding the levels of **lived experiencing** in terms of which Sarel constitutes his reading and spelling world.

First, there are clear indications of a pathic mode of **lived experiencing**. The following responses confirm this: **DdW**, **D**, **FC-**, **CF-**, high **A%** and a loose succession in responding. Kotze⁽¹⁸⁾ notes: a confabulation response (**DdW**) suggests restraints in cognitive modes of being, such as thinking, remembering, and perceiving; a white-space response (**WS**, **DS**) is an indication of opposition and aggression, and, therefore, also reflects **lived experiencing** on a pathic level; a detail response (**D**, **Dd**) suggests grasping the immediate, the simple, the concrete and, therefore, also pathic **lived experiencing**. In addition, Kotze indicates that a color response (**FC-**, **CF-**) is an indication that the affective usually is not under intellectual control. In other words, this indicates pathic lability which floods and restrains gnostic-cognitive **lived experiencing**. Also, concerning the high **A%** (animal), Kotze notes that it reflects both stereotypic thinking and is a form of perseveration, indications that the pathic cannot be broken through to a more gnostic-cognitive level of **lived experiencing**. In addition, a loose succession indicates a fluctuation in attending, and this reflects a pathic involvement with reality.

On the other hand, there also are a great many responses interpreted as gnostic-cognitive in nature, of which **W**, **M** and **F+**, as well as the ambi-equal experience type are examples. Since a whole (**W**) response reflects systematic thinking, especially when it occurs with high quality form (**F+**), there are indications that Sarel takes a

gnostic-cognitive attitude (the formal analysis shows a high F% and 7 W responses). Movement (M) responses indicate a preference for thinking over feeling and a creative potential by means of fantasizing. Viewed in this way, an M response also is an indication of **lived experiencing** on a cognitive level.

In summary, it is concluded that Sarel constitutes his reading and spelling world in such a way that there undoubtedly are pathic-affective, and gnostic-cognitive aspects, but, for all of that, he usually is caught in a pathic flooding. The large number of D and Dd responses indicate that he has difficulty moving to a differentiation on a gnostic-cognitive level, and when he does perceive, since it is on a gnostic and not a cognitive level, he only arrives at an analysis and not a synthesis. It is for this reason that responses are repeatedly given which indicate an unintegrated perceiving. For example, note his responses to Plate IV: "This looks like a pelt or something. This looks like two forelegs. This looks like two hind legs. There is a little hook by the two hind legs."

With respect to actualizing intelligence, as inferred from this medium, Sarel has at his disposal a fairly good quality of intelligence (compare, e.g., the high F+%, W and M responses), but the high A%, the loose succession and the low P% clearly indicate pathic flooding with a consequent restraint of the gnostic-cognitive resulting in an inadequate actualization of his intelligence.

Regarding his readiness to enter learning (i.e., reading and spelling) relationships with others, from this medium, such readiness seems less positive in nature (especially given the relatively few H, FC+ and P responses, as well as his ambi-equal experience type).

c) **Apperceptive media**

On these media, which include the **Four Picture Test** of van Lennep, and certain pictures from the **Columbus Series** of Langeveld, Sarel scarcely expresses more than a mere description of each separate picture. In other words, he is not able to take a distanced (cognitive) attitude, but rather **lived experiences** them as immediate and concrete. Gnostic-cognitive moments, such as schematizing, ordering, thinking, imagining, and fantasizing, as a result of his pathic attunement, scarcely materialize. His relationship to things and others is equally pathically colored as seen in his rendering of one of the **Columbus** pictures (picture 8):

"The children are busy playing before school. John's gang is busy creating a secret for themselves. Jim sits on a garbage can and Mary and Sally are busy skipping. A young woman looks out at them from behind a window. She looks vicious."

d) Incomplete sentences

This medium also shows a strong pathic involvement with reality. In this regard, compare the following: "I like very sweet ice cream; I feel very tired; I enjoy birthday parties; My greatest worry is my homework; People who don't understand me are dumb." From these sentences, it seems that there are not only pathic ways of learning (reading and spelling) but also that the learning relationships are very pathically colored.

e) Actualizing intelligence

Sarel obtained an IQ of 110 ($V = 108$, $NV = 113$) on the **New South African Individual Scale**. The results from this medium provide nearly the same image manifested by him in the other media. In general, this amounts to an image of a pathic attunement. It is important to note that he experienced great problems in succeeding with patterns which had to be constructed with blocks from examples (Subtest 6: Block Design). On this task, he fell back on a trial-and-error approach which, again, indicates that he has difficulty analyzing the global pattern which is a pre-requisite for synthesizing the blocks into a meaningful whole.

f) Media for determining hand and eye dominance

By direct observation, it is ascertained that when Sarel writes, he does so with his left hand but, in contrast to a left-hander, he slants the paper to the left instead of to the right. At the same time, his face is slightly rotated to the right while his head is bent in the direction of his right shoulder.

Since it often happens that a child is right-handed and left-eyed (or the reverse) and since this often can lead to confusions which negatively influence his spelling (writing), it is important to determine which eye is dominant. By means of a simple procedure (the child is asked to hold a tube with both hands and to aim it at an object), it is ascertained that Sarel's right eye is dominant, since that is the eye to which he brought the tube in aiming it. Since

he is right-eyed but left-handed, it is not surprising that there is a lateral disturbance.

Summary

Sarel fails in breaking through his pathic **lived experiencing** of reading and spelling to be able to direct himself to the cognitive. Because of his pathic **lived experiencing**, his perceiving is severely restrained. Namely, in perceiving he fails in handling the activity forms of globalizing, analyzing, and synthesizing.

3. Orthodida ctic image as image of defects

in the
activity
structure
of reading
and
spelling

**a) Error
analysis**

**i) Spelling
and
dictation
errors as**

manifested
in the
different
media (in
Afrikaans)

aa)
Problems
with open
and closed
syllables:

Uieraares
instead of
eienares
grooter
instead of
groter

laste mal
instead of
laaste maal
bome
instead of
bomme

bb)
Transposit
ions
(reversals,
etc.)

tergeleerge
stel
instead of
teleurgeste
1

cc)

Confusion

of vowels

and

consonant

s

stoud
instead of
stout
hartloop
instead of
hardloop

brym
instead of
brein
serkel
instead of
sirkel

selwer
instead of
silwer

dd)
Phonetic
spelling

Wieliekie
instead of
wieletjie
oonskynlik
instead of
oensskynlik

biekie
instead of
bietje

ee)

Elisions

rewower
instead of
rewolwer
plotsel
instead of
plotseling

medsyne
instead of
medisyne
verening
instead of
vereniging

ff)

Confusion

of

diphthong

s

Uieraares
instead of
eienares
tergeleerge
stel
instead of

teleurgeste

1

goot

instead of

goed

naalborsel
instead of
naelborsel

ii)

Reading
errors

When Sarel
reads, he
tries to
maintain a
good
reading

speed at all
costs.

Consequen

tly,

anticipatio

ns,

recognition

errors,
additions
and
omissions
of sounds
and
reversals

are
common.
For this
reason,
there is no
intellectual
control.

aa) The
most
striking
characteris
tic of
Sarel's

reading is
the large
number of
anticipatio
ns such as:

... koeie op
'n styl built
instead of
... koeie op
'n streep
bulk-bulk.

... staan die
melkemme
rs onder
instead of
... staan die
melkers
naders.

... kortste
van
kalwers
instead of
... konsert
van klanke.

bb)

**Insertions
and
elisions**

... om hy
so instead
of ... om
dat hy so.
... so kort
soos voor
instead of

... so kort
voor.

cc)
Transposit
ions

(reversals,
etc.)

na instead
of aan

kry lekker
instead of
lekkerkry

dd)

Misreading

s

hurke
instead of
kurke
dan
instead of
kan

hoede
instead of
hoera

iii)

Comprehe
nsion test

The
answers to
the
Comprehe
nsion test
brought to

light that
when Sarel
cannot
answer a
question
by directly
reading the

answer
from the
text, he
merely
transcribes
a part of
the text as

his answer;
this is an
indication
of his lack
of insight,
and his
hesitant

attitude
toward
language.
Even when
he
formulates
something

in
language
for
himself, a
concrete-
visual level
of thinking

is obvious.
Thus, it
appears
that he
cannot
analyze the
data and,

therefore,
is unable
to attain
the
synthesis
essential
for

formulating
an
answer.

iv) The
composition
n

Sarel
writes
clumsy,
simple
sentences.
They are

poorly
formulated
and have
little
connection
with each
other. The

essay gives
the
impression
of
unconnect
ed
thoughts

which are
simply
pieced
together.
For
example:
"On

September

14 I

bought a

little

mouse for

15 cents.

The mouse

was only
two inches
long with
his body
and tail.
He is much
older than

he should
be. He is
about 8
1/2 inches
long
including
his tail. He

was
operated
on a year
ago."

Finally, in
all his

written
work his
handwritin
g is very
untidy and
hesitant;
i.e., words

and letters
are
continually
erased,
rubbed
out, and
written

over--
which
again
indicates
his
uncertain
ty with

language,
specifically
with
spelling.

b)

Qualitative

analysis of
the basic
structures
underlying
the image
of reading
and

spelling
difficulties

When the
basic
structures
underlying

the above
error
analyses
are looked
at, from
the
beginning,

the acts of
reading
and
spelling
seldom are
actualized
by Sarel on

a non-
cognitive
level (of
automaticit
y).

Namely,
his

thinking is
continually
restrained
in
constituting
the acts
of reading

and
spelling.
In reading,
he has
difficulty
distancing
himself

from the
word to
understan
d the
thought
behind it--
and this is

why his
answers to
the
comprehen
sion test
questions
are given

without
insightful
thought.
His dealing
with the
graphic
presents

an image
of disorder
and a lack
of
schematizi
ng because
he is so

clouded
cognitively
in his
involvement
with
spelling
that the

necessary
schematizi
ng,
ordering,
and
synthesizin
g usually

are
thwarted.

From the
above
error
analysis, it

is
concluded
that the
harmonious
relationships
among

the activity
forms of
globalizing
, analyzing,
and
synthesizin
g are

disturbed.
It seems
that Sarel
especially
stagnates
on a global
level; that

is, he is
unable to
adequately
carry out a
reading
and
spelling

analysis.

This

stagnation

on a global

level

results in

words

appearing
to him in a
global-
diffuse
way, and
this is why
his reading

is so
permeated
with
anticipatio
ns, mis-
readings,
elisions,

insertions,
etc. In
other
words, this
is because
Sarel only
recognizes

some
letters or
syllables,
and from
these data
he then
"guesses" a

word. The
large
number of
elisions in
his spelling
also attests
to his

stagnation
on a global
level.

As
mentioned,
the

cognitive
act-
structure
underlying
reading
and
spelling

has not yet
made room
for a non-
cognitive
act-
structure
(automatis

m).

Reasons
for this can
be sought
in the fact
that he
uses an

inadequate
scheme or
system for
constitutin
g the acts
of reading
and

spelling.

The

impression

is that

Sarel

constitutes

these acts

according
to a
pattern-
form
(model
scheme)
which has

not yet
broken
through to
a finely
differentiat
ed,
abstract

system.

For

example,

he has

discovered

that (in

Afrikaans)

the i-
sound, as
in
revolver,
vereniging,
teleurgeste
l, is spelled

with an e
and,
therefore,
because of
this
concrete
model

scheme, he
also spells
sirkel as
serkel, and
silwer as
selwer.

The lack of
ordering
the system
of symbols
into
regular
patterns

also is
shown in
his
tendency
to spell
phoneticall
y. It seems

that he
constitutes
the act of
spelling
merely on
this
hearing.

For
example,
he has not
yet
discovered
the system
(rule) that

a
consonant
(in
Afrikaans)
must be
doubled if
it follows a

long vowel.
Thus, in
spelling,
when he is
faced with
a problem
of this

nature, he
falls back
on his
hearing
because,
after all,
here he

does have
a "system"
to cling to.
Therefore,
he spells
"groter"
with a

double "o"
and
"blomme"
with one
"m".

From the
above, it
also seems
that the
connection
between
sound and

letter
symbol is
not
properly in
place.
Where one
usually

mentions
two
systems
which are
combined
in such a
way that

they
function as
one, the
impression
here is
that, for
Sarel, the

letter
system is
so
defective
that the
sound
system

dominates
almost
entirely.

No wonder,
then, that
the acts of
reading

and
spelling, as
language-
learning
tasks,
direct a
negative

appeal to
him and
that,
therefore,
he shows a
defective
intention

to learn.
His more
than usual
surrender
to a
predomina
ntly pathic

attunement
possibly
is a result
of this,
while this
also
severally

restrains
him in his
efforts to
adequately
master the
abstract

system of
symbols.

Summary

It seems
that we are

dealing
with a boy
who has
great
difficulty
in breaking
through

the pathetic
mode of
lived
experienci
ng of
reading
and

spelling to
a more
gnostic-
cognitive
level,
which is a
preconditi

on for
adequately
mastering
language.
This has
the
consequen

ce that his
world of
perceiving,
with the
required
distancing
to and

differentiation on a cognitive level, does not follow an entirely meaningful

course for
him
because a
fluent
handling
of the
underlying

activity
forms of
globalizing
, analyzing,
and
synthesizin
g is

severely
restrained.
This is
especially
reflected in
his reading
and

spelling,
where
there are
repeated
indications
of global-
diffuse

perceiving
(e.g., the
fact that he
has
problems
analyzing
sentences

and
words).
Because of
his
problem
analyzing,
synthesizin

g also is
problematic.
This
entire
problem
can be
traced to

his
defective
insight into
the system
of symbols.

A
meaningful

command
of reading
and
spelling
occurs by
actively
assimilating

g,
ordering,
and
arranging
the system
of symbols
into

regular
schemes or
patterns; it
seems that
it is
precisely
this

insightful
arranging
or ordering
twich
Sarel is
unable to

accomplish

•

The poor
constitution
of the
tasks of

reading
and
spelling do
not leave
his
thinking
unharmmed.

Because
language is
not always
available
to him as a
medium
for

thinking, it
is not
surprising
that his
thinking is
chaotic,
disordered,

and
concrete.
In
addition,
the
actualizati
on of his

intelligence
cannot
flourish
fully.

When
there is an

attempt to
indicate
potential
causative
factors for
Sarel's
reading

and
spelling
problems,
possible
didactic
neglect
remains

prominent.
It is clear
that Sarel's
conscious
analyses of
word
structures

is very
defective,
and this
probably
started
during the
beginning

of his
instruction
in reading
and
spelling.
This agrees
with data

acquired
from the
historicity
image.

Other
contributin

g factors
might be
the
converging
strabismus
of his eyes
and his

disturbed
laterality,
especially
considerin
g the
inversions
found in

his reading
and
spelling.
However,
these
factors are
very slight

in nature,
and it can
be
accepted
that both
problems
have been,

or are
being
solved.
The fact
remains,
however,
that these

factors still
can be
contributing
to Sarel's
present
reading
and

spelling
problems.

4.

Orthopeda

gogic-

orthodidac

tic
assistance

At the
beginning,
it is stated
plainly

that
orthopedas
gogically
and
orthodidac
tically
assisting a

child with
reading
and
spelling
problems
can no
more be

separated
than can
reading
and
spelling be
isolated
from his

existence.

The

primary

concern is

with

correctivel

y

educating
a child as a
person,
and never
only with
the reading
and

spelling
difficulties;
therefore,
there
always
should be
mention of

orthopeda
gogic-
orthodidac
tic
assistance.

Regarding
the
orthopedagogic
aspect of
assistance,
the

concern is
with re-
educating
the child
with
reading
and

spelling
problems.
According
to
Sonnekus,
(19)
orthopeda

gogic
assistance
essentially
is aimed at
the child
accepting
and

assimilating
his
disturbed
reading
and
spelling
world, as

his
experientia
l world. In
Sarel's
case, the
orthopeda
gogic

aspect
must be
aimed at
strengtheni
ng his
feelings of
safety and

security,
naturally
in terms of
pedagogica
l criteria.
Should the
orthopeda

gogue
succeed in
this, the
child will
show a
greater
venturing

attitude,
by which
he can
leave
behind his
being
pathically

flooded
and push
through to
placing his
reading
and
spelling

attitudes
on a
cognitive
level. On
the other
hand, this
assistance

also
includes
reorienting
a child's
learning-
directed
intention

so he can
responsibl
y accept
the task.
This latter
view again
points to

the
inseparabil
ity of the
orthopeda
gogic-
orthodidac
tic aspects

of
assisting,
because a
language-
learning
intention
can only

be
stimulated
with
difficulty if
one of
these two

aspects is
missing.

Orthodidac
tic

assistance

means

designing
orthopedic
gogically-
orthodidac
tically
founded
means that

have to
link up
directly
with the
nature of
the
existing

structural
activity
forms
underlying
reading
and
spelling

with the
aim of
correcting
them so
they are
didacticall
y

accountabl
e.⁽²⁰⁾ In the
present
case, this
amounts to
designing
means by

which
Sarel can
move from
the global,
via
analysis, to
a synthesis

so that
meaningful
reading
and
spelling
acts can
occur.

However, it
needs to be
stressed
that there
can never
be a
preconceiv

ed recipe
for the
child to
follow, but
rather the
designed
materials

have to be
continually
changed
and
modified
by the
orthopeda

gogue
accordingl
y as new
insights
are
acquired.
Consequen

tly,
assisting
also
deservedly
can be
considered
an

evaluative
situation.

The
following
discussion
of the

proposed
materials
for
assisting
Sarel
should be
viewed in

light of the
above
comments.
First, it is
recommended that
words and

sentences
be
presented
visually.
Then, the
sentences,
as

conveyors
of thought,
have to be
broken up
or
differentiat
ed. In

other
words, the
child has
to discover
that a
sentence is
made up of

words
having
particular
relationships
with
each other.
The

orthopedg
ogue can
proceed
as follows:

In clear
cursive

script,
write a
number of
short
sentences
in
imperative

form on
separate
cards. The
sentences
should be
composed
so that

they
correspond
exactly
with each
other
except that
one or two

words can
differ. For
example,
the
following
sentences
each can

be written
on a card:

Plaas die
bal op die
tafel. (Put

the ball on
the table).

Plaas die
boek op
die rak.
(Put the

book on
the shelf).

Plaas die
bril op die
stoel. (Put
the glasses

on the
chair).

At a later
stage, the
verb and
preposition

can be
changed
while the
other
words in
the
sentence

remain
constant.

Now, one
of the
cards is
given to

Sarel and
he is asked
to carry
out the
instruction

•

Beforehand

he is told
that he will
receive the
next card
only if he
correctly
carries out

the
assignment
, and that
the
number of
assignments
she can

correctly
complete
will be
kept track
of. When
completing
the

instructions, he also has to read the sentence aloud. In this playful

way, he is
forced to
analyze the
sentences
into words.

In the
same way,
Sarel can
be guided
to discover
that each
letter in a

word has a
meaningful
and
valuable
role to
play. This
can be

done with
instructions
on a
series of
cards such
as:

Kyk na
die mier.
(Look at
the ...).

Kyk na
die dier.

Kyk na
die tier.

Not only
are the
sentences
held

constant,
but so are
the words,
except that
one letter
in one
word is

changed.
Thus,
correctly
executing
the
particular
instruction

implies a
fine
differentiat
ion, and in
this way
the child
can

discover
that each
letter in
the whole
word is
meaningful

•

When a
child
makes this
much
progress in
analyzing,

assistance
has to be
directed to
discoverin
g a
structure
to

language;
i.e., he has
to be
guided to
discover
that letters
and groups

of letters
follow each
other
according
to certain
patterns or
systems.

To guide a
child to
such
system
forming
(discovery)
, the

orthopeda
gogue can
construct
words that
follow
similar
spelling

rules for
the child
to group,
order and
classify.

For
example,

to show
that (in
Afrikaans)
the plural
form of a
word with
a closed

syllable
undergoes
a doubling
of the
consonant,
he can

proceed as
follows:

Always
with the
aim of
linking up

with Sarel's
experientia
l world, the
orthopedg
ague can
question
him about

a situation,
e.g., in
which they
are
actually
going to
eat an

apple.

Words

appropriat
ely

connected

with the

progressio

n of eating
are written
down in
singular
form, e.g.,
mes
(knife),

skil (peel),
stuk
(piece), pit
(seed), etc.
Now when
more than
one peel

(skille)

falls on the
table or a
number of
seeds

(pitte)

remain at

the end,
Sarel is
asked to
change (in
writing)
the already
written

word to its
plural
form.

(Note that
he is not
asked to
write a

completely
new word
in its
plural
form--but
to add the
necessary

letters to
the word
already
written by
the
orthopeda
gogue).

In this
way, he
discovers
patterns
and
acquires

practice in
synthesizin
g.
Discoverin
g patterns
occurs
naturally

with the
orthopedic
goggles
actual help
and
support.
Because

two
different
handwritin
gs are
united in
one word,
the word

written (by
them)
lends itself
to an
analysis
that is
necessary

for an
insightful
break
through to
the
language
structure.

For
example, it
can be
pointed
out to
Sarel that
the word is

monosylla
bic, that it
has only
one vowel
and, of
importance
, that a

short
sound is
represente
d by a
single
vowel, etc.

By, in this
way,
gaining
insight into
the ways in
which the
living

(spoken),
phonetic
language is
visually
represente
d, the
child's

stagnation
on a global
level can
be
eliminated
so that his
acts of

reading
and
spelling
can be
meaningful
via the
activity

forms of
globalizing
-analyzing-
synthesizin
g.

Finally, it
needs to be
stressed
that the
orthopedic
gologist as a
person,

and not
just the
means of
assistance,
plays a
very
important

role in
orthopedic-
gogic-
orthopedic
didactic
assistance.
Forming a

pedagogic
encounter
is of the
greatest
importance
for a
child's

experience
of security
that, in
itself, is a
preconditi
on for a
venturing

attitude
toward the
acts of
reading
and
spelling.
Orthopeda

gogic
action that
is linked to
the child's
experientia
l world
leads the

formation
of a
positive
valence-
appeal
from the
reading

and
spelling
acts that
again is a
preconditi
on for the
successful

course of
the activity
forms⁽²¹⁾.

B) Helen,
10 years 4

months,
grade 5

1.
Historicity
image

a) Hetero-
historicity

Helen is
the
youngest
child in an

English-
speaking
family and
has an
older
brother
who is

sickly and
who
required a
great deal
of
attention
when he

was
younger.
Her father
is a
businessm
an and her
mother

works full-
time as a
typist.

The course
of Helen's
physical

development was normal and she is very healthy. However, it

is
remarkable
that her
mother is
not well
informed
about her

developmental image.
Further,
Helen
seems to
be very
impudent

and
moody.

Her
parents say
they bring
up their
children

strictly but
that Helen
does not
accept her
mother's
authority
at all.

Thus, the relationship between her and her mother is not at all good. Her

mother
openly
admits that
she has
never
accepted
her

daughter
because "I
and Helen
are not
tuned into
the same
wave-

length."
She does
not
understand
Helen
and even
thinks the

maid
knows her
better than
she does.
She has
often
threatened

to send
Helen to a
boarding
school
"just to get
her out of
my sight."

From the
above, it is
not at all
surprising
that
regarding

her
schoolwork
, she will
not accept
any help
from her
mother.

Attempts
to help
usually
end in
fierce
quarrels
because

her mother
accuses her
that she
will never
be able to
take care
of herself

because
she won't
learn,
while
Helen
responds
in a

recriminati
ng way
that her
mother can
care for
her
because

she indeed
works and
has lots of
money.

Helen
entered

school
when she
was six
years old
and,
according
to her

parents,
she was
ready for
school.

Her
achievement
was

relatively
good in
grade one
but it
dropped in
grade two.
Also, she

could have
failed
grades
three and
four but
each time
she was

given the
benefit of
the doubt
and
promoted.
She usually
experience

s problems
with
reading
and
spelling.
Her
parents

contend
that no
teacher
takes more
than a
passing
interest in

her and
she is
usually
placed at
the very
back of the
classroom.

b) Auto- historicity

During the
conversation,
Helen

seemed to
be very
unfriendly
and
distant,
and she
answered

the
questions
merely
with "yes"
or "no".
Although
she later

warmed up
and more
readily
participate
d in the
conversati
on, her

relatively
small
vocabulary
and the
great
number of
stereotypic

expressions
(clichés)
she used
were very
conspicuous.
S.

In
addition, it
appears
that Helen
does not
like school
at all; as

reasons for
this she
mentioned
the fact
that she
cannot
read and

spell and
also that
her teacher
takes no
notice of
her.

Moreover,

going
home at
noontime
is not an
acceptable
prospect
because

there is no
one with
whom she
can chat.

2. Reading
and

spelling
image as
image of
lived-
experience

a) Guide
it

As a rule,
Helen's
active
involvement

nt with this
medium
showed a
mode of
being on a
pathic
level. The

manifestati
on of a
defective
insight
regarding
the
problem, a

stagnation
on a trial-
and-error
level and
an
accompany
ing chaotic

work level
are a few
aspects
that point
to her
inability to
distance

herself
from the
task
presented.
In
addition, it
seems that

she was
poorly
directed to
the task.
(It also was
noted that
she is

right-
handed
and that
there are
no
noticeable

motor
defects).

b)

Actualizin

g

intelligence

Helen
obtained
an IQ of 96
($V = 92$,

NV = 103)
on the New
South
African
Individual
Scale. She
was poorly

directed to
the
different
tasks and
consequently her work
tempo was

slow. A
preponder
antly
pathic way
of learning
was
observable

on almost
all subtest
items, but
this was
most
clearly
evident on

those items
requiring
the use of
language
as a
medium
for

thinking
and for
formulating
an
answer.
For
example,

on the
Comprehe
nsion items
she seldom
gave
answers
when

experienci
ng is on a
cognitive
level. Very
quickly,
Helen's
responses

indicated
pathic
flooding,
which
often is
evidence of
a deficient

distancing
between
the
concept
and a
particular
experience

. In this
connection
, compare
the answer
to the
question
"Why

should you
stay at
home
when
you've got
an
infectious

disease?":
"Because
it's nice
when
mummy
looks after
you."

c) The
Rorschach
inkblot
medium

1) Formal analysis

6

responses

in 17

minutes

$$W = 6$$

$$(2+) \quad F = 6$$

$$(2+) \quad A = 5$$

$$P = 2 \quad \text{Obj}$$

$$= 1$$

Although
Helen
actually
gave 30
responses
in 17
minutes,

only 6
were
remotely
scoreable.
It is clear
that an
analysis

based on
so few
responses
cannot be
reliable; the
therefore the
above has

to suffice.
Illuminating,
however,
is her way
of
responding
to the

inkblots,
especially
regarding
the 24
unscorable
answers.
The latter

are
reducible
to the
following
three
similar
sounding

sentences
which were
given to
each of the
plates with
monotono
us

regularity
(with the
exception
of Plates I
and IV--the
latter was
refused):

"It's got a
nice
pattern.

It's got a
nice color.

It's got a

nice
shape."

2) Aspects
of lived-
experienci
ng

A
fathoming
of the
above
brings to
light

enough
evidence to
assert that
Helen's
way of
being
(learning)

primarily
occurs on a
pathic
level
which,
naturally,
restrains

the
gnostic-
cognitive.
The
unscorable
e
perseverati

ons point
to the fact
that she
construes
the plates
as surface
configurati

ons (Kijm);
that is,
they are
experienced
as a
naive
sensing-

for-me and
a
breakthrou
gh to a
distanced
cognitive
way of

being
cannot
occur. The
refusal of
Plate VII is
viewed in
the same

light.

From the
preceding,
it is not at
all
surprising
that all 6

scoreable
responses
are whole
responses
(W)

because of
a deficient

analyzing
and
synthesizin
g as
abstracting
;
consequent

ly, at most
the plates
appear to
her as
global-
diffuse.

d)
Apperceptive
media

It is
conspicuous
that as

often as
the
opportunity
presented
itself,
Helen saw

and
experienced another
person as
the point
of concern
in her

world; this
appeared
as a
doubling
of self-in-
affect
(projection

) during
which she
showed
her
negative
learning
relationshi

ps with her
mother
and
teacher as
well as a
predomina
ntly pathic

mode of
being
(learning).
The latter
is
especially
viewed in

the light of
her
inability to
break
through
this
learning

world to a
distanced
(cognitive)
position of
giving and
experienci
ng

meaning.

In this
connection
, her
rendition
of the
Violin

picture (T.
A. T., 1) is
a good
example:
"He is
sitting
down and

is thinking
what he
shall do.
He should
go and ride
his horse.
He finished

all his
homework.
He is not
happy at
school. He
is sad
because his

teacher
was hitting
him. He
told his
mother
about his
sadness.

She wasn't
very sorry
for him.

So he
played in
the sand

all by
himself."

e)

Incomplet

e

sentences

Conspicuo
usly, the
majority of
sentences
were
completed

with a few
words and
often they
were
meaningless.
Thus,
there is

evidence of
a hesitant
relationship
with
language
but also
she cannot

formulate
the
meaning of
the words.
The latter
possibly is
attributable

e either to
deficient
reading
(she
incorrectly
reads the
words/sent

ences) or
to a
qualitatively
poor
understanding of
language

which, in
part, leads
back to
deficient
reading.
The
following

sentences
illustrate
the above:

I feel it.

When I

was

younger
meat. (Has
she
perhaps
misread
"hunger"
instead of

"younger"

-- hence

the

response

"meat"?).

Dating

dress.

Sometime
s to do.

The only
trouble is
nice.

In
addition, a
stereotypic
, cliché-
ridden use
of
language is

evident
which
points to a
hesitant
involvement
with
language

and a poor
vocabulary

•
•

My
father is
nice.

Dancing
is nice.

The
future is
nice.

f) Media
for
determini
ng hand
and eye
dominance

By using
simple
media and
direct
observation,
it was
established

that Helen
is right-
handed
and right-
eyed.

g) Media
for
evaluating
motor
coordination,
form
perception

and spatial
orientation
n

On the
basis of
media such

as the
alabaster
board, the
Ellis Visual
Design and
the Vedder
Figures

and Form
board, it
was
established
that Helen
shows no
noticeable

deficiencies
with
respect to
the above.

3.

Orthodida

ctic image
as image
of defects
in the
activity
structures
of reading

**and
spelling**

**a) Error
analysis**

i) Spelling
and
dictation
errors as
manifested
in

different
media:

aa)

Phonetic
spelling

notie

instead of

naughty

nubul

instead of

nibble

ceaten

instead of

kitten

finch

instead of

finish

a loud
instead of
allowed
roast
instead of
rolled

bb)

Confusions
of vowels
and
consonant
s

n/m:

sunpil

instead of

simple

f/b:

fussufes

instead of
bus service
frak
instead of
brake

s/sh: suun
instead of
shine

sam
instead of
shame

ch/th:

nuching

instead of

nothing

n/th: nen

instead of

then

p/b: parth
instead of
bath

g/c: got
instead of
cot

c/g: came
instead of
game

cc)

Transposit
ions

(reversals,
etc.)

Yolle
instead of
yellow

Rodeb
instead of
Robert
homerwick
instead of
homework

surte
instead of
strate
(Afrikaans)

dd)

Meaningle

ss

spellings

curelke

instead of

quickly

suun

instead of

shine

oup

instead of

up

ctat

instead of

so that

icgs

instead of

eyes

blowp
instead of
blue

ee) It is
striking
that a

great
number of
words were
written
(spelled)
inconsiste
ntly:

nuvin/nuc
hing

instead of

nothing

tefone/tulf

on instead

of
telephone
reaseva/re
seve
instead of
receive

cuelke/ quk
ul instead
of quickly
sventie/ sev
etey
instead of
seventy

fussufes/b
us suves
instead of
bus service
yolle/yollu
instead of
yellow

ii)

Reading
errors

Where
during the

spelling
and
dictation
tasks Helen
could
"hide" her
deficiencie

s by
constantly
keeping
her written
work
covered
with her

hand,
during
reading,
precisely
where her
shortcomings are

strongly
experienced, she tried
to evade
the task
with such
remarks as,

"I would
rather
recite you
a poem
...?"

It is
remarkable
that Helen
reads
word-for-
word and
consequent

ly at a slow
reading
rate.

However,
mis-
readings
are

common
and show
no attempt
at
intellectual
control.
Therefore,

reading
with
insight is
out of the
question.
She
showed the

following
types of
reading
errors:

aa)

Misreading

s

stable

instead of

saddle

slips
instead of
stirrups
full rows
instead of
fowl runs

chickens
instead of
children
first
instead of
fast

plad bed
instead of
pleaded

bb)
Elisions

greed
instead of
greedy
chick
instead of
chicken

iii)

Transcript
ion

Slight
errors such
as elisions

and
insertions
occurred
(fow
and.fowle
instead of
fowl), but

even more
remarkable
is her poor
intentional
directedness
as
shown,

e.g., by
omitting
punctuatio
n marks
such as
commas,
periods

and even
capital
letters and
also by not
crossing t's
(lo instead
of to) or

by crossing
the wrong
letters
(telluce
instead of
lettuce).

iv) The composition n

In carefully
reading the
composition

n, the
content
comes
across as
almost
entirely
meaningless

s. This is a
result of
frequent
senseless
spelling as
well as the
complete

omission of
any form
of
punctuatio
n. The
following is
an example

of such a
sentence,
and since
it is not an
extreme
example,
possibly it

can be
understood that the
above
remarks
are not too
severe:

nen we
hato
holum with
a rag ctat
the sampo
werd

not get in
his ics his
nyme is
micie

[With
Helen's
help, this

was later
deciphered
as:

Then we
had to
hold him

with a rag
so that the
shampoo
would not
get in his
eyes. His
name is

Mickey.]

v)

Comprehe
nsion test

A simple
eight item
(four
directed to
content
and the
rest

requiring
insight)
comprehen
sion test
was given
to Helen to
complete.

In light of
the data
from the
media
already
mentioned,
her

achievement
on this
medium
was rather
predictable
: Only
those

questions
whose
answers
are
directly
available
in the

reading
material
were
answered
and only
with a few
words.

The rest of
the
questions
were
merely
omitted.

Thus, it
seems that
as a result
of
restricted
language
(reading

and
spelling),
she has
difficulty
abandonin
g a
concrete-

visual level
of
thinking.
Therefore,
there is
scarcely
mention of

the
insightful
because for
this it is
necessary
to
transcend

the word
to the
thought
which, in
itself, is a
mode of
learning on

a cognitive
level.

b)

Qualitative
analysis of
the basic

structures
underlying
the image
of reading
and
spelling
difficulties

The
deficient
insight into
language
structure
implies

that there
is a gap in
the
totality-act
of
globalizing
-analyzing-

synthesizin
g. Helen
shows
conspicuous
s problems
with
analyzing

which, in
its turn,
does not
leave the
act of
synthesizin

g
untouched.

If the
question of
the
etiology of

the above
is posed, it
first has to
be frankly
stated that
this does
not involve

tabulating
a list of
causative
factors
which
ultimately
results in

an
integrated
totality-
image, but
rather that
it involves
a search

for the
essentials
of the
child's
learning
world.⁽²²⁾

If,

however,
only the
error-
analyses
are
considered
, then one

is
condemne
d to
certain
possible
causes that
have to be

briefly
taken into
account.
For
example,
as a
consequen

ce of
symbol
confusion
and
meaningless
spelling,
one can be

led to
consider
nothing
more than
a possible
hearing
loss or

even
acoustic
agnosia.
Similarly,
an optical,
perceptual
disturbanc

e or also
optical
agnosia are
possibilitie
s suggested
by the
large

number of
misreadings
and
reversals.

However,
both of

these
hypotheses
are
rejected.
The first is
rejected
because

Helen does
succeed in
spelling
some of
the words
phoneticall
y. The

second is
rejected
because
her mis-
readings
give the
impression

that she is
able to
distinguish
each
separate
letter and
that she

misreads
only
because
she is not
able to
construct a
word from

the
separate
phonemes.
The
relatively
good
transcripti

on results
also
contribute
to
undermini
ng these

hypotheses

-

In a search
for the
basic
structures

underlying
the above
error-
analyses, it
is accepted
with great
confidence

that for
Helen the
sound-
language
symbol
connection
has

assumed
an
unsteady
form
(compare
neglected
symbols,

reversals
and the
meaningless
spellings).
In other
words, for

her,
language
has taken
the form of
symbols in
such a
modest

way that
the acts of
reading
and
spelling
are not
controlled

as
automatis
ms. Thus
these acts
remain a
matter for
her of

continually
constituting them
cognitively
(i.e.,
explicitly
and not

automatica
lly). Now,
if Helen
had at her
disposal an
etiquette
schematic

principle
of
ordering,
these acts
would have
been in
order, but

because of
her
deficient
insight into
the
language
structure,

at most,
she is
relegated
to a model
schematic,
concrete
system. In

other
words, she
engages in
the reading
and
spelling
acts

according
to what is
immediatel
y present
(i.e., the
sound
symbol in

the case of
spelling
and the
global
word in
the case of
reading).

The result
of this is
distressing
because
the English
language
does not

lend itself
to phonetic
spelling or
pronunciat
ion and
because
Helen is

simply
uncertain
about the
relationship
between
sound and
language

symbol.

This is why

her

attempts at

reading

and

spelling

are so
frequently
meaningless.
s.

It is not at
all

surprising
that her
productive
use of
language
(e.g., the
compositio

n) is very
weak
because
here the
sounds,
that serve
as her

foothold, is
now
absent.
Consequen
tly, she is
dependent
mainly on

her
memory of
language
that also
functions
defectively
because

the
language
symbol is
hardly
understood
as a sign
or idea.

Thus, the
above
orthopedagogic-
orthodidactic

evaluation
reveals
that an
essential
aspect of
Helen's
learning

world, as
experientia
l world, is
a blockage
in her
pathic
experienti

ng.

Learning
on a more
gnostic-
cognitive
level,
therefore,

is hardly
actualized.
In view of
her
mother's
non-
acceptance

of her,
which
necessarily
results in
her
experienci
ng

insecurity,
it is
entirely
understan
dable that
the
cognitive is

hardly
mentioned;
experienci
ng security
not only is
a
guarantee

for child
exploration
, it is also
the
preconditi
on for
distancing

to a more
cognitive
level.

Without an
affective
readiness
to

participate,
the
cognitive
often
cannot be
constituted
.

Since both
learning to
read and
write
(spell)
make yet a

greater
appeal to
the child's
feeling
secure⁽²³⁾,
it follows
that Helen

will
experience
almost
insurmountable
problems
with these

acts. This
greater
appeal is
because
both acts
need to be
constituted

in the
absence of
a reading
and
writing
(spelling)
partner; in

addition,
there is
mention of
leaps of
discovery⁽²
4) require a
cognitive

level of
constitution--
especially
regarding
the
qualitative

activity
forms of
globalizing
, analyzing
and
synthesizin
g. It is not

at all
surprising
that the
orthopedic-
gogic-
orthodidac-
tic

evaluation
made it
evident
that there
is a weak
directedness
SS

observable
in
everything
(compare
the
intelligence
medium

and Guide
It) and that
the error-
analyses
especially
gave a
definite

indication
of a weak
intentional
directedness
to
learning
(compare

the
phonetic
spelling,
spelling
words in
more than
one way,

the scanty
use of
punctuatio
n, etc.).

Because of
their close

connection
with
language,
her
thinking,
actualizing
intelligenc

e and
perceiving
are
restrained.
Regarding
her
perceiving,

it is clear
that Helen
does not
stagnate
on a global
level only
with

respect to
reading
and
spelling
but this
stagnation
is also

noticeable
in her
responses
to the
Rorschach
inkblots

(see
above).

The
deficient
reading
and

spelling
acts have
the
inevitable
consequen
ce that
Helen is

unable to
adequately
grasp of
the
learning
content,
and this

also results
in
continual
clashes
with her
teacher.
The

formation
of a
negative
valence is
noticeable
over the
entire

range of
learning
and not
just with
respect to
reading

and
spelling.

Thus, we
are dealing
with a girl
whose

pathically
flooded
experientia
l world is
both the
origin and
the result

of her
confused
learning
relationships that do
not leave
the

different
modes of
learning
unscathed.
The fact
that Helen
has trouble

at home
and at
school
makes the
claim that
she is in a
situation of

existential
distress
not at all
far-
fetched,
and she is
in urgent

need of
help and
support.

4.

Orthopedic
gogic-

orthodidac
tic
assistance

In Chapter
IV and also
in the

discussion
of assisting
Sarel it was
repeatedly
emphasize
d that
assisting a

child with
reading
and
spelling
problems
is never
reducible

to merely
correcting
these
problems
but that
such
assistance

has an
orthopedagogic and
orthodidactic
aspect
which, at
most, are

distinguish
able and
not
separable.
This truth
is well
illustrated

by Helen's
case and
should this
assistance
remain
limited to
"applying"

specialized
, corrective
didactic
means, it
can be
anticipated
that such

intervention will be
doomed to
fail. This
is because
Helen not
only shows

an inability
regarding
reading
and
spelling
but she
also

manifests a
disturbed
experientia
l world. If
this fact is
disregarde
d, then in

giving
assistance,
the
orthopedagogogue, in
fact, is
engaged in

treating
symptoms.

Regarding
Helen, this
means that
the

orthopeda
gogue first
has to
enter her
experientia
l world and
allow his

assistance
to link up
with it. In
truth, the
entire
matter is
characteriz

ed as
supporting
her to re-
experience
the pathic-
affective
(i.e., the

orthopedagogic) as well as the gnostic-cognitive (i.e., the orthodidac

tic).⁽²⁵⁾

The

orthopedic

gogic

aspect

involves

assisting

and
guiding
her to a
readjustme
nt
concerning
herself, her

own
situation,
her own
experience
s; briefly,
she has to
be guided

to
experience
reality
differently
so she can
become
different.⁽²⁶⁾

) For this
to occur, it
is
imperative
that she be
accepted
and

understood as she is.
This
implies
establishing
g an
encounter,

taking her
familiar
experientia
l world as
the point
of
departure,

assuming
an
optimistic
work
attitude,
etc. Even
so, these

means will
have little
chance of
success if
the parents
and
teacher do

not
reorient
themselves
with
respect to
Helen.
Especially,

if her
mother
does not
come to
accept and
understan
d her, it is

firmly
stated that
any
attempt at
helping
her is

doomed to
fail.

To the
extent that
Helen
receives

assistance
and
guidance
to
experience
security,
she will

become
affectively
ready to
participate
gnostically-
cognitively
and to that

degree she
can be
guided to a
gnostic-
cognitive
re-
experienci

ng. This
means that
reality has
to be
unlocked
once more,
she has to

experience
it again
cognitively
and
become
knowingly
involved

with it to
insure her
grasp of
the
particular
slice of

reality at
issue.⁽²⁷⁾

Helen's
slippery
grasp of
the

language
structure
compels
the
orthopedic
gogue to
systematic

ally
uncover
from a
meaningful
situation a
basic
vocabulary

for her to
discover
and build.
This means
that she
has to re-
experience

the word
and its
meaning
cognitively
in a
meaningful
situation

because
only then
will she be
able to
remember
such a
word.⁽²⁸⁾

Thus,
certain
situations
are
constituted
during
which the

written
image of a
word is
placed at
her
disposal.
However, it

has to be
stressed
that, for
obvious
reasons,
the
presented

word has
to be
paired
each time
with its
pronunciat
ion given

aloud.
Furthermore, the
words have
to be such
that they
serve as

analogies
in terms of
which she
can infer
the ways of
spelling
other

words.

The

reader's

attention is

called to

the fact

that in this

orthodidac
tic
assistance,
reading
and
spelling
are not

separated
because,
although
initially
she only
reads and
listens to

its
pronunciat
ion, later
she is
expected to
write the

word
down.

After Helen
readily
knows a
number of

words
there can
be a
transition
to letting
her
discover

that
certain
sounds are
symbolized
by certain
letters. In
this way

there is an
attempt to
guide her
to an
analogical
understan
ding as

well as to
an
analysis.
Because
analyzing
and
synthesizin

g go hand
in hand,
synthesizin
g is also
included
here.

Changing a

word from
the
singular to
the plural
form will
serve as a
good place

to start:
While
viewing a
single rose,
the word
"rose" is
written

down.

After a
number of
roses are
shown to
her, the
ending "s"

is affixed
to the
already
written
word. If
the roses
are again

reduced to
one, the
"s" is
erased. On
the basis of
a number
of

examples,
she should
be able to
independe
ntly form
the plural
of such

words as
hose, nose,
etc.

In the
above
ways,

Helen is
forced to
see the
letters in
the word
being
considered

; that is the
first step is
taken in
the
direction
of analysis.
Subsequen

tly, she can
be
confronted
with a
series of
brief
assignment

s
(instructions) where
only a
letter or a
syllable is
varied (see

the
assistance
for Sarel).
In Helen's
case it
might even
be a good

idea to
further
simplify
the
instructions
by
underlining

g, stressing
or even
outlining
the
changing
letter or
syllable;

e.g.,
ma'tch,
scra'tch,
wi'tch.

With these
and many

other
variations
a system is
placed at
her
disposal by
which she

can
penetrate
to a proper
command
of the
language
structure.

In this regard, the importance of the learning discussion cannot be

emphasize
d enough
because a
child is not
likely to
acquire a
deeper

insight into
and
perspective
on her
problem
alone (in
the sense

of
discoverin
g for
herself);
the
discussion
also is a

means to
cognitively
co-
experience
the acts of
reading

and
spelling.

4.

Conclusion

Finally, it
is clearly
stated that
not one of
the
programs
of

assistance
described
can in any
sense make
the claim
of
completen

ess.

Rather,
these
should be
viewed as a
few aspects
of such

programs
from which
the
interested
reader can
get a
notion of

the
procedures
that are
applied.

Further,
assisting

children
with
reading
and
spelling
difficulties
responsibl

y in
orthopeda
gogic-
orthodidac
tic ways
can only
take place

meaningful
ly after an
image is
obtained of
the child's
reading
and

spelling
world, as
experientia
l world,
and after a
qualitative
analysis is

made of
the
structures
which
underlie
her
reading

and
spelling
problems.
Thus,
orthopeda
gogic-
orthodidac

tic
assistance
embraces
much more
than
"Remedial
Teaching"

where
reading
and
spelling
errors are
treated
only in

terms of an
analysis of
errors.

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