

FOREWORD

The problem of the child with learning difficulties has a long history, and the current literature is characterized by various approaches which are mainly natural science oriented. Also conspicuous is the strong emphasis on symptoms, as far as both the investigation of and assistance for these children are concerned.

In this work, the point of departure for investigating and assisting the child with learning difficulties is his orthopedagogic (and orthodidactic) situation. Hence, this work has a strong pedagogical flavor. The authors feel there is a great need for a work of this nature.

The book is divided into two parts: part A deals with a theoretical founding of orthopedagogic-orthodidactic evaluation and assistance. This part consists of four chapters. Chapter I is written by B. F. Nel, Chapter II by J. M. A. Kotze, and Chapters III and IV by M. C. H. Sonnekus. Part B deals with the practice of orthopedagogic-orthodidactic evaluation and assistance. Of the three chapters comprising this part, Chapter V is written by J. M. A. Kotze, Chapter VI by A. S. du Toit, and Chapter VII is co-authored by J. W. M. Pretorius and J. A. T. Wentzel.

The purpose is that, in Part A, the theoretical founding for orthopedagogic-orthodidactic methods of working with the child with learning difficulties is provided, while Part B has a practical focus, in that the procedures described theoretically in Part A are implemented. Thus, theory and practice are coordinated, and both are orthopedagogically anchored.

In the opinion of the authors, this book is novel in that the child with learning difficulties is explored within his learning world, as an experiential world. Also, the practice of evaluating and assisting him is attuned to disclosing this experiential world so that he can be assisted in accordance with the resulting image of his lived experiences.

This book is recommended for all student teachers at Universities and Teachers Colleges, as well as educational and school psychologists and "remedial" teachers in school clinics and schools.

This work is indispensable for students of orthopedagogics and orthodidactics.

It is hoped that this work will enjoy a good reception.

THE AUTHORS

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Translator's comments

This book was written on the cusp of a transition to a full-fledged pedagogical perspective gelling in the thought of the Faculty of Education.. Even so, it is an excellent example of the fundamental differences between “Remedial” teaching and orthopedagogic-orthodidactic theory and practice.

Lived experiencing is a key category. It refers to the normative moments of experiencing. That is, where experiencing is a going to and becoming involved with and influenced by something, lived experiencing refers to the affective and cognitive meanings one attributes to what is being experience.

George D. Yonge
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