

CHAPTER THREE

THE COURSE OF THE EDUCATIVE TEACHING EVENT

1. INTRODUCTION

In the first two chapters the authors discussed a particular human situation, namely, an educative teaching situation. If here there is mention of an educative teaching situation as a “human” situation the authors completely are aware that such a description indeed contains a tautology since the term “situation” only is applicable to a human being. However, to remove any possible uncertainty, here there is mention of the teaching situation as a **human** situation because the participants in the educative teaching situation are human beings. As one of the participants in an educative teaching situation, a child, therefore, must never be viewed as an object among things but as a co-subject, i.e., as a fellow person. After making an essence analysis of the educative teaching situation in Chapter One, in Chapter Two the possibilities for designing an educative teaching situation were considered. However, an educative teaching situation shows itself in practice at home, in the school and at other places and times as an **event** and indeed as an event of an authentically human nature.

To speak of the course of an educative teaching event also is of a tautological nature to a certain degree because the concepts “event” and “course” both presuppose act and activity. Despite the tautological ring the authors retain the expression “the course of the educative teaching event”. The reason is that this textbook is written especially for prospective teachers who are involved in qualifying themselves for the teaching profession. Therefore, here there is reference to the course of the educative teaching event, not to acknowledge that it is possible to teach following particular recipes but to emphasize that the educative teaching situation shows a particular sequence structure or course. The prospective teacher must take note of this sequence structure and therefore special attention was given to designing an educative teaching situation in Chapter Two.

What is noticeable is the use of the word “event” and not, e.g., the word “process” that appears quite frequently in works on education. The word “process” refers to the automatic running off of something or it also implies that there is a certain reaction busily occurring. Educating and its concomitant educative teaching, however, are not something that can occur in a process-like way such as boiling water. Also, it is discussed later why, in this work, there is talk of the “course” and not of the “process” of the educative teaching event. In addition, the outcome of a process is precisely determinable while, very decidedly, the same cannot be said of educative teaching. This means that things at home and in school do not always occur as the teacher would have desired or expected. This also explains why a teacher in school often experiences disappointments because his educative-teaching interventions with a child seem not to be successful.

However, since there is mention of a possible course of an educative teaching event, the following question is pushed into the foreground and asks for an answer: what characteristics can be seen as essential characteristics of the course of an educative teaching event? These essential characteristics were schematized in Chapter One and now they must be elucidated briefly but systematically.

2. ESSENTIAL CHARACTERISTICS OF THE COURSE OF AN EDUCATIVE TEACHING EVENT.

2.1 The teacher rouses and directs while the child is roused and directed.

To actualize the course of the educative teaching event as desired, the teacher gives assignments, makes requests, sets demands, invites the pupils to participate, has trust in the pupils and, in anticipation, raises the topic because, as a person, he himself is future directed. If it is said here that the course of an educative teaching event must be didactic-pedagogically accountable, this means that the teacher, as expert educator, must take into account the didactic-pedagogic criteria or yardsticks that are illuminated by the study of the teaching-learning event as described and interpreted (hermeneutic description) by the didactic educationist (didactic pedagogician). Such didactic-pedagogic criteria are explicated fully in Chapter Two. If it is said that the teacher, in anticipation, raises the topic because

as a person he himself is future directed, this concerns the essence of all educative teaching because the child, as becoming adult, indeed is future directed in that he is someone who himself wants to be and become someone. Just as a teacher is a person, so is a child and with this the deeper ring of his being-human is expressed because **being a person implies being moral**. The moral, as a particular way of being-human, entails that a person is a being who makes choices; hence, it also is no wonder that the German philosopher, Karl Jaspers, describes being-human as a choice-making being.

If the activity of the educative teacher in an educative teaching situation is described as inviting the pupils to participate by, e.g., setting demands and making requests this means that the teacher directs an appeal to the pupils to give form to a particular way of being-human, namely, rationality. The pupils do this by answering the appeal to participate in an educative teaching event that shows itself as a teaching-learning event, i.e., they participate, think, accept, listen and are intensely directed to what the teacher does. Here it must be stressed that in the immediately preceding sentence use was made of verbs such as participate, think, accept and listen to recognize that the task of the teacher must be to appeal to his pupils to implement various possibilities of actualization as ways of being-human. However, if the pupils are not intentionally directed to and stand open for what is presented in the educative teaching situation, namely, learning contents as life contents, not much will happen.

2.2 The teacher teaches while the pupils learn.

The teacher begins a particular lesson period by initially putting the topic in the right **context**. Within this context the conversation about the topic now can be carried out. The context also is called a **field of thinking** or a **landscape** within which a child must think in terms of relevant concepts. This means that in preparing his lessons, the teacher must very thoroughly apprise himself of the context in which the lesson must be given. In determining this context the teacher also must take into account the existing knowledge of the pupils; i.e., he must try to find a connection with the known before there can be a move to the unknown. For a good and orderly course of the didactic-pedagogic event the teacher must

never lose sight of this ordering principle, namely, moving from the known to the unknown.

In addition, in teaching the teacher assumes that he will represent, demonstrate, draw the pupils' attention to certain facts, evoke the already existing experiences of the pupils by asking questions, presenting problems, confirming, explaining or interpreting facts and ordering work on the chalkboard. In this sense a large number of teaching activities are summarized without which his teaching in school would not be possible. Here, in the first place, it must be indicated that the teacher is someone who teaches (shows) or instructs (directs). This means that he shows certain matters or things to his pupils and also, to a great degree, he must activate and direct the activities of his pupils. For example, this was strongly emphasized in the section above. However, the teacher will only be able to actualize the activities of his pupils if he himself is an intense participant in the didactic-pedagogic event; i.e., he must represent and demonstrate. This means not only that he must demonstrate certain matters but that he also must **initiate** and **activate** the activities of his pupils in the didactic-pedagogic event. Briefly, this amounts to the teacher acting first and the pupils then following up with answering or responding activities.

In the above explanation it is clear that an answer or response to the teaching activities of the teacher should be expected from the pupils in order to understand the context within which they are placed by the teacher by having a part, by participating in the lesson, by taking notice, imitating, perceiving, seeing connections, asking questions, thinking, agreeing or disclaiming, answering questions, accepting truths, carrying out certain assignments, trying to understand the explanations and interpretations, interpreting the teacher's organizing (ordering) and schematizing on the chalkboard and integrating them with their existing knowledge. However, it must not be concluded from this that these activities automatically follow those of the teacher. The didactic-pedagogic event does not occur automatically or process-like; i.e., this does not have to do with cause and effect. The activities of the teacher and the pupils are constitutive of the didactic-pedagogic event; i.e., the preconditions for these activities are the teacher's and pupils' intentionally-directed participation in the educative teaching event.

This means that if a pupil is conspicuous for one or another reason in the educative teaching event because of his non-participation in the event, the teacher must give special attention to that pupil. Hence, the teacher must enter into an ortho-didactic, as ortho-pedagogic, relationship with the pupil. The word “ortho” is derived from the Greek word “orthos” that means to make correct or straighten out. Ortho-didactic actions by the teacher amount to him trying to get the pupil on the right path once again. However, this does not occur in an instant and requires insight and patience from the educative teacher.

2.3 The teacher guides the work of the pupils while they assimilate, practice and apply the learning content

After the teacher has given certain assignments, he controls how they are executed. He judges the work, corroborates its correctness and disapproves of the incorrect. From this it is clear that the educative teaching event is not merely a teaching event but that it also is an educative one. That is, it has to do with what is approvable and not approvable which unquestionably are bound to norms; indeed, educating is a normative-norming matter. By “normative” is meant that the participants in the educative event are “placed under norms”. The norms mentioned here are pedagogic and philosophy of life norms. Pedagogic norms are pedagogic criteria or yardsticks for evaluating the execution of the educative event and its quality and philosophy of life norms are enlivening by giving content to the lifeless, formal pedagogic norms. With “norming” is meant testing the permissibility or non-permissibility of activities in terms of pedagogic norms and whether the enlivened pedagogic norms as rules of conduct are in force in the educating. Therefore, the teacher must guide the work of the pupils. It needs to be indicated here that the teacher does not merely lead and the pupils must not blindly follow. The teacher guides the activities of the pupils who are progressively becoming independent.

While the teacher guides the work of the pupils, they, on the other hand, must carry out the assignments given, fulfill the demands and criteria of the teacher and discover and correct mistakes. All of these pupil activities are executed with the help of the teacher and

in terms of certain learning contents. This means that in the course of the educative teaching event the pupils are offered the opportunity to proceed to **independently and responsibly design a personal world as a meaningful world**. In order to pass successfully on his way through school a child progressively must give form to his own independent and responsible world design. The idea of the school as a way to a world design is developed, in particular in South Africa, by the didactic educationist, S. J. Gous. The idea of the school as a **way** to world design is expressed implicitly in the concept **course** of study. This indicates that there is a particular path of learning that must be followed by a child in school. Therefore, courses of study in school ought to and must be compiled only by didactic-pedagogically schooled pedagogues.

2.4 While the teacher evaluates the work of the pupils they are accountable for what they are assigned.

As the teacher evaluates (judges or tests) the work of his pupils in terms of certain didactic-pedagogic criteria with the aim of the pupils' progress and advancement, this means that the pupils are involved in being accountable for their own designs. They are, e.g., continually appealed to by the teacher to be accountable for their work by taking tests and by passing various examinations. The **essence, sense and function** of evaluation, as didactically accountable and responsible evaluation, is of fundamental significance because the child continually is confronted with the norms which the teacher himself as an adult obeys.

The question of the **essence** of evaluation is a question of the essence of didactic evaluation. Stated differently, the question is what is evaluated in the didactic situation? The answer to this question was fully developed in Chapter Two where more detailed attention is given to didactic evaluation. There it appeared that a task of the didactic educationist (didactic pedagogician) is to design didactic criteria with the aim of applying them in particular educative teaching situations to determine if that educative teaching event is progressing as desired. A number of didactic criteria are explicated in this way in Chapter Two.

The **sense** of didactic evaluation only can be sought in the educative teaching situation itself. A consideration of the educative teaching situation itself very clearly shows that a child in the didactic-pedagogic situation directs an appeal to the teaching educator to help him. Therefore, the teacher must ask himself if the help that he offers a child is good and didactically accountable. This means that for the sake of providing help, as **enlightening** the child calling in distress, the teacher in one or another way must insure that his didactic-pedagogic intervention has had the most desirable effect, i.e., whether he has effectively worked didactically. Meaningful didactic-pedagogic intervention by the teacher in the educative teaching event thus is directed to **enlightening** the child about any problem that he might experience on his way to adulthood.

In this way, to a large degree, the **function** of didactic criteria, as didactic evaluation, is indicated. The function of the didactic evaluation is determining the way and quality (level) of the execution of the educative teaching event. Thus this event continually must provide evidence of its meaningfulness, dynamic and normedness in the classroom situation. This event continually appeals to both the teacher and child to actively and responsibly participate in the educative teaching event and consequently to help the child to progressively show the image of adulthood.

Above, an explanation was given of the essential characteristics of the course of an educative teaching event. Naturally, it is obvious that in school this event must progress in an orderly way. Some prerequisites as preconditions for the orderly course of the educative teaching situation in the school are considered in the following section.

3. THE ORDERLY COURSE OF AN EDUCATIVE TEACHING EVENT

In this connection, a question that immediately comes to the foreground is what are the preconditions for the **orderly** course of the educative teaching event? This question only can be answered properly if there is clarity about the concept "orderliness". If it is said that the event must show an orderly course this means it must

be a course that is **planned, systematized** and is **without any obstructions**. Regarding the first two matters it suffices to indicate that these two requirements are met if the event is designed in terms of didactic-pedagogic-accountable criteria.

Orderliness also manifests itself when the course of the event, as far as is humanly possible, is without obstructions. To insure this, the teacher must be sure that unnecessary disturbances do not arise that will work against the proper (i.e., didactic-pedagogically accountable) execution of the educative teaching situation. Because such a situation is a redesign of the original (home) educative situation that is deliberately and purposefully initiated by the teaching educator, it must have an orderly course.

A careful study of the educative teaching event itself indicates that for an **orderly course** to occur, the following requirements are necessary and must be present, namely, the teacher as carrier of authority and the child as authority-solicitor, the teacher as authority guide and the child as authority follower. Before discussing these two constituents of an orderly course of the educative teaching event, it first is necessary to acquire clarity with respect to the concepts of **authority, discipline** and **restraining-guiding**.

3.1 Authority.

One of the relationship structures developed in great detail in Fundamental Pedagogics and viewed by fundamental pedagogicians as a precondition for the authentic appearance of educating is the relationship of authority. Since the didactic-pedagogic (educative teaching) situation in the first place is a pedagogic one, it is obvious that this situation also must give evidence of authority. The word “authority” must not be understood as violence within an educative teaching situation. The noun “authority” is connected with the verb “say”. The past participle of the German verb “sagen” [to say] is “gesagt” [said]. In this case, the word “gesag” [authority] clearly can be seen by merely leaving off the “t” of the German word “gesagt”. Thus, authority means to **say** something to someone and to be **said** by someone. The relationship of authority should never be seen as a relationship that merely originates with the person who exercises

this authority. It is a mutual relationship between the executor and the follower of authority.

3.2 Discipline.

To a great degree discipline is a way authority manifests itself and, therefore, it can be viewed as a form of authority. However, it is stated clearly that discipline must not be viewed as originating from the person who exercises the discipline. In this connection it must be noted that the word “discipline” shows a very close connection with the word “disciple” that means “follower”. In addition, it means the disciple is a follower of orders since the Latin word “disciplina” means “punishment or order”. Thus, it is clear that for the orderly course of the educative teaching event, discipline must be maintained. The teacher who wants to achieve success in the classroom must never lose sight of discipline. Discipline as being disciplined also is a particular way of being human and ought to be embodied in a person’s activities. Thus, e.g., a person must be disciplined with respect to his human relationships, with respect to completing his work and his planning. For the teacher this means that he must be disciplined with respect to his conduct with the pupils entrusted to his care, be disciplined with respect to presenting his subject and with respect to his preparation. Undisciplined teachers and pupils in the classroom bring about chaos.

3.3 Restraining and guiding.

As is discipline, so is restraining-guiding a form of authority. Restraining-guiding is related directly to the educative intervention of the parents and the teachers at school because “restraining-guiding” is clearly expressed in the German word “Zucht” [pull]. “Zucht” is derived from the verb “ziehen” meaning “to pull or draw”. Also it is interesting to point out that the German word for educating is “erziehen” (or “auferziehen”), i.e., to educate a child is to pull him in the direction of adulthood. Thus, it is very clear that “restraining-guiding” means “to bring onto the right path”. Therefore, the execution of restraining-guiding primarily does not aim to punish a child for what he has done wrong but to bring him on the right path again. Hence, it is wrong to equate restraining-guiding with chastisement as the administration of physical punishment. However, the latter also is needed when it seems that a

child will not subject himself to the teacher's restraining-guiding. Even so, this must be administered only with a great deal of caution and prudence and also only in the most extreme cases of disobedience.

3.4 The teacher as carrier of authority and the child as authority-solicitor.

The teacher in the classroom situation, as a didactic-pedagogic situation, in reality is faced with a three-fold authority. Namely, he is the carrier of authority as a **responsible adult** who has something to say to the children in his class. Further, he is a carrier of authority in the sense that he **represents the authority of the norms** in educating. By virtue of his employment as a teacher in a particular teaching department he also is **officially invested with authority** for which he is accountable to his employer. Viewed more deeply, a Christian teacher believes that he also is accountably bound to God for his work here on earth and that, indeed, he must remain "in his high calling from Jesus Christ." For the orderly course of an educative teaching event it is necessary that the teacher carry his responsibilities, as one in authority, within the educative teaching situation with complete and entire consistency. This means that the teacher must accept responsibility for each child in his class and that he will have at heart the interests of the children, in the true sense of the word. Additionally, this means that the teacher, as a representation of the authority of the norms to the pupils, must show that he himself is subject to the norms and that he does not merely hold these norms before the pupils. An interesting question that arises in this regard is what is the connection between values and norms? The student of Education often reads in works on education that educator and educand must obey and respect certain values with their implied norms. **Values** are certain ways of being human that can be qualified as **valuable and approvable** such as, e.g., **honesty** and **fairness**. When such values are elevated to guiding principles for living they become norms and such norms are recognizable by their imperative character. In other words, norms disclose themselves as certain **demands** of propriety or mandates that must be obeyed. In the case of honesty and fairness these values, e.g., can be elevated to norms: Don't copy from your partner's work!, Don't discriminate between two pupils in your class! The teacher must be a worthy

official of his teaching department because only then will he preserve his status as an educative teacher and win the esteem of his colleagues, his pupils and their parents.

However, it already was indicated that the relationship of authority in the educative teaching situation must be qualified as a mutual relationship. This means that a child searches for authority by the educative teacher when he finds himself in the school situation. A child is not authority-rebelling (C. K. Oberholzer) but authority-soliciting. This means that a child will allow the adult to tell him something. To increasingly be regarded as an adult a child must progressively show the image of adulthood by the independent acceptance of the preexisting norms in the educative teaching situation and the voluntary identification with them. From the above sentences it is clear that for the orderly course of the educative teaching event the teacher must be the carrier of authority and the child must give evidence of authority-soliciting. If for any reason the teacher is not a worthy carrier of authority in the educative teaching situation his actions will lead to insecurity in the child because the necessary authority will be missing from the educative teaching. The teacher who wants to be popular and therefore does not fulfill his task as the carrier of authority as he should does the becoming child a disservice and deprives him of the possibility of self-responsibility through independent norm identification. This leads to the rejection of authority through the lived experiencing of insecurity because of the absence of authority. The educative teaching event not only gives evidence of the teacher carrying authority and the child soliciting authority but the teacher also must be an authority guide and the child an authority follower.

3.5 The teacher as authority guide and the child as authority follower.

The authority-guidance by the teacher is a particular guiding in the sense that it must be by **sympathetic authoritative guidance**. The word sympathetic literally means to **feel together**. This means that sympathetic authoritative guidance is not possible if the authority guide does not have an insight into a childlike way of being human. This entails the teacher, as authority guide, entering a relationship of trust and understanding with the child to be led by

him. Anyone who will take the lead must have a very good understanding of that about which he will lead the other. Therefore, it is necessary that a prospective teacher have very good insight into the essence of the relationship of authority as a particular manifestation of the educative relationship because only then will he be able to fulfill his task as authority guider in a didactic-pedagogically accountable way. By observing the neediness of a child one must be careful of a fundamental mistake, namely, that a child in his becoming adult mainly is passive. The opposite is true. A child is and ought to be actively involved in the educative teaching event. This fact came to light very clearly in Chapter Two with the discussion there of didactic-pedagogic criteria. The authority help for which a child has a need, to a certain extent, is not just to be formed by an adult but to have an authority space in which he can do his exploration. In other words, a child must be oriented in sympathetic ways by the educative teacher. This means that the **initial authority guiding (leading) by the teacher ought** to CHANGE INTO AUTHORITY-ACCOMPANIMENT. With this the peculiar paradox of closeness and distance in educating is reached. The educative teacher must make himself gradually superfluous in the educative teaching situation so that the child progressively will learn to himself realize his personal teaching possibilities. In other words, a child progressively must **learn** to show **adulthood** (Landman). However, a child will not show such learned adulthood if he has not first learned to subject himself to authority.

A precondition for authority guiding is authority following. This means that authority guiding is evoked by the [child's] need for authority as this becomes manifest in the educative teaching situation. In this connection, the **personal example of the teacher** is of decisive significance. The personal life of the teacher as leader of his pupils must be **meaningful**. This means that the life of the teacher must be such that a child will gladly imitate it. Thus, for the successful and orderly course of the educative teaching event there must be mention of an example for the child in the educative teaching situation at home and at school that is worth following. Hence, in and out of school the teacher must be very watchful of his personal life because his pupils continually keep an eye on him irrespective of where they encounter him.

However, there is still one question that must be answered with respect to the relationship of authority in the school and it is how must punishment (corporal punishment or verbal reprimand) be given when a pupil or pupils in a particular class do not sufficiently adhere to authority?

3.6 Tips in connection with the administration of punishment in school

3.6.1 Punishment must be in keeping with the transgression.

The teacher as carrier of authority in his participation in the educative teaching event must handle his authority with responsibility. Whether punishment must be administered as a consequence of stubborn disobedience or not it must be in keeping with the transgression perpetrated by the pupil. The teacher must never try to intimidate or frighten his pupils by misusing his authority. An overbearing teacher never will really enjoy the trust of his pupils. Corporal punishment must only be administered in the most extreme cases. A teacher who strikes a child two or three times for each transgression perpetrated in reality is violating the authority that officially is allotted to him.

3.6.2 Punishment must be preventive.

For the sake of clearer understanding, didactic pedagogicians usually distinguish between **legal** and **pedagogical** punishment. Legal punishment means that the punishment is administered with the aim of protecting society by maintaining law and order. An additional characteristic of legal punishment is to influence the guilty person to respect and accept the binding norms and demands of the society of concern. Legal punishment is administered in court. Pedagogic or educative punishment means there is an attempt to administer the punishment in agreement with the pedagogic or educative aim. Adulthood is the formal educative aim generally accepted by educationists. This means that educative punishment is given with the aim of the child increasingly becoming adult. Since adulthood implies responsibility, a child must learn to be accountable for his deeds. By the punishment that a child experiences he progressively learns to accept **responsibility** for his

deeds. A child learns that his deeds also must **answer** to certain norms in order to be able to be acknowledged as a full-fledged person. Thus, punishment must be preventive because the child must learn not to repeat the unacceptable activities.

3.6.3 Administering punishment to the class as well as to the individual pupil must be considered.

This means that the teacher must not take the easiest way out when he experiences difficulty in determining who has perpetrated a transgression. This usually occurs when the teacher for some reason had to leave the classroom and at his return he notices that a pupil did something wrong during his absence. If then he cannot find out who is guilty the whole class is punished for it. Usually then the punishment is entirely unrelated to the transgression and the teacher oversteps himself because of his impotence in determining who is guilty. From the above it ought to be clear that mass-punishment by the teacher must be entirely and completely avoided. However, the individual pupil also must be considered when punishment is administered. The pupil must never experience the teacher's punishment as humiliation in front of his peers. This can give rise to very serious deviations because then the child feels that his reputation is harmed. Therefore, the teacher always must administer punishment with a good deal of tact and with particular pedagogic insight. The best method always remains to punish the pupil under four eyes where the pupil and teacher are present in class alone. In administering any punishment, especially corporal punishment, the teacher must abide by the regulations laid down by his concerned Department of Education since otherwise this very easily can lead to the teacher being accused of assault.

3.6.4 Explanation of why the punishment is administered.

The teacher must let the child clearly understand that he has transgressed and that he deserves punishment. In administering punishment the teacher must never create the impression that he tries to take out revenge on the child, i.e., personal and concrete insults consistently must be avoided. The child must clearly be given the impression that he has misbehaved and has done damage to the relationship of trust between himself and the teacher. However, the teacher must let the pupil understand that although

their relationship of trust is damaged to a degree, it never can be entirely destroyed and that the teacher is ready to forgive him for his transgression and to forget it. However, the damage is done and it must be re-established, which means that the child must take his punishment like a person. If the child is ready to accept his punishment, the teacher again will accept him unconditionally. With the administration of corporal punishment, however, the teacher must be cautious and take note that corporal punishment might have a favorable effect for one particular child but can have a detrimental effect for another. This means that the teacher truly must know his pupils individually in order to know what sort of punishment to give to a particular pupil. To tell the truth, with most pupils a serious discussion suffices to indicate to them the wrongness of their actions.

3.6.5 Respect for departmental regulations regarding the administration of punishment.

The departmental regulations lay down the following in connection with punishment:

- (a) No girl may receive corporal punishment.
- (b) For boys this can only be administered by the principal or by an assistant in his presence after a thorough investigation.
- (c) It must not be administered in the presence of other boys.
- (d) It might be administered only behind the thighs with a smooth, light stick or cane
- (e) No other form of corporal punishment may be administered under any circumstances.
- (f) A record of each case must be retained. The record must include the following information: the boy's name, age, the transgression, number of spanks, date and hour of the administration.
- (g) The inspector of education signs this book whenever he visits the school.
- (h) With the suspension or expulsion of a pupil from school, the following aspects must be taken into account:
 - (1) Only the principal or the teacher who is seen as such may suspend a pupil from a public school if the pupils' language or behavior continually is of such a

nature that it threatens the maintenance of a moral level in the school or if any deed is something despicable.

- (2) After the pupil is suspended, as soon as possible the principle must send a letter to the director of education in which he fully explains all particulars and a copy of the letter must be kept in the school logbook while another copy is sent to the school board.
- (3) After considering the recommendations (if any) of the school board, the director decides if the child must be expelled permanently or not and under what conditions the pupil can be admitted to the school again.

If the teacher knows what the **essential characteristics are of an educative teaching event** and has knowledge of the **preconditions for the orderly course** of that event, then he can further refine his participation by **implementing educative teaching aids** (didactic-pedagogic aids) in the educative teaching situation. Therefore, below attention is given to the possibilities for implementing such didactic-pedagogic aids in the course of the educative teaching event.

4. IMPLEMENTING DIDACTIC-PEDAGOGIC AIDS IN THE COURSE OF THE EDUCATIVE TEACHING EVENT.

4.1. Introduction

Reform in teaching has become a well-known slogan. (In this connection, also read Chapter Four where attention is given to the reform of didactic thinking in several teaching subjects). The word “reform”, however, does not mean the total eradication of the existing system of education. “Reform” means making new something that already exists. Thus, reform in teaching entails refining the ways of actualizing the educative teaching event. One manner in which the way of actualizing this event can be refined is by implementing didactic-pedagogically accountable aids in the course of the educative teaching event. The main object of implementing didactic-pedagogic aids is to present certain matters more clearly and vividly to the pupils. It is possible to distinguish

learning and teaching aids from each other but it must be emphasized very strongly that this is a matter of **distinguishing** and not **separating** them.

4.2 Teaching aids.

Teaching aids are aids that are handled mainly by a teacher. In this regard, one thinks of **the spoken word, a film, filmstrip, tape recorder, a projector, a wall map and textbook**. Often there also is mention of **aids used** by the teacher such as **crayons, a compass, blackboard, desk, paper, pencil, pen, duplicator, projector, radio, piano and percussion instruments**. From the nature of things, these objects of use, as such, have nothing to do with the teaching and learning event, although they are relevant to the educative teaching event. Such aids of use have the necessity of teaching to thank for their origin and form, but they only acquire their didactic-pedagogic significance through the use that the teacher and pupils make of them. Therefore, such aids of use **can** be viewed as teaching- or learning-aids depending on how they are handled and implemented in the educative teaching situation. A teaching aid always remains only an aid in terms of the teacher and must not be viewed as a “lucky” charm by which the pupils necessarily will attain better results in their learning activities. In implementing teaching aids the teacher continually must be attuned to refining his educative teaching activities. This means that the teaching aids must not be used merely for the sake of reforming, as such. A teaching aid also can be implemented such that it is placed in the hands of the pupils and then it acquires a different function. **A teaching aid then becomes a learning aid in the hands of a child**. A child handles the aid and in doing so there is an attempt to call up the pupil’s intellectual activity that is needed for acquiring new insight. The use of teaching aids by the teacher ultimately is attuned to allowing the course of the learning event, as a particular human event, to be more fluent.

4.3 Learning aids.

Learning aids to a great extent are teaching aids that are placed in the hands of the pupils. The initiative for using learning aids in reality comes from the teacher and not from the pupils. From this it seems very clear that the teaching and learning events cannot be separated from each other. Indeed, educative teaching is a unitary event because in that event teaching and learning are preconditions

for each other. The teaching aids, as learning aids, are directed to encouraging the pupils to venture in their learning activity, but this venturing activity by the pupils is essentially really a venturing-with-the-other. Now the pupils **really** are involved with the teacher in the educative teaching event. In this way, the teacher succeeds in allowing the self-activity of the pupils, as active involvement in the learning contents, to occur more easily. Therefore, the teacher must not merely implement the teaching aids in an educative teaching situation in a haphazard manner; they must be relevant and really become learning aids in the hands of the pupils.

4.4 Possibilities for actualizing didactic-pedagogic aids (teaching and learning aids)

Certainly the interested reader now has asked himself the question: why is there talk here of didactic-**pedagogic** or **educative** teaching aids and not, e.g., only of didactic aids? The reason is that the particular relationship within which these aids are used is an **educative relationship** and this means that in implementing them the teacher has in view a pedagogic or educational aim. This implies that the teaching and/or learning aids must be of such a nature that they make a real contribution to the help-in-becoming offered by the teacher to the pupils as persons becoming adult. An important question now is what is accomplished by implementing didactic-pedagogic aids in the course of an educative teaching event?

4.4.1 Realizing the psychopedagogic category of lived-experiencing

The category **lived-experiencing** is fully worked out in Psychopedagogics by Sonnekus and Pretorius. One of the ways this category can be actualized in an educative teaching situation is by implementing didactic-pedagogic aids in the educative teaching. When the teacher discusses a particular object in the classroom and if this object is **actually** brought into the classroom, the pupils have the opportunity to make **real** contact with it. Real contact means that the pupils are actively involved with reality (the real); i.e., implementing the educative teaching aids offers the teacher and the pupils the opportunity to realize the didactic-pedagogic criterion of **active involvement** as a vivid participation by the pupils in the educative teaching event. If the real object is not

present this does not mean that the teacher then is forced to resign himself to a verbal explanation of how the object appears if he possibly can direct the pupils' attention to a written explanation of the object in their textbooks. Such verbal and written explanations very easily can lead to misrepresentations with respect to the object of concern because then the pupils do not really lived-experience the object.

4.4.2 Realizing the didactic-pedagogic criterion of exploration

Exploration is indispensable for a child's becoming adult. The educative teaching aids offer the pupils an opportunity to experiment with a reality or surrogate reality, i.e., to enter a personal relationship with a particular reality. This is possible because in an educative teaching event the teaching aid must become a learning aid. Thus, the pupils, e.g., then can **touch**, **smell** and even **taste** a particular object if possible and desirable. A didactic-pedagogically accountable implementing of the educative teaching aids can lead to a child more quickly acquiring a conception of the object under discussion than if the teacher finds it necessary to explain a matter more clearly, fully and abidingly.

4.4.3 Actualizing pupil interest and attention

It is one of the major tasks of an educative teacher in class to stimulate and maintain the pupils' interest in a particular subject. The Dutch didactic educationist, Jos Aarts emphasizes that interest is related to "concern" and thus to "benefit". The child experiences that he does not have things in his life, that there are important things missing that are of fundamental significance for his becoming an adult. In an educative teaching situation different matters of importance to the child's becoming-adult must be presented by the teachers in a variety of subjects or areas of reality. Because the pupils are **interested**, the teacher must put everything to work to get their attention and get them to limit their **attention** to the work. Pupil interest and attention are realizable possibilities with the careful and planned implementation of didactic-pedagogic aids. Thus, it is possible by using, e.g., a print, drawing, sketch or model to get the interest and attention of the pupils. Such pupil interest and attending can lead to a deeper insight into the object. The **visual lived-experiencing** that is possible by observing a print or

model contributes to actualizing the pupils' thinking because they must give their attentiveness to the work. If the pupils limit their attention to the work this means that because of their intentionally directed activity they **think** about the work.

4.4.4. Concretizing the abstract in the educative teaching event

The adult-becoming child does not yet have at his disposal a finely nuanced conceptual structure because he has not yet had enough experience for his thinking to move on an abstract level. Therefore, a teacher can completely confuse his pupils with relatively simple learning contents if his use of language is above their level of comprehension. Consequently, the use of concrete didactic-pedagogic aids cannot be emphasized enough because such aids concretize the abstract for the pupils and make it more understandable for them. In this connection it is indicated that the teacher must be very careful with such concrete aids. Although they are very valuable for the younger child in an educative teaching situation and decidedly promote the course of the educative teaching event, these concrete aids must gradually be eliminated with respect to the older child. A child must learn to actualize his thinking maximally and he will not be in a position to do this if he remains stuck on a concrete level.

The authors of this book do not agree with the theory that the act of thinking can be differentiated into three layers of consciousness. The three layers distinguished on the basis of the research of Frohn, Sassenfeld and Schaefer are the layer of visual thinking, the layer of schematic thinking and the layer of abstract thinking. **A person does not have layers in him. A person can associate with reality in concrete, schematic and abstract ways.** The aim of implementing didactic-pedagogic aids is to give a child the opportunity to become **involved with them in concrete ways.** To the degree that a young child controls reality concretely then he can become properly involved with it schematically and abstractly. It is extremely important to indicate that although one must begin with a concrete involvement, the abstract continually must appear because only then will the pupils have participated meaningfully in

the educative teaching event if they are to have mastered the aspects of reality **categorically**.

4.4.5. Realizing the didactic-pedagogic criterion of integrating

To the degree that pupils are able to realize thinking activities on a higher level they will be able to notice and see mutual relationships between things. As an example, one can mention a series of twelve separate prints in the teaching of a second language of a country or another foreign language. On each of the prints the pupils notice something and with the help of the teacher they learn to say it in the foreign language. The teacher must take care that the prints eventually form a unity. As soon as the pupils learn well what appears on each separate print, the teacher sticks all of the prints on a large piece of paper in the correct sequence. Then the teacher gives the pupils the assignment to either orally or in writing give a rendering of the story that is implied by the prints. Thus, with the help of a didactic-pedagogic aid (the series of prints) they are in a position to integrate their knowledge into a generalized whole and also are encouraged to take a personal position. That is, they must state in their own words what they see on the prints by writing a short essay about them.

4.5 A closer view of some didactic-pedagogic aids.

4.5.1. General didactic-pedagogic aids

4.5.1.1. The textbook

When consideration is given to the textbook in school the following three aims must be kept in view, namely, the **formal**, **content** and **functional** aim in implementing the textbook as a particular educative teaching aid in the course of an educative teaching event. By formal aim is meant that the textbook must be written so that it makes a real contribution to attaining the formal aim of educating, namely, adulthood and more specifically intellectual adulthood. Naturally, this places great responsibility on the compilers of school textbooks because a textbook cannot merely be a composite by subject experts but preferably by teaching educationists who also possess thorough subject knowledge. The content aim of the textbook has more of a connection with the subject knowledge of

the textbook compilers. In this connection it is necessary that the authors of textbooks keep abreast of the development of knowledge and other scientific insights with respect to the concerned area of knowledge or subject area within which the textbook is written. As far as is humanly possible, incorrect and obsolete knowledge must be eliminated. Although textbooks must be so compiled that the pupils can understand well the knowledge contained in them, there also must be room provided for the pupils' own free and creative acts of thinking. The functional aim of the textbook is briefly summarized as an accountable, well-ordered source of information from which the teacher and pupils can draw. However, it must be emphasized very strongly that the textbook may not be the exclusive and singular method of the teacher. Teacher amplifications and explanations must be done by which the book becomes more understandable to the pupils. The teacher illustrates the information in the textbook with examples on the blackboard and illustrates the work with drawings and representations. From the above it is clear that the textbook must be implemented in an educative teaching event in a way that it will be of real functional significance for the adult-becoming pupils.

4.5.1.2 Writing.

Writing is one of the use-aids in the classroom and at home that can be elevated to a teaching and learning aid. As such it is a very important aid in the learning event without which the pupils cannot manage. As soon as the pupils are verbally prepared for a particular piece of work they must be given the opportunity to exercise it. It is the task of the teacher to motivate the pupils with respect to the use of writing. Through the enthusiastic intervention of the teacher the pupils must view a particular task as a challenge, as a problem that must be solved. This means that the pupils, with the help of existing knowledge, but not by a blind application of it, must proceed to doing written work in their exercise books. By making use of their exercise books it is possible to actualize the independent thinking activities of the pupils. To use writing it is necessary that the pupils implement certain use-aids such as desks, compasses, pencils, pens and rulers that then make the learning act possible.

4.5.2 Audio-visual didactic-pedagogic aids

4.5.2.1 The blackboard.

The blackboard is one of the most important teaching aids in the hand of the teacher. It also is a use-aid that can be a teaching and learning aid. A teacher must never neglect the use of the blackboard in his educative teaching. The possibilities of the visualization of important ideas regarding the particular subject the teacher is unlocking for the pupils are unlimited. Especially the prospective teacher must make use of each possible opportunity to practice working neatly and clearly on the blackboard. To the question of what the advantages are of the use of a blackboard in the course of educative teaching, certainly a great number of acceptable answers can be given. Here are only a few advantages as provided by Wittich and Schuller in their very useful "Audio-visual materials.

- (a) The blackboard forms a very important part of the teacher-pupil planning.
- (b) It is possible by means of the blackboard to quickly make changes and re-classifications regarding particular aspects of the work.
- (c) Group work in the various subjects can be planned, illustrated, and jotted down in enumerative ways with the help of using the blackboard as a didactic-pedagogic aid.

The teacher can make good use of the blackboard in school as a transition between the concrete and the abstract by making a schematization on it.

4.5.2.2 One-dimensional visualizing as didactic-pedagogic aid

The following aids, among others, are included under one-dimensional aids; the **blackboard**, **pictures**, **graphics** and **maps**. Because the blackboard is so important it is discussed separately and here brief attention is given to prints, graphics and maps. With respect to **pictures** the teacher must be careful that he does not purchase pictures merely for so-called "class decoration" shortly before the inspector visits the school! The most important criterion that the teacher has to consider in buying pictures is their suitability as a medium within the course of the educative teaching

event. In the choice of pictures the age of the pupils must very definitely be taken into consideration. In this connection, the teacher must remember that the younger the children the fewer matters must appear in the picture. The pattern must be simple and the ideas conveyed must be easily understandable. Further, the information appearing in the picture that the teacher will connect up with must be correct beyond any doubt. The effectiveness of a good picture makes it a powerful educative teaching aid in the hand of the teacher. If there is mention of **graphics** one must not only think of algebraic graphics. It also is not correct to define the concept “graphics” only as the art of drawing. It has a much wider meaning than merely “drawing”. It is derived from the original Greek “graphikos” that includes “portraying” as well as “drawing” and the verb “graphien” means to write or convey by means of lines. The adjective “graphic” further carries the meaning of a vivid, clear and effective description. Thus, graphics are viewed as didactic-pedagogic aids in an educative teaching situation used by the teacher to vividly and clearly bring home to the pupils facts and ideas by a combination of drawings, words and colors. The teacher can make use of various sorts of graphics, namely, linear graphics, block graphics, circle graphics (pie-charts) and print graphics. The most familiar is the **linear graphic**. This is used to show the relationship between **two** variables. The **block graphic** is used to convey a greater variety of information graphically. Differences (frequencies) are conveyed by vertical and horizontal blocks. The **circle graph** always conveys a total picture of a particular matter and if the graph is divided into segments, the segments represent percentages or parts of the whole. In **picture graphics** use is made of figures in order to introduce certain information to the pupils. It is particularly effective when a number of persons must be compared with each other. Thus, for example, a teacher can make use of a picture graphic to present the increase in population over the past fifty years. Four little men (little figures) represent, e.g., a million people. **Diagrams** also can be viewed as a form of providing information. **Maps** can very effectively be implemented by the teacher in the educative teaching event in subjects such as Geography, History and Religious instruction. In conclusion, it is mentioned that it is possible with the pictures to bring about a multidimensional visualizing even though this occurs on the one-dimensional level of a picture.

4.5.2.3 Three-dimensional visualizing as didactic-pedagogic aid.

Three-dimensional visualizing is possible by using **models**, **filmstrips** and **sound-films**. There are a variety of models available that can be used in the classroom for a great range of subjects. Naturally the teacher also can make his own models for use in the educative teaching situation. The **filmstrip** consists of a series of transparent prints or images that follow each other in a particular sequence on a 35mm filmstrip. It usually consists of 20 to 50 frames. Three important advantages of the filmstrip are the following: The teacher can regulate the speed at which the filmstrip moves, the images are in the correct, planned sequence and cannot become mixed up with each other, there are a great variety of filmstrips available. The **film slide** shows a close connection with the filmstrip and is shown by means of a slide projector. The same advantages of the filmstrip hold for the slides except that they can be mixed up with each other. In this connection an **overhead projector** also must be mentioned which has the additional advantage that the teacher stands before the class and the class looks while he shows the transparencies. The value of a **16mm sound-film** cannot be stressed enough. Here it is mentioned that various types of filming are possible such as direct photography, variable speed photography, microphotography and animation. With respect to all of the didactic-pedagogic aids discussed in this section, it naturally is obvious that before the teacher and prospective teacher can make use of these aids in the classroom first they must thoroughly inform themselves on how to use them. This means that these aids must not become restraining aids in the course of the educative teaching event and this can happen easily if the teacher does not know how to handle them. Although strictly speaking filmstrips and sound-films are **not** three-dimensional aids since the image is projected onto the flat surface of a screen, even so they are discussed here because they create the **impression of three-dimensionality**. At the moment (1978) South Africa stands on the threshold of establishing **television** and therefore it is fitting that at this stage brief attention be given to implementing television in the course of the educative teaching event.

Because television is not yet used in South Africa as a didactic-pedagogic aid, it is not possible at this stage to evaluate its effectiveness. It suffices to mention that there already are television teams at the Pretoria Teachers College and the Johannesburg College of Education that are doing path finding work in this connection. However, in the United States of America various evaluative studies have been done regarding television in school. In general, these studies came to the following conclusions:

- (a) Pupils learn just as much with the help of television as a didactic-pedagogic aid as they learn in the traditional face-to-face relationship of teacher and pupil.
- (b) In many cases the television programs have lead to better results with pupils than what was the case in face-to-face educative teaching situations.
- (c) It is especially the gifted pupils who gain the most from television teaching in the school since advanced work is placed at their disposal that is of a much more comprehensive nature than what can be available to them in the classroom.
- (d) The television camera can reach places across the world and bring them into the pupils' presence in the classroom what the teacher is impotent to offer them. (See in this regard Wittich and Schuller: Audiovisual Materials, p. 414).

What the real value and significance of television teaching will be for refining the course of the educative teaching event in South Africa only time can tell. However, here the authors stress that the face-to-face relationship of the educative teacher and pupils who are becoming adult must never be undervalued by television. If this were to occur it would be an evil day for didactic-pedagogically accountable educative teaching in South Africa. It must never be forgotten that television teaching only can be an aid in the course of educative teaching event. The real, authentic encountering relationship of living person to living person in each other's **presence** will never be able to be replaced by television. Naturally, the same also holds for the radio.

4.5.2.4 Some audio didactic-pedagogic aids.

In this textbook in Didactic Education only the following three audio didactic-pedagogic aids are going to be discussed, namely, the **radio**, **record player** and **tape recorder**. The **radio** offers great opportunities for school broadcasts. In school radio broadcasts the didactic-pedagogically schooled teacher and experts collaborate to bring enriched experiences for the pupils into the classroom within the particular area of reception. The school radio service offers the pupils an excellent opportunity to participate in the most actual matters of the day such as contemporary history. In addition, the school radio naturally is a good means for allowing the pupils to listen to and appreciate music. To successfully implement the school radio service in the course of the educative teaching event in the classroom, the following aims must be kept in mind: The pupils must be encouraged to study the particular theme dealt with before the radio program is broadcast; at the end of the transmission of the program the theme must be thoroughly discussed further in the classroom by the teacher and his pupils; and the problem must be concluded by a written verification of what is heard on the radio and discussed further in the classroom. The **record player** and the **tape recorder** especially can be implemented effectively during the course of language lessons. In this connection one thinks of the **language laboratories**, already a known institution in South Africa, especially regarding learning a foreign language. There are a variety of fully developed language study programs on records that can be used effectively by the teacher in an educative teaching situation. In teaching a foreign language they offer the pupils an opportunity to hear outstanding first language speakers talk, which is a great asset especially concerning correct pronunciation. Great pieces of prescribed works, especially dramas, are on records. Then if the pupils deal with the concerned prescribed works in class, the teacher can make use of these recordings to make the drama more real to the pupils. When poems in the foreign language are dealt with and there is no recording of it available, the teacher can call on someone who speaks the language as a first language to tape-record the poem. A tape recorder also can be used very well to record sounds and then introduce them into the classroom. From the brief discussion of the above-mentioned aids, the radio, record play and tape recorder, it seems very clear that the teacher still figures very prominently in the course of the educative teaching event.

The discussion of teaching and learning aids now is concluded by indicating a few requirements that these aids must fulfill to be qualified as didactic-pedagogically accountable.

4.6 Some requirements that didactic-pedagogic aids must meet.

4.6.1 Inviting character.

To qualify as didactic-pedagogic aids they must have an inviting character. The responsibility for the inviting character of the aids must be placed squarely on the shoulders of the teacher. The teacher searches for and designs teaching aids as learning aids in accordance with circumstances, interests, age and nature of the pupils, the possibilities of the school and social milieu and the organizational possibilities of the school. Therefore, the teacher must continually reform the learning aids in accordance with the demands of the educative teaching event. For the progressive actualization of his being a person a child must answer the appeal from the reality surrounding him, i.e., a child is an initiative of relationships with the world that he chooses and by which he is chosen. Therefore, an appeal must emanate from the educative teaching event to the child to really participate in the event. The child will not answer this appeal if it is not an inviting appeal to participate.

4.6.2 Polyvalence

The didactic-pedagogic aids must be polyvalent. This is expressed in the versatility of the use- and handling-possibilities of learning aids. The learning aids must be attuned to furthering, as refining, the course of the educative teaching event but this does not mean that they must be limited to action possibilities. They must have more than one value (poly = more; valence = values). The structures that the teacher aims to form in the course of the event need not necessarily be contained in the learning aid beforehand. In this connection, Gouws indicates that, for example, a hundred board does not have to be used by which a child is compelled to see the number as two rows of five dots and one hundred as ten of these rows. If a hundred board must be worked with, preferably it will be one with holes in which small shells can be placed in all sorts of

groupings. The thought activity of the child in such a case is not prefigured in the material. Thus, polyvalence is necessary in order to give the child the opportunity to move in various directions of thinking. If the learning aid forces the child into fixed series of acts its polyvalent character will be missing and his invitation to activity becomes insignificant. Thus, it is clear that polyvalence largely is dependent on the intellectual structure of the learning aid. The self-activity of the child must not be smothered by the learning aid. Therefore, a good textbook, e.g., is not a one-way street, but is an area of life that can provide an opportunity for the child's own productivity.

4.6.3 Polyfunctionality

The didactic-pedagogic aid must be polyfunctional, i.e., it must be directed to various aspects of the aim-complex such as actualizing intelligence and memory as well as forming the child in the totality of his being a person. The teaching and/or learning aids must not be implemented in the course of the educative teaching event to attain merely the so-called immediate aims but rather the ultimate aim, namely, to give the child help and support so that he progressively shows the image of adulthood as a morally independent and responsible person. Consequently, it is wrong for the teacher to one-sidedly aim the aid at a particular end because this will limit the pupil in the use of the aid to what the teacher aims for, e.g., intellectual achievement with the purpose of good examination results. If this is the aim of the teacher the learning aid cannot be qualified as didactic-pedagogically accountable because it no longer has in view the ultimate aim of educating.

4.6.4 Saving time

One of the most important reasons for implementing educative teaching aids in the course of the educative teaching event is to save time. In as short a time as possible a teacher whose task is to unlock certain aspects of a particular area of reality (area of knowledge, subject area) for his pupils and to bring them home to them. Therefore, it is absurd to send a pupil who works fast to an encyclopedia to leaf through it. Without a doubt he will find many useful things in it but in the framework of school time available to him he is not involved in the most profitable manner. The pupil's time that the teacher uses in school always belongs to the life of the

child and it is the lasting obligation of the teacher to make the most productive use as possible of the time he demands of a child. Therefore, by implementing didactic-pedagogic aids the teacher makes it his task to allow a child to work purposefully so his time is used in the right way for developing his own being a person as becoming a person.

4.6.5 Task character.

This requirement placed on didactic-pedagogic aids seems clear from the discussion of aids. All educative teaching aids must be directed to allowing a child to understand that his being a person is a gift with a task. This means that the learning aid must be accompanied by a task by which the act of thinking is actualized. For example, it is possible that a strongly inviting character of a learning aid can give rise to the aid being played with by which the aim of using the item as an aid in the learning event is going to be missing. In this regard, Gouws emphasizes that the polyvalence and the distinctness of the task also are always in tension with each other. The more that can be done with the material the more necessary it is that the task of the teacher is to give direction to the use of the aid.

5. SUMMARY

In this chapter attention was given mainly to the course of the educative teaching event, its orderly progression and the didactic-pedagogically accountable use of the teaching and learning aids during this event. In the last chapter the educative teaching situation will be considered further and some possibilities of reflection will be noted with the aim that the student of didactic pedagogics eventually will himself proceed to think about educative teaching since this is going to be his life task.

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