

FOREWORD

Today it is fairly well known that contemporary pedagogics, as an autonomous science, studies the phenomenon of educating in scientific ways. Further, this phenomenon is illuminated from different pedagogic perspectives, each with its own autonomy, among which are fundamental pedagogics, didactic pedagogics, sociopedagogics, orthopedagogics, historical and comparative pedagogics and psychopedagogics.

On the one hand, psychopedagogics for many years has waged a struggle against an educational psychology that is general psychological theories applied to educating and teaching the child. This is a practice that has fallen into disuse in modern pedagogics. On the other hand, modern psychopedagogics, still in its infancy, is served by phenomenological thinking and, in concert with the other pedagogic perspectives mentioned, opens a unique perspective on the phenomenon of educating.

This work by Dr. Pretorius is one of the first that searches for the child in the educative situation from a psychopedagogic perspective and uses **lived-experience** as a central psychopedagogic category. In this respect, this book is unique and paves the way for diverse further work in this area. Also, this work suggests the possibility of seeking joint pedagogic perspectives on the category of lived-experience, e.g., a joint perspective between psychopedagogics and didactic pedagogics.

This book is strongly recommended specifically to all students of psychopedagogics but also to all students of education and for all educators who want to know the child better.

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