

SUMMARY

A chronological exposition of the development of Landman's thinking was undertaken. His initial view of science as "knowledge for the sake of knowledge" was discarded and developed into "knowledge for the sake of improving practice". He increasingly strove to meaningfully improve practice and is currently contributing significantly to research methodology and curriculum theory.

A distinct evolution is seen in Landman as a phenomenologist although first and foremost he remains an ontologist. He has moved from a (Husserlian) methodological-monism by also making room for the contradictory, hermeneutic and dialectic methods. Another development in his current views of phenomenology is his so-called "phenomenology-in-action", i.e., its significance for [educational] research as well as his "operational phenomenology" (its significance for curriculum research).

Landman has described original pedagogical categories along with examples of their practical application. It was shown that in reality pedagogical criteria are categories-in-the-form-of-questions. He justifies pedagogical categories epistemologically by indicating their ontological-anthropological grounds and he analyzes the concept "category" epistemologically and phenomenologically for the first time.

His initial view that a philosophy of life [doctrine, ideology] impedes scientific thinking and thus must be bracketed only to be unbracketed "post-scientifically" has developed into his current view that the philosophy of life permissibility of an act of thinking must have equal status with its scientific necessity.

The development and expansion of Landman's thinking about essences have been so encompassing that he has been designated as an "essence-thinker". For him the thinking search for knowledge concerns either essentials or non-essentials.

An attempt was made to exemplify the contributions he has made through his graduate students.

National and international commentary concerning Landman's pedagogical thinking illustrate and confirm its scope, importance, influence and impact.

Service is an important priority for him and his continued, unfaltering striving to improve practice is exemplary and has earned him the highest awards attainable in his field.

· Translation (2012) from: Lemmer, Catharina J.: *W. A. Landman as pedagogiker: 'n Studie in die fundamentele pedagogiek*. Unpublished D. Ed. dissertation, University of South Africa, Pretoria, 1987, Summary, unnumbered pages appearing on leafs two and three.