

THE DEVELOPMENT OF PEDAGOGICAL THINKING IN THE VARIOUS PART-DISCIPLINES OF THE FACULTY OF EDUCATION FROM 1930 TO 1980: PSYCHOPEDAGOGICS*

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1. THE EARLIEST YEARS: 1930 - 1937

In these years the Faculty of Education did not exist, except as a remnant of the old Transvaal University-College, and all education courses were offered in one Department of Education in the Faculty of Letters and Science. Psychopedagogics did not exist and psychology, in one form or another, was offered by Prof. J. C. Bosman, who was head of this department. It is difficult to determine what the contents of the psychology course were, yet in his notes he mentions that for his course, "Psychology of Education", he had adequate notes from courses he took at Harvard in the U. S. A. Since Prof. Bosman was responsible for different disciplines, including "Theory of Education" as well as "History of Education", it is understandable that he did not concentrate on the psychology of education. In the same document, Prof. Bosman mentions that from the establishment of the Faculty in 1937, educational psychology was taught with B. F. Nel as lecturer and, at that time, Nel was not pleased with the contents of the psychology he offered. Prof. B. F. Nel mentions, in a later document published in 1963, that the contents of psychology presented in the earliest years by the faculty were entirely Anglo-American in nature. This was understandable because Prof. Bosman had studied in the U. S. A. Further, in the early years, English was the language of instruction, textbooks were available only in English and for these years the

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department was viewed as the accomplishment of a young Afrikaner who went to Harvard for his training in education. It is entirely understandable that a young university in its earliest years would hire such a highly capable scholar and that the Anglo-American thought in the psychology he offered would be acceptable at the time.

2. THE PERIOD 1937 - 1950: ESTABLISHMENT OF THE FACULTY OF EDUCATION

In 1937, the Faculty of Education was established with the following independent departments:

- * Theory of Education and Teaching and General History of Education
- * History of Teaching in South Africa
- * Educational Sociology
- * Bantu Education
- * Educational Philosophy
- * Educational Psycho- and Socio-Pathology

In 1939, a seventh department was established, namely, Educational Psychology, with Dr. B. F. Nel as senior lecturer and Head. In the same year, the Department of Educational Sociology was added to that of Educational Psychology and the Department now had two missions.

With the death of Prof. W. A. Willemse in 1944, the Department of Educational Socio- and Psycho-pathology was transferred to the Department of Educational Psychology, and we now had the Department of Educational Psychology, Educational Sociology and Educational Psycho- and Socio-Pathology; in 1944, Prof. Nel was named professor and head of this very comprehensive department.

An evaluation of the fundamental thought reflected in educational psychology, which was offered with allied disciplines, indicates that, in these years, the idea of an **applied psychology** was clearly in the foreground. There is sufficient acknowledgment of this in the name "educational psychology". As far as is known, this name originated with E. L. Thorndike in his well-known work, "Educational

Psychology", which appeared in two volumes. Briefly, this means that psychological theories, despite their origin or contents, merely are transferred and applied to educating and teaching a child.

Second, the nature of this educational psychology was largely eclectic, meaning that different theories or views were conveyed to the students without taking a real point of departure or standpoint about them. Student teachers were left to themselves to choose what was acceptable to them.

In due time, the nature of the educational psychology offered assumed a particular flavor under the guidance of Prof. B. F. Nel. To understand this, it is noted that Nel received his overseas schooling at the Amsterdam school of Ph. Kohnstamm, known as the "New Seminar for Pedagogics". The focus of this seminar was the German School of the Psychology of Thought, as developed at various German universities. Briefly, a major focus was on the Wurzburg School of the Psychology of Thought and its didactic application by the Amsterdam School of Kohnstamm. Nel introduced these ideas in the Faculty of Education he built up here. However, it should be mentioned that the ideas of the so-called psychology of thought first emerged at the end of this period (about 1945 - 1950). The first publication of this nature is Groenwald, A. J., "The psychological foundation and practical application of visual teaching", 1949. These thoughts were pursued for approximately 15 years until the late 1950's. At the same time, Nel was an advocate of particular American standpoints in educational psychology, among which was that of Allport in his well-known work "Personality".

As far as teacher preparation was concerned, at this time, the standard textbook was Hughes and Hughes, "Learning and teaching". The acknowledgment of notions of application are inferred from these few works mentioned.

Third, ideas regarding the deviant child fit the same mold, namely, that student teachers are trained in psychopathology, the insights of which have to be applied in teaching and educating the deviant child.

When the nature of the contents of thinking in educational psychology and educational psychopathology are noted, they were of the highest quality. There is special appreciation for the early contributions of late Prof. W. A. Willemse who, until he died in 1944, was responsible for teaching Educational Psychopathology. The same is said of the mentioned German Psychology of Thought which, by way of the Dutch school of Kohnstamm, was brought to South Africa by Prof. Nel. In particular, Nel held the view that the then current theories of learning of Pavlov (conditioning) as well as the Behaviorists' theories (Thorndike and others) of trial-and-error learning were unacceptable. Also, the ideas of Gestalt psychology, with its theories of animal insights, were unacceptable for the Psychology of Thought. In a variety of studies, the focus was mainly on **thinking** instead of **learning**, and the well-known standpoint of Kohnstamm, namely, "learning to think", was brought clearly to the foreground. Briefly, the Psychology of Thought put the focus on a person's thinking, instead of on learning based on the mentioned learning theories, as well as others, including the Presentation Theory of Herbart. Perhaps the most famous contribution of the Wurzburg School of the Psychology of Thought was its theory of levels of thinking, where distinctions are made among a visual, a schematic and an abstract level. Also, the world-renowned contribution of Otto Selz, with his theory of methods of solving problems is mentioned.

These and other insights were researched thoroughly by Prof. Nel and his students in this Faculty for approximately 15 years, and had a broad effect in South Africa. A particular contribution was the **conversational lesson**, and improved teaching in different subjects. In this way, a psychology of thought foundation was laid for didactics. These views were greatly extended and, in overseas journals, there was reference to the Pretoria School of the Psychology of Thinking. A variety of publications appeared in which one can read about these views.

Fourth, in this period Prof. Nel began offering courses in child psychology and, in 1939 a Diploma in Preschool Education was instituted. In the true sense of the word, these were child psychology or developmental psychology courses, and Prof. Nel

made use of the insights of Charlotte Buhler, Ruth Strang, Arnold Gesell, Hildegard Hetzer, Piaget and others.

Viewed as a whole, the period from 1937 to 1950 is one in which educational psychology and educational psychopathology were founded thoroughly in the faculty. In terms of contents, on the one hand, Anglo-American insights and, on the other, German psychology of thought, as well as Dutch views of the psychology of thinking and child psychology were included.

Thus, there is not yet mention of psychopedagogics, as an autonomous part-perspective of pedagogics, which has its point of departure in the child's educative situation.

3. THE PERIOD 1950 - 1959: IN SEARCH OF AUTONOMOUS STATUS FOR PSYCHOPEDAGOGICS

3.1 Pursuing the line of thinking of the psychology of thinking in a didactic-pedagogical perspective

This period was characterized by a search for the autonomous status of a psychopedagogics, as is indicated below. Before proceeding, it is stressed that, despite this search, there was equally strong progress with research in the psychology of thought which, as mentioned above, had its beginning in the previous period. Consequently, the dominant nature of thinking in this decade was still clearly that of the psychology of thought by which it is seen that the notions of a psychology applied to the education of a child, in the form of the psychology of thinking, was clearly still in the foreground. At the same time, it is emphasized that this decade also was a transition from a dominant applied psychology, in the form of a psychology of thought, to a search for an autonomous point of departure and, with that, the autonomous status for a psychopedagogics.

3.2 Rejection of the applied connotation in psychopedagogics

With the appearance in 1956 of a publication by B.F. Nel titled "The nature and essence of educational psychology", a new direction of thought was ushered into the practice of psychopedagogics in this

Department. Following the trail of Theodor Litt and M. J. Langeveld, Nel analyzed the relationship between psychology and pedagogics, and found the connotation of application, in the sense that psychology, irrespective of its origins, is applicable to educating a child to be untenable.

There was a search for a valid point of departure for originating, developing and practicing a psychological pedagogics. This search, as embodied in this publication, essentially was not phenomenological in nature, although following the trail of Langeveld, the educative situation was proclaimed as a human-existential one. Thus, a first hint of a phenomenological approach clearly was noticeable. The procedures of the phenomenological method, however, were not yet evident, a matter which is returned to later.

In the same publication, there is a clear reliance on the views of Ph. Kohnstamm from an older publication by him titled "Pedagogy and Psychology" ("Paedagogiek en Psychologie"), which appeared in the journal "Paedagogische Studien" in 1949. Clearly, Kohnstamm was not a phenomenologist, and one can infer that the essence of Nel's publication was not phenomenological in nature.

The importance of this publication, and of the line of thinking introduced to this Department by B. F. Nel in it, is that a beginning was made toward a complete rejection of psychology as prescriptive and, thus, as a science applied to educating and teaching a child. Indeed, this publication was a milestone in the search for the autonomous status of the psychopedagogic and, in a broader context, of pedagogics as a whole. Without in any sense trying to analyze this publication, a few quotations from it are cited which sufficiently express the direction of thought. On page 10, Nel writes: "The pedagogic, as a more comprehensive science, as a larger totality, cannot know the educative situation as a phenomenon through psychology. That is, a psychology only can have meaning for a human-existential situation (which is what educating and becoming educated really are) if that psychology also has arisen from an analysis of such a factual, human-existential situation itself".

3.3 Personological flavor of psychological pedagogics

In this same publication, another line of thought was clearly emphasized, namely, that the human-existential situation mentioned, according to Nel, and following Kohnstamm, is a triangular relationship by which is meant a God-person(s) vertical relationship and a person-person horizontal one. As such, one can represent for him/herself that a child has to be approached from a human-existential situation where God is at the top angle of a triangle and with persons at the other two angles in horizontal relationship with each other. This line of thought stems from Kohnstamm's personalism, whose point of departure is that humans are created in the image of God. Further on, Nel also indicates that, from the viewpoint of a theistic and, indeed, Christian-centered anthropology, a person should be studied in terms of this triangular relationship.

Even today there is a very high regard for this anthropological standpoint presented by Kohnstamm and Nel, yet from a phenomenological view, it no longer is acceptable. This is commented on further when the present thinking in this Department on psychopedagogics is brought up. However, it is briefly mentioned that, with this standpoint, there is an intermingling of a scientific view, being a scientific analysis of the educative situation phenomenologically, with an extra- or post-scientific anthropological [i.e., philosophy of life] view.

4. THE PERIOD 1960 - 1970: FOUNDATION FOR A PHENOMENOLOGICALLY ORIENTED PSYCHOPEDAGOGICS

First, during this decade, foundations were laid for developing and building up a phenomenologically oriented psychopedagogics. With this, the prevailing view of applied psychology, as educational psychology, of the previous decade finally came to an end. Before publications could appear with a clear phenomenological flavor, which expressed the foundation for a phenomenologically oriented psychopedagogics, an important publication in psychology appeared in 1965 with the title "Foundations of Psychology" ("Grondslae van die Psigologie"), written by B. F. Nel, M. C. H. Sonnekus and J. G. Garbers. This publication was a necessary

precursor for exploring the field of a phenomenologically oriented psychopedagogics. Although still psychology but, indeed, also a phenomenological psychology, it was the first publication in Afrikaans in South Africa having a phenomenological line of thought in psychology. The publication was relatively well received, and was prescribed in several Faculties of Education. However, this publication does not try to enter the field of educational psychology, as it was still called universities at the time. Further, the importance of this publication should be seen in the context of

the flourishing of phenomenology in Europe in the 1950's and 1960's, and it was an attempt to import phenomenological thought to South Africa, at least as far as psychology is concerned. This publication is still prescribed in departments and faculties of education, although essentially it includes no pedagogics. A last remark about this publication is that the three authors were members of Faculties of Education at three different universities at the time. As far as this Department (Pretoria) is concerned, Prof. B.F. Nel was its head and it is understandable that this publication expressed the important foundation for the development of a phenomenologically oriented psychopedagogics, which would follow shortly. Also meaningful is that the author (Sonnekus) returned to this Faculty in the beginning of 1968, and with Prof. Nel, immediately began a search for the foundations for a phenomenologically oriented psychopedagogics.

Second, in this decade, Prof. B. F. Nel, as far as his anthropological point of view was concerned, strongly supported what became known as the "three dimensional ontological structure of being-a-person" of Viktor Frankl. Accordingly, Frankl views a person as a somatic-psychic-spiritual being which essentially was a point of view critical of Freud's two dimensional or psychic-physical, vertical stepwise structure, namely, the conscious, the subconscious and the unconscious.

This standpoint is not dealt with further except to say that it is understandable why Prof. Nel strongly supported Frankl's anthropology. The reason is that he adamantly opposed the prevailing naturalistically oriented psychology of the Anglo-

American world, and the equally naturalistic philosophical anthropology on which it was founded, and, at the time, he was very interested in searching for an accountable pedotherapy for children, in contrast to a prevailing psychotherapy [for adults]. For him, this pedotherapy amounted to a pedagogical interpretation of Viktor Frankl's Logotherapy. With this, he obviously entered the terrain of orthopedagogics, which will not be considered here.

It is sufficient to say that Nel had modified and possibly deepened his initial personological standpoint based on Kohnstamm's personalism, and his so-called triangular relationship among God, person [adult] and person [child] by accepting Frankl's three-dimensional ontological structure of being-a-person. As far as this [philosophical] anthropological grounding is concerned, Frankl's emphasis fell on the spiritual dimension, also called the core dimension of being-a-person, or what some call conscience or the voice of conscience.

A third phase in the development of the foundation for a phenomenologically oriented psychopedagogics began in 1968 with the appearance of two publications: Nel, B. F.: "Fundamentele oriëntering in die psigologiese pedagogiek" (translated in 1974 as "Fundamental orientation in psychological pedagogics") and Sonnekus, M. C. H.: "Die leerwereld van die kind as beleweniswereld" (translated as "The learning child" in 1974). In Nel's work, Frankl's philosophical anthropology was maintained, though characterized by a stronger phenomenological flavor. Emphasis was placed on the educative situation as the point of departure for building up a psychological pedagogics.

As far as the essence of Nel's psychological pedagogics is concerned, special emphasis is on the necessity of knowing a child within his/her educative situation. The following quotation typifies the essence of his psychological pedagogics: "The educator must have knowledge of the psychology of the child in his being on the way to adulthood but secondly, and for this reason psychological pedagogics also is normative in nature, he also must have knowledge of this child's destination. These two kinds of knowledge within the relationship of knowing necessarily have to be psychological-pedagogical knowledge" (see page 38 of the

mentioned work). Nel then discusses **psychological moments** in the educative situation which must be considered. According to him, among other things, these are learning moments and intentionalities (under which are perceiving, thinking, learning, etc.). Also, he emphasized knowledge of the becoming child, that is the child's cognitive as well as affective becoming, knowledge of the modes of learning, learning material, learning aids, forms of learning, but also knowledge of his/her destination. Generally, he emphasized that, besides knowledge of the child and his/her destination, knowledge of the didactic event and related psychological aspects are important.

A consideration of this work is ended with yet another quotation, which typifies the essence of Nel's psychological pedagogics: "In the educative event there is need of psychological knowledge which, by the nature of the matter, is psychological-pedagogical knowledge. This means that it has to do with psychological pedagogics. But note: the psychology mentioned here is rooted, together with the pedagogic, in a philosophical anthropology that is phenomenological-anthropological-existential in nature. Here we primarily have to do with a pedagogic situation out of which necessarily arise secondary psychological moments, and thus psychological pedagogics as a part discipline of pedagogics".

Without trying to critically evaluate this standpoint, it is merely mentioned that here Nel still had a psychology in mind, despite his strong criticism of an applied psychology as an educational psychology applied to educating a child. Then, he generally talks of psychological moments in the educative situation which need to be elucidated, and by which psychological pedagogics, as part discipline of pedagogics, originates. The strong psychological flavor of his pedagogics also is reflected in the name he has espoused, namely psychological pedagogics.

In the second work mentioned, which is by this writer, and which also appeared in 1968, a phenomenon within the educative situation is analyzed, namely, child learning. In this analysis, use is made of the phenomenological category **lived experiencing**. Despite deficiencies in this work, an important contribution was made which has had a strong impact in this department and faculty, as well as

others, even in the U.S.A., namely the identification of childlike modes of being as modes of learning. These modes of learning are described in this work as differentiated modes which manifest themselves during a child's learning, i.e., learning is viewed as an actualization of the psychic life of a child-in-education. It also is meaningful to mention that this work was translated as "The learning child" and among other places it was prescribed in the U.S.A. [by Professor George Yonge at the University of California at Davis].

5. THE PERIOD 1970 - 1980: ESTABLISHMENT OF AN INDEPENDENT PSYCHOPEDAGOGICS AS A PART-PERSPECTIVE OF AN AUTONOMOUS PEDAGOGICS

5.1 Psychopedagogic essences and categories

Under the leadership of the author, and with the help of a number of colleagues and post-graduate students, during the first three years of this decade there was a search for psychopedagogical essentials of the psychic life of a child in education. These descriptions of essentials and categories were done phenomenologically in several publications and dissertations and are summarized in a publication which appeared in 1973, under the editorship of the author, with the title, "Psychopedagogics: an introductory orientation" ["Psigopedagogiek: 'n inleidende oriëntering"]. This is the first publication in Afrikaans in South Africa in which psychopedagogical categories are described. Also, the name psychopedagogics is used and justified for the first time. In addition, the field of study of psychopedagogics (the psychic life of the child-in-education) is described for the first time. Without analyzing this publication, it is noted that the following psychopedagogical categories are elucidated in it: experiencing, willing, knowing, behaving and lived experiencing. An important addition to the modes of learning, as described in this book, is the contribution of P. A. van Niekerk, with the author's help, where attending or giving attention is elucidated as part of the course of learning. Thus, the modes of learning described are sensing, attending, perceiving, thinking, imagining and fantasizing as well as remembering.

To this line of thought it is added that, despite the introduction to the practice of an autonomous psychopedagogics in this work, and its phenomenological flavor, the categories were still described as isolated. A serious deficiency, which was felt later, was the absence of explicated relationships among the different categories, a matter which was addressed in the following publication.

5.2 The lesson structure in psychopedagogical perspective

In the publication by the author, "The teacher, the lesson and the child" ("Onderwyser, les en kind: 'n psigopedagogiek perspektief"), which appeared in 1975, the line of thought begun in the previous publication, "Psychopedagogics", is continued but, now, with the addition of two important new viewpoints: First, reference is made to an important publication in didactic pedagogics titled "The lesson structure" ("Die lesstruktuur") by F. Van der Stoep et al. This publication directed an appeal to psychopedagogical thought to try to find a perspective within its own ranks on the lesson practice. In other words, the question is whether psychopedagogics, in any sense, ought to have any suggestions for the practice of teaching when this practice is viewed from a psychopedagogic categorical structure.

Before moving on to this question, there was another which needed to be answered, namely, the relations among the different psychopedagogical categories which are required to arrive at a total perspective on the lesson structure. Thus, it was necessary to delve further into the phenomenological method and apply other methods, namely, the dialectic and hermeneutic methods by which there is a search for relationships among the psychopedagogical categories. In this way, a totality view of the actualization of the psychic life of the child-in-education was acquired.

In this publication a further account is given of the lesson practice and there is an attempt to cast a psychopedagogical perspective onto the learning and teaching events, viewed within the lesson situation. This publication is a limited contribution with a particular aim in mind, namely, a psychopedagogical elucidation of the lesson practice. That is why the title, "Teacher, lesson and child", was chosen.

5.3 The psychic life of the child-in-education as the area of focus of psychopedagogics

A relatively comprehensive publication titled "The psychic life of the child-in-education" ("Die psigiese lewe van die kind-in-opvoeding") appeared in 1979 under the name of the author and Prof. Dr. G. V. Ferreira, previously Senior Lecturer in this Department, and since July 1979 Professor of Education at the Rand Afrikaans University.

This publication is a first basic work concerning the establishment of psychopedagogics as an independent part-discipline of an autonomous pedagogics. It is a textbook in psychopedagogics, and is used in this department with all of its branches, i.e., undergraduates, post-graduates with the aim of teacher preparation and with post-graduates with the aim of psychopedagogical study. At the same time, there is particular need for a further differentiation of this work with the aim of the mentioned branches as well as levels of presentation of the psychopedagogic. Again, there are other aims of relevance, e.g., with teacher preparation, where finer differentiations can be made, e.g., for pre-primary, primary and secondary teaching. Also, it is understandable that another relevant aim concerns pure pedagogical study as a scientific study.

This comprehensive work cannot be done justice in the space of a few paragraphs, and this is not the aim. However, a few viewpoints are briefly mentioned in accordance with the aim of this article.

Against the background of a historical-critical look at a few streams of thought regarding a person's psychic life, this work is introduced with a description of psychopedagogics as a science. More specifically, this involves the area of focus, modes of actualizing the psychic life, learning and its modes, becoming and its modes and the psychopedagogical aims of accompanying a child, which are based on the different modes of learning, each viewed with their various learning modalities and the different modes of becoming in relation to their modalities, as well as the modes of psychopedagogical accompaniment. Also, there is a contribution

about the psychic life of the child in education, viewed from a philosophy of life perspective, which gives an added ring to psychopedagogics. In this connection, it is added that, insofar as this concerns an anthropology, the psychopedagogic has a particular normative flavor. The reason lies in the way the psychic life is actualized; namely, cognitively and affectively, both of which are attuned to attributing sense and meaning, i.e., to the normative actualization of the psychic life. Thus, distinctions are made among three modes of accompaniment, namely, affective, cognitive and normative.

Insofar as a philosophy of life can be a perspective applicable to studying the psychic life of a child-in-education, it is a post-scientific perspective on the actualization of the psychic life. Where the work is a scientific elucidation of the actualization of the psychic life, as an area of focus of psychopedagogics, this standpoint, from a Christian philosophy of life, is entirely permissible and reconcilable insofar as a Christian teacher, with a Christian philosophy of life, will preserve or present a particular form of life in the way or ways of normatively giving meaning in actualizing the child's psychic life, as well as in the ways of normatively accompanying him/her. The scientific elucidation of the area of focus, and the post-scientific life view give contents to the normative moment of the psychic life and, thus, are placed alongside each other. This matter also has significance for the teacher, as a person, as far as his/her ways of accompanying the child's actualization of his/her psychic life are concerned.

Another new addition in this work deals with "the teacher", where there is reference to the psychic life of the teacher, as a person. This is a new standpoint, especially as it contrasts with the usual pronouncements concerning teacher characteristics, teacher models, etc. Also, these insights have importance and meaning for a teacher's philosophy of life.

6. SUMMARY AND PERSPECTIVE

In this relatively brief overview, it is pointed out that, in the 50 years from 1930 to 1980, there was a phenomenal development in psychopedagogical thought in this department. There was a

movement from the earliest years to viewing as valid an educational psychology as an applied psychology of Anglo-American origin. In those years there was no mention that this educational psychology is on an equal level with pedagogics. Secondly, the Psychology of Thought of German-Dutch origin played a leading role in this department for 15 or more years.

From an anthropological viewpoint, repeated reference is made to a human-existential philosophical anthropology which, on the one hand, has a strong personalistic flavor and, on the other hand, manifests a three-dimensional ontological structure in which the spiritual core of being-human is emphasized. An important tendency in the development of thought in past years was a search for an appropriate point of departure for constructing an autonomous psychopedagogics, and which turned out to be the educative situation. In due course, this point of view was established with the rise of phenomenological thought, and the connotation of educational psychology as a psychology applied to a child in education was totally rejected.

The phenomenological search for the independent status of Psychopedagogics during the last 20 years continues and has, in the last decade since the 1970's, achieved a firm hold.

Now the thought in this department is firmly established as far as the name, content and focus of study, which involve the **psychic life of the child-in-education**.

Much remains to be done; however, the foundation of psychopedagogics has largely been laid, and the hope is that colleagues and students will build on this foundation and that, in the years to come, psychopedagogics will rise to ever greater heights.

A final comment is appropriate here: The psychopedagogics which today is being practiced in this Department and in the Faculty of Education is vested with autonomous status as a part-discipline of pedagogics. This would not have been possible if the thinking in the other part-disciplines in this faculty were not of the same conviction. Much thanks is extended to all colleagues within this

department, as well as in this faculty, who collaborated in establishing an autonomous pedagogics which also had a fertilizing influence on psychopedagogical thinking.

SUMMARY

The last 50 years are characterized as a vast development in psychopedagogical thought. In the earlier years, psychology, as an applied [educational] psychology originating from America, was regarded as valid. An independent psychopedagogics, as a sub-discipline of an autonomous pedagogical science, did not yet exist.

Subsequently, the Thought Psychology of German-Dutch origin played a leading role for approximately 15 years, in the form of Educational Psychology. Proceeding from an anthropological perspective, Prof. B. F. Nel, who was head of the department for 31 years, advocated a human-existential anthropology built on the personalism of Kohnstamm. Later he affiliated strongly with the ideas of Viktor Frankl, and changed his personalistic views to a three-dimensional existential anthropology, which typified being-human as a psycho-somatic-spiritual being.

Since the 1950's, a strong attitude has been taken against educational psychology as an applied psychology, and a psychological pedagogic view was advocated with the pedagogic situation as its point of departure.

In the 1960's, a phenomenologically oriented psychopedagogics was sought and came to fruition in the 1970's. The name "psychopedagogics" was brought to public attention in a 1973 publication which vouched for the accountability of this name, and revealed psychopedagogical categories. At the same time, the psychic life of a child-in-education was proclaimed as the object of study of psychopedagogics.

In a later publication (1979), these ideas were extended, and special attention was given to **learning** and **becoming**, as manifestations of a child's psychic life. The relevance of psychopedagogical thought for the lesson practice was also confirmed in this publication, as well as in another dating back to 1975.

At present (1980), work is being undertaken in a number of fields which are seen as additions to the content in the above-mentioned publication, and which will probably be published in some form in the foreseeable future:

- * The significance of bodiliness in actualizing the psychic life of a child.
- * The part played by development in actualizing a child's psychic life.
- * Actualizing intelligence as an essence in implementing the psychic life.
- * The psychic life of the teacher in communication with a child in the lesson situation.
- * The relationship between actualizing the psychic life and vocational guidance.
- * Various contributions clarifying the actualization of the psychic life of a child in different periods of childhood such as the preschool, the primary school and the secondary school child.
- * The question of evaluating the actualization of the psychic life with reference to learning and becoming, viewed from a psychopedagogical perspective.
- * Investigations into the possibility of exchanging views with psychology and, more particularly, developmental psychology, and the psychology of learning, provided that certain conditions are met.

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