

# PSYCHOPEDAGOGICS\*

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## 1. THE EARLIEST YEARS: 1930 - 1937

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

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

In 1937, the Faculty of Education is 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 is established, i.e., Educational Psychology, with Dr. B. F. Nel as senior lecturer and Head. In the same year, the Department of Educational Sociology is added to that of Educational Psychology, and the Department now has two missions.

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

An evaluation of the fundamental thought reflected in educational psychology, which is offered with allied disciplines, indicates that, in these years, the idea of an **applied psychology** is clearly in the foreground. There is sufficient acknowledgment of this in the name "educational psychology". As far as is known, this name originates with E. L. Thorndike in his well-known work, "Educational Psychology", which appears in two volumes. Briefly, this means that psychological theories, despite their origin or contents, are merely transferred and applied to educating and teaching a child.

Second, the nature of this educational psychology is largely eclectic, meaning that different theories or views are conveyed to the students without taking a real point of departure or standpoint

about them. Student teachers are left to themselves to choose what is acceptable to them.

In due time, the nature of the educational psychology offered assumes 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 is the German School of the Psychology of Thought, as developed at various German universities. Briefly, a major focus is on the Wurzburg School of the Psychology of Thought and its didactic application by the Amsterdam School of Kohnstamm. Nel introduces these ideas in the Faculty of Education he builds up here. However, it is mentioned that the ideas of the so-called psychology of thought first emerge 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 are pursued for approximately 15 years until the late 1950's. At the same time, Nel is an advocate of particular American standpoints in educational psychology, among which is that of Allport, in his well-known work "Personality".

As far as teacher preparation is concerned, at this time, the standard textbook is 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, i.e., that student teachers are trained in psychopathology, the insights of which must 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 are of the highest quality. There is special appreciation for the early contributions of late Prof. W. A. Willemse who, until he died in 1944, is 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, is brought to South Africa by Prof. Nel. Nel holds 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, are unacceptable. Also, the ideas of Gestalt psychology, with its theories of animal insights, are unacceptable for the Psychology of Thought. In a variety of studies, the focus is mainly on **thinking** instead of **learning**, and the well-known standpoint of Kohnstamm, i.e., "learning to think", is 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 is 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 are researched thoroughly by Prof. Nel and his students in this Faculty for approximately 15 years and has a broad effect in South Africa. A particular contribution is the **conversational lesson**, and improved teaching in different subjects. In this way, a psychology of thought foundation is laid for didactics. These views are greatly extended and, in overseas journals, there is reference to the Pretoria School of the Psychology of Thinking. A variety of publications appear, in which one can read about these views.

Fourth, in this period, Prof. Nel begins offering courses in child psychology, and, in 1939, a Diploma in Preschool Education is instituted. In the true sense of the word, these are child psychology or developmental psychology courses, and Prof. Nel makes 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 are 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 are 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 thought of the psychology of thinking in a didactic-pedagogical perspective**

This period is 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 is equally strong progress with research in the psychology of thought which, as mentioned above, has its beginning in the previous period. Hence, the dominant nature of thinking in this decade is still clearly that of the psychology of thought, by which it is seen that the notion of a psychology applied to the education of a child, in the form of the psychology of thinking, is clearly still in the foreground. At the same time, it is emphasized that this decade also is 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 this, the autonomous status of 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 is ushered in regarding the practice of psychopedagogics in this Department. Following the trail of Theodor Litt and M. J. Langeveld, Nel analyzes the relationship between psychology and pedagogics, and finds untenable the connotation of application, in the sense that psychology, irrespective of its origins, is applicable to educating a child.

There is a search for a valid point of departure for establishing, developing, and practicing a psychological pedagogics. This search, as embodied in this publication, essentially is not phenomenological in nature although, following the trail of Langeveld, the educative situation is proclaimed as a human-

existential one. Thus, a first hint of a phenomenological approach is noticeable. The procedures of the phenomenological method, however, are not yet evident, a matter which is returned to later.

In the same publication, there is a reliance on the views of Ph. Kohnstamm in an older publication by him titled, "Pedagogy and Psychology" ("Paedagogiek en Psychologie"), which appears in the journal, "Paedagogische Studien" in 1949. Clearly, Kohnstamm is not a phenomenologist, and one can infer that the essence of Nel's publication is 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 is made toward a complete rejection of psychology as prescriptive and, thus, as a science applied to educating and teaching a child. Indeed, this publication is 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 can only 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 is emphasized, i.e., 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 must 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 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 considered. 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 are 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 come to an end. Before publications could appear with a clear phenomenological flavor, which expresses the foundation for a phenomenologically oriented psychopedagogics, an important publication in psychology appears 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 is a necessary precursor for exploring the field of a phenomenologically oriented psychopedagogics. Although still psychology but, indeed, also a phenomenological psychology, it is the first publication in Afrikaans in South Africa having a phenomenological line of thought in psychology. The publication is relatively well received and is prescribed in several Faculties of Education. However, this publication does not try to enter the field of educational psychology, as it is still called at 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 is 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 are members of Faculties of Education at three different universities at the time. As far as this Department (Pretoria) is concerned, Prof. B.F. Nel is its Head, and it is understandable that this publication expresses the important foundation for the development of a phenomenologically oriented psychopedagogics, which follows shortly. Also meaningful is that the author (Sonnekus) returns to this Faculty in the beginning of 1968 and, with Prof. Nel, immediately begins 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 is concerned, strongly supports what becomes 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 is a point of view critical of Freud's two dimensional, or psychic-physical, vertical stepwise structure, i.e., 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 supports 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 is founded, and, at the time, he is very interested in searching for an accountable pedotherapy for children, in contrast to a prevailing psychotherapy [for adults]. For him, this pedotherapy amounts to a pedagogical interpretation of Viktor Frankl's Logotherapy. With this, he obviously enters the terrain of orthopedagogics, which is considered here.

It is sufficient to say that Nel has 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 falls 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 begins 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 is maintained, though characterized by a stronger phenomenological flavor. Emphasis is 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, must necessarily 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 emphasizes knowledge of the becoming child, which is the child's cognitive and affective becoming, knowledge of the modes of learning, learning material, learning aids, forms of learning, but also knowledge of his/her destination [i.e., adulthood]. Generally, he emphasizes 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 which 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 has 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 must 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, i.e., psychological pedagogics.

In the second work mentioned, which is by this writer, and which also appears in 1968, a phenomenon within the educative situation is analyzed, i.e., child learning. In this analysis, use is made of the phenomenological category of **lived experiencing**. Despite deficiencies in this work, an important contribution is made which has a strong impact in this department and faculty, as well as others, even in the U.S.A., i.e., the identification of childlike modes of being, as modes of learning. These modes of learning are described in this work as differentiated modes which are manifested 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 is translated as "The learning child" and, among other places, it is 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 Psych pedagogic essences and categories**

Under the leadership of the author, and with the help of several colleagues, and postgraduate students, during the first three years of this decade there is a search for psychopedagogical essentials of the psychic life of a child in education. These descriptions of essentials and categories are done phenomenologically in several publications and dissertations, and are summarized in a publication which appears 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 are still described as isolated. A serious deficiency, which is felt later, is the absence of explicated relationships among the different categories, a matter which is 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 appears 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 directs 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 psychopedagogical categorical structure.

Before moving on to this question, there is another which has to be answered, i.e., the relations among the different psychopedagogical categories, which are required to arrive at a total perspective on the lesson structure. Thus, it is necessary to delve further into the phenomenological method ,and apply other methods, i.e., 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 is acquired.

In this publication, a further account is given of the lesson practice, and there is an attempt to cast a psychopedagogical perspective on the learning and teaching events, viewed within the lesson situation. This publication is a limited contribution with a particular aim in mind, i.e., a psychopedagogical elucidation of the lesson practice. That is why the title, "Teacher, lesson, and child", is 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"), appears 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, postgraduates with the aim of teacher preparation, and with postgraduates, with the aim of psychopedagogical study.

At the same time, there is 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 psychopedagogical has a particular normative flavor. The reason lies in the way the psychic life is actualized, i.e., 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, i.e., 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 is a phenomenal development in psychopedagogical thought in this department. There is 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 is no mention that this educational psychology is on an equal level with pedagogics. Secondly, the Psychology of Thought of German-Dutch origin plays 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 is a search for an appropriate point of departure for constructing an autonomous psychopedagogics, and which turns out to be the educative situation. In due course, this point of view is established with the rise of phenomenological thought, and the connotation of

educational psychology as a psychology applied to a child in education is 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 has 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, is regarded as valid. An independent psychopedagogics, as a sub-discipline of an autonomous pedagogical science, does not yet exist.

Subsequently, the Thought Psychology of German-Dutch origin plays a leading role for approximately 15 years, in the form of Educational Psychology. Proceeding from an anthropological perspective, Prof. B. F. Nel, who is head of the department for 31 years, advocates a human-existential anthropology built on the

personalism of Kohnstamm. Later he affiliates strongly with the ideas of Viktor Frankl, and changes his personalistic views to a three-dimensional existential anthropology, which typifies being-human as a psycho-somatic-spiritual being.

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

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

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

At present (1980), work is being undertaken in several 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 body-ness 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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