

CONTENT

Chapter One AN ESSENCE ANALYSIS OF THE SITUATION OF EDUCATING

W. A. Landman

- 1.1 Introduction: The fundamental pedagogical structure
- 1.2 The pedagogical relationship structures
 - 1.2.1 The pedagogical relationship of trust
 - 1.2.2 The pedagogical relationship of understanding (relationship of knowing)
 - 1.2.3 The pedagogical relationship of authority
- 1.3 The mutual connections among the pedagogical relationship structures
- 1.4 Real essences of the pedagogical sequence structures
 - 1.4.1 Introduction
 - 1.4.2 Pedagogical association
 - 1.4.3 Pedagogical encounter
 - 1.4.4 Pedagogical engagement (assuming-responsibility-for-interfering)
 - 1.4.5 Pedagogical interference
 - 1.4.6 Return to pedagogical association
 - 1.4.7 Periodic breaking away
- 1.5 The mutual connections among the pedagogical relationship and sequence structures
- 1.6 The structure of the pedagogical

Chapter Two THE EDUCATIVE AIM

W. A. Landman

- 2.1 Introduction
- 2.2 Knowledge of aim
- 2.3 Becoming
- 2.4 The norm-image of proper adulthood
- 2.5 In conclusion

Chapter Three
THE CHILD AS A PERSON:
HIS NEED FOR SUPPORT

S. G. Roos

- 3.1 Introduction**
- 3.2 Relationship structures**
 - 3.2.1 Relationship of trust
 - 3.2.2 Relationship of authority
 - 3.2.3 Relationship of understanding
- 3.3 The pedagogical sequence structures**
- 3.4 The aim structures**
- 3.5 Teaching, forming and educating**

Chapter Four
PEDAGOGICAL CATEGORIES AND CRITERIA

S. G. Roos

- 4.1 Introduction**
- 4.2 Essences of being-in-a-meaningful-world**
- 4.3 Essences of co-existentiality (being-with)**
- 4.4 Essences of temporality**
- 4.5 Essences of being-someone-oneself**
- 4.6 Summary**

Chapter Five
THE RELATIONSHIP: PHILOSOPHY OF LIFE AND EDUCATION

C. R. Liebenberg

- 5.1 What is understood by philosophy of life?**
 - 5.1.1 The particularity of a philosophy of life
 - 5.1.2 The demanding character of a philosophy of life
 - 5.1.3 The historicity of a philosophy of life

- 5.1.4 A philosophy of life is not biologically inherited
- 5.1.5 Difficulties in perpetuating a philosophy of life
- 5.1.6 The ideality of a philosophy of life
- 5.1.7 The meta-scientific character of a philosophy of life
- 5.2 View of being human, axiology and doctrine for educating as core components of each philosophy of life**
 - 5.2.1 Core components in their interconnectedness
 - 5.2.2 A view of being human and a philosophy of life
 - 5.2.3 Doctrine of values and philosophy of life
 - 5.2.4 Doctrine for educating and philosophy of life
- 5.3 Educative practice as a consequence of a view of being human and of life as found in three cultural communities**
 - 5.3.1 Introduction
 - 5.3.2 Philosophy of life and educating in the family
 - 5.3.3 Philosophy of life and educating in the school
 - 5.3.4 Philosophy of life and educating in the church
 - 5.3.5 Concluding view

[NOT YET TRANSLATED AS OF JULY 2011]

Chapter Six

THE CHRISTIAN-PROTESTANT PHILOSOPHY OF LIFE AND DOCTRINE FOR EDUCATING

C. R. Liebenberg

- 6.1 The Christian-Protestant view of being human and its doctrine of values**
 - 6.1.1 The Christian-Protestant view of being human
 - 6.1.2 The Christian doctrine of values
- 6.2 The Christian view of the aim of educating as spiritual adulthood**
 - 6.2.1 Aim-striving with educating as a future-directed activity
 - 6.2.2 Philosophy of life and the aim of educating
 - 6.2.3 The aim of educating
- 6.3 The task of the school within the framework of the aim of educating**
 - 6.3.1 Introduction
 - 6.3.2 The unitary character of the task of educating in the home and school

- 6.3.3 Conscience forming as a task of the school
- 6.3.4 Confrontation with values as a task of the school
- 6.3.5 Through solitariness to solidarity
- 6.3.6 Preparation for future vocational practice
- 6.3.7 The school's educator
- 6.4 Pedagogical aspects affecting realizing the Christian and national as philosophy of life moments in educative practice**
 - 6.4.1 Introduction
 - 6.4.2 The question of the fundamentals (the form)
 - 6.4.3 The question of the contents (the particulars, the principles)
- 6.5 Guidelines by which the Christian and national can be realized in the educative practice**
- 6.6 Teacher preparation and selection**
 - 6.6.1 Introduction
 - 6.6.2 The preparation aspect
 - 6.6.3 The selection aspect
- 6.7 Brief summary of recommendations regarding the ways in which the Christian and national can be realized in the South African practice of teaching**

BIBLIOGRAPHY