

## **PSYCHOLOGY AND EDUCATION**

### **KAVUNGI MUPACHI Jean-Paul\***

*"One day will come when one will have only one thought: education."*  
*This prophecy of Nietzsche is confirmed as early as the twentieth century, which was defined as the "Century of the child". Indeed, what is not done today for the child! The problems of education are discussed in specialized books and journals, in countless newspaper and magazine articles, on radio and television...*

That innovations in school pedagogy without being congratulated in return for a notable improvement of the intelligence, the character or even simply the academic performance of our students quite the opposite. We innovate at an accelerated pace, and at the same time we complain that everything goes from bad to worse and that our rational and technical civilization is to an astounding degree delivered, without recourse it seems, at the mercy of obscure background waves that sometimes take the shape of Collective psychosis.

Very briefly and simply, considers some problems of education from the point of view of the "Psychology of the Depths", the only one that, with the sociological point of view, makes us truly perceptive about the real situation.

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**Intelligence and character.** At the outset, it is by virtue of a rationalist bias that students are assessed on the basis of their own intelligence. And yet it is done from a closely academic point of view, so that real intelligence is often ignored. *But the character is the true mark of the individual, the crucible where his destiny is developed.* Happiness, success and value depend on character more than intelligence.

**The psychopedagogical tests** complement the traditional judgments of the school, but we must give a warning here: by an action in depth on the affectivity of a child or by an improvement of its environment, one sometimes obtains a astounding elevation of its "intellectual coefficient". *For the great engine of human beings are instincts and feelings.* Not only "academic achievement", but *the very function of intelligence can be inhibited by emotional conflicts.* <sup>(1)</sup>

But here or the problem reveals its essential aspect, which is also the most delicate and the most painful: *the affectivity of a child depends to a degree generally unsuspected of the affective quality of his family environment.* <sup>(2)</sup> However, parents fear above all that they have to discover and recognize, on the occasion of the school deficiencies of their own children, their own emotional and marital conflicts. If the child has a deplorable spelling, they may be eager to send it to a specialist in the rehabilitation of "dyslexics" which is good, but should not dispense with the possible cause of the disorder to be able to attempt to Remedy. As a specialist in psychotherapy, Charles Baudouin, wrote in his book on C. G Jung: We do not see that adults, by so much zeal, push mainly on the head of the child the problems that they do not want to tackle in their own Existence ". <sup>(3)</sup>

*Any childhood neurosis should be considered in the light of the parents ' psychology.* Nietzsche had approached, C.G. Jung demonstrated, that the only valid education is that which begins by educating educators <sup>(4)</sup> that is why the schools of parents who have created themselves everywhere seem to meet a necessity on the condition But that the laudable and even unsurpassable concern of educating children is not used to mask the vital problems of adults. *A balanced family environment, constituted by a manly man and a woman of a fundamentally feminine character who love each other deeply: this is par excellence the environment where a child can flourish mentally and morally healthy, perhaps brilliant intellectually.*

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- (1) **Charles Baudouin**, *Children's and Psychoanalysis* (new ed., Delachaux and Niestié, Neuchâtel, 1964). With profit, we will consult the collective work *the school and social Inadaptation and its remedies*, composed under the direction of Georges Mauco (Saddler, Paris, 1961).
- (2) Report The collective work *childworries, new psychological guide to education* (Rencontre, Lausanne, 1957).
- (3) **C.G. Jung**, *Psychology and Education* (Payot, Paris, 1963), pp. 154.
- (4) See **Christoph Baroni**, Nietzsche educator (Bucht/Chastel, Paris, 1961) and **C.G. Jung**, *Psychology and Education*, trad. Fr. (Bucht/Chastel, Paris, 1963).

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1. **Charles B.**, *children's and Psychoanalysis* (new ed., Delachaux and Niestié, Neuchâtel, 1964). and Georges M. Dir. *School and social inadequacy and its remedies*, a collective work (Saddler, Paris, 1961).
2. Collective work, *childworries, new psychological guide to education* (Rencontre, Lausanne, 1957).
3. **C.G. Jung**, *Psychology and Education* (Payot, Paris, 1963), pp. 154.
4. **5. Christophe B.**, Nietzsche Educator (Bucht/Chastel, Paris, 1961) and **C.G. Jung**, *Psychology and Education*, trad. Fr. (Bucht/Chastel, Paris, 1963)