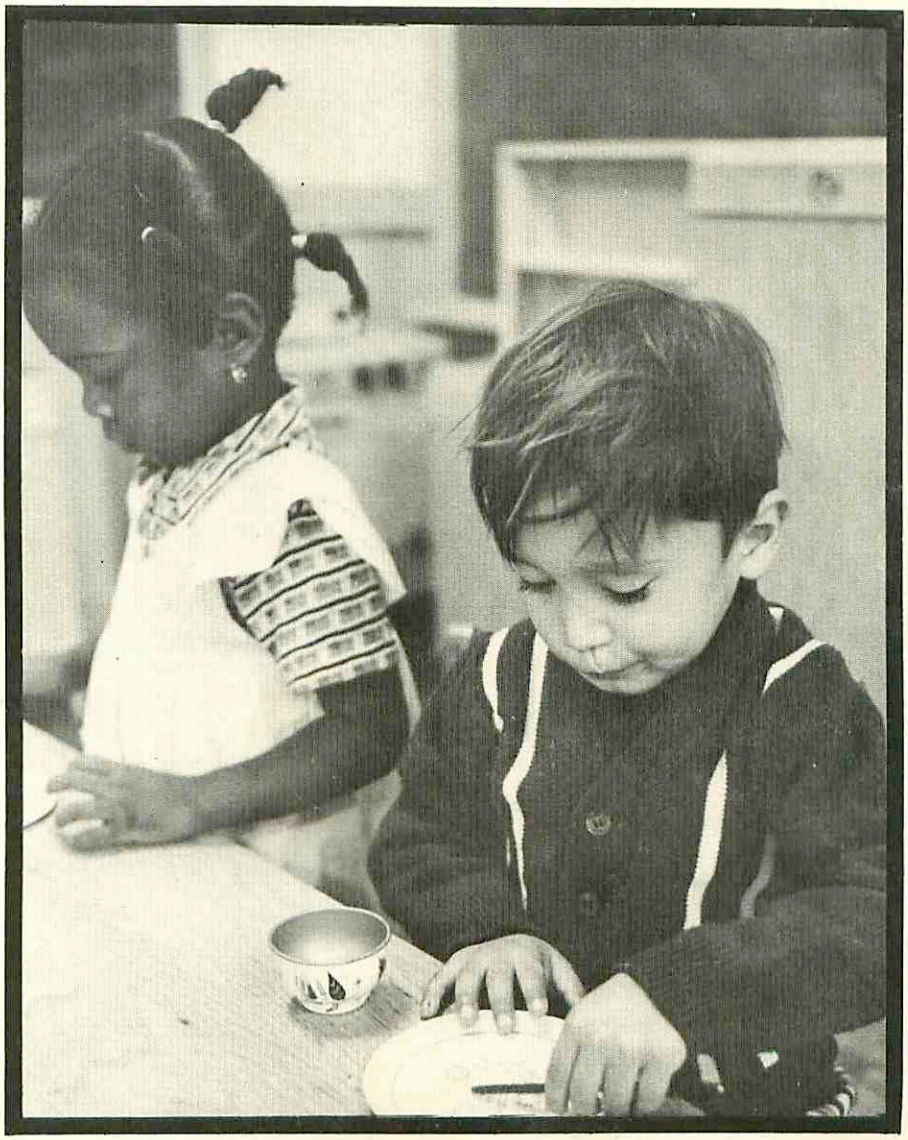
Introduction to Exploring Childhood

Teacher Seminar and Selected Readings



CREDITS

Introduction to Exploring Childhood: Teacher Seminar and Selected Readings was developed by Barbara S. Powell and Michael J. Cohen.

Special thanks to Edward C. Martin for reviewing the material.

Editors: Anne Glickman and Marcia Mitchell

Designer: Diana Ritter

Cover photograph: Edward T. Joyce

Working With Children Module Head:
Susan Christie Thomas

EXPLORING CHILDHOOD PROGRAM

Director:
Marilyn Clayton Felt

Curriculum Coordinator:
Ruth N. MacDonald

Project Manager:
Kathleen L. Horani

Senior Scholars:
Jerome Kagan, Professor of Human Development, Harvard University

James Jones, Assistant Professor of Social Psychology, Harvard University

Freda Rebelsky, Professor of Psychology, Boston University

Consultants:
T. Berry Brazelton, Pediatrician and Clinical Assistant Professor, Harvard University

Urie Bronfenbrenner, Professor of Human Development and Family Studies, Cornell University

Jerome S. Bruner, Watts Professor of Psychology, Department of Experimental Psychology, Oxford University

Courtney Cazden, Professor of Education, Harvard University

Patricia Marks Greenfield, Associate Professor of Psychology, University of California at Santa Cruz

John Herzog, Associate Professor of Education, Northeastern University

David Kantor, Director of Research and Development, Boston Family Institute

Beatrice B. Whiting, Professor of Education and Anthropology, Harvard University

Film-makers:
Henry Felt
Mark Harris
Lynn Smith
David Vogt

Film Staff:
David Bernett
David Berenson
Frank Cantor
Elvin Carini
Edward T. Joyce
David Nelson
Charles Scott
Charles L. White, Jr.

Parent Education:
Louis Grant Bond
Naarah Thornell

Teacher Education:
Michael J. Cohen
Barbara S. Powell
Emma Wood Rous

Evaluation:
Geraldine Brookins
Catherine Cobb
Joan Costley
Sherryl Graves
Aisha Jones
Eileen Peters

Regional Evaluators:
John R. Browne
Karen M. Cohen
Judith McMurray
Mark Walker
Kaffie Weaver

Regional Field Coordination:
Florence J. Cherry
Andrea J. Love
Thomas A. Fitzgerald
T. David Wallsteadt

Production Manager:
Patricia A. Jones

Design Developer:
Roz Gerstein

Production Assistant:
Scott Paris

Support Staff:
Florence Bruno
Genevra Caldon
Bushra Karaman
Denise Weaver

Contributors to the EXPLORING CHILDHOOD Program:
Wendy Johnson Barnes
Ellen Grant
Toby Grover
Patricia Hourihan
Karlen Lyons
Lucy Lyons
Pamela Matz
Jim McMahon
Michael Sand
Juliet Vogel
Sandra Warren

EDUCATION DEVELOPMENT CENTER, SOCIAL STUDIES PROGRAM

Director:
Janet Hanley Whitla

Director of Evaluation:
Karen C. Cohen

Director of Film:
John Friedman

Editorial Director:
Anne Glickman

Director of Teacher Education:
Rita Holt

Director of Special Projects:
Nona P. Lyons

Director of Field Services:
Dennen Reilley

Design Director:
Judith Spock

The revised experimental edition of EXPLORING CHILDHOOD has been developed by the Social Studies Program of Education Development Center under grants from the Office of Child Development and the National Institute of Mental Health, and with the support of the Office of Education.

Experimental Edition

Social Studies Program
15 Mifflin Place, Cambridge, Massachusetts 02138

Seminar Guide

Selected Readings

Below are five symbols which indicate the kinds of activities you will be doing during the seminar. These mirror the experiences you will be having with your students throughout the program.

Sharing Experiences

Working with Materials

Film-Viewing

Thinking about Your Students

Small Group Discussion

Seminar Guide

Introduction

The EXPLORING CHILDHOOD Teacher Seminars are based on the assumption that people who are sharing a common experience need and like to talk to each other about it. All across the country high school and fieldsite teachers will be getting together in groups with a Regional Field Coordinator to discuss their experiences with EXPLORING CHILDHOOD and to learn more about the perspective and materials of the course. We realize that teachers will learn much about child development, adolescents and different teaching techniques through the act of teaching the EXPLORING CHILDHOOD course. The seminar program has been designed to draw on and expand classroom experience and help in the teaching task.

The General Goals of the Teacher Seminar Program

There are three major goals to the EXPLORING CHILDHOOD Teacher Education Program, all aimed at giving teachers a sense of control over the course. Not all of the teacher seminars are intended to relate to all of these goals. The major goals are to help teachers:

1. Develop curiosity about and knowledge of issues of development and socialization raised in the course.

   This means being able to:

   --Understand and use course concepts.

   --Make course issues dynamic for students, by interrelating course issues with students' personal experience with children, and with their own childhoods.

   --Expand on the issues in the materials by drawing on additional examples and materials.

2. Develop a concern for and understanding of the strengths and needs of adolescents as they study and work with young children.

This means being able to:

--Be aware of and supportive of students' experiences in their field work.

--Understand how the adolescents' own stage of development affects their ability to work with and learn about children.

--Help students relate issues of development to their own growth.

3. Understand and use the course "pedagogy"; to understand and use the skills involved in creating learning experiences particular to this course.

This means being able to:

--Understand how "integrated learning experiences" happen in the course.

--Use the skills necessary to encourage this kind of learning experience, such as

- eliciting and helping students exchange field experiences,
- creating a classroom atmosphere supportive of exchange of experiences and ideas,
- helping students locate issues of development in their own experiences, organize and conceptualize real experiences in terms of course issues about development,
- helping students learn from such varied modes as
  - documentary film
  - observation of child behavior
  - role-play
  - journal keeping
- facilitating field/school communication.

Organization of the Teacher Seminar Program

Each seminar group will be led by a Regional Field Coordinator, who will have responsibility throughout the year for coordinating teacher education and evaluation and rendering technical assistance to site teachers and schools. The seminar groups include diverse kinds of people: some teach two-year-olds, others teach eighteen-year-olds; some

have backgrounds in child development, others in health education or social studies; some are parents; some are experienced teachers, others are relatively new to teaching. Members will represent different backgrounds, different childhood experiences, even different generations. And they may not always agree on how children grow or develop or what is the best way to care for children. One purpose of coming together is to share these diverse points of view with an emphasis on clarifying each teacher's viewpoint and role in relationship to the course.

It is hoped that those teachers who are unable to participate in a seminar group with a Regional Field Coordinator can form their own group and use the seminar guide with other teachers in the school, members of the community, or a group of students, and attempt to carry out some of the suggested activities and exercises. Each seminar is accompanied by Selected Readings which are meant to be read before teaching the material.

There are eight Teacher Seminars, all of which relate to various sections in the three modules of the course. Each seminar is designed to be conducted during a half-day meeting once a month. These seminars are organized around the following topics:

Introduction to EXPLORING CHILDHOOD

Working with Children

Child's Play

Children's Art: Looking at Development

A Child's View of People and the World

Children and Families

Children and Schools

The Larger World of the Child

The Seminar

Goals of This Introductory Seminar

This first seminar is designed to introduce you to the basic ideas about children and about teaching which underlie EXPLORING CHILDHOOD. The goals for this seminar relate to two of the major goals of the teacher seminar program: developing curiosity about issues of child development, and understanding some of the teaching strategies for relating these issues to field experience. In brief, the goals of the seminar are:

--To examine the point of view about children which underlies EXPLORING CHILDHOOD materials.

This goal is based on the assumption that the course has a point of view about children and reflects particular values. In brief, the course stresses the importance of "learning to see what a child is like, examining how human interaction can shape development and understanding the context in which growth takes place." The viewpoint and values of EXPLORING CHILDHOOD are more fully described in Marilyn Clayton's paper, "Overview to EXPLORING CHILDHOOD." At the same time every teacher has an idea about how children develop and the ways children are influenced, and these views will influence the way he or she teaches. The goals one has for children and the beliefs about human development are basic to one's views about teaching and learning. Throughout the teacher seminars we will be looking at the course's approach to various issues about children and discussing that approach in relationship to our own experience and viewpoint about those issues.

--To understand how to create an "integrated learning experience," that is, how to help students make connections between issues discussed in class, their field experiences and reflections on the experience and their own growth.

This goal is based on the assumption that for most high school teachers the field work component will be new and

they will need to think about teaching techniques for drawing on the field experience in the classroom. Also, many fieldsite teachers will be working with adolescents for the first time and might need ways of helping them work with children and talk about their experience.

Agenda

Self-Introduction of Participants - 30 minutes

"EXPLORING CHILDHOOD Preview Film" - 15 minutes

Fieldsite Experience - 1-1/2 hours

"Water Tricks" - 20 minutes

Overview of EXPLORING CHILDHOOD - 25 minutes

Materials: Introduction to EXPLORING CHILDHOOD - Seminar Guide and Selected Readings

Fieldsite(s) available for visit by seminar participants

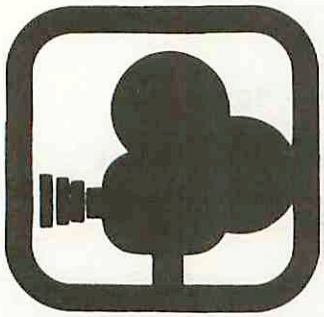
Films - "EXPLORING CHILDHOOD Preview Film" (16 mm)
"Water Tricks" (16 mm)

Student materials - Getting Involved
Doing Things

Introduction of Participants (30 minutes)

Prior to the seminar, everyone should have filled out a Self-Inventory Sheet. Introductions might be made according to the high school-fieldsite teams, with each of you discussing your particular replies to the questions in the Self-Inventory. The purpose of this introduction is to help us to get to know each other and each other's program in order to realize both the unique aspects of individual programs and what we share in common. In one seminar, for example, a teacher had students in fourteen fieldsites in various communities, another had students working in a kindergarten located in the same school building; some programs were for eighth graders and others were for twelfth graders. From the Self-Inventory, the group

realized that they had come to the seminar from diverse backgrounds, that they had had a variety of experiences with adolescents and young children, and that they could get help from each other and share their ideas.



Preview Film (15 minutes)

This film helps to convey the excitement of having adolescents work with children and at the same time gives a brief idea of the goals and materials of EXPLORING CHILDHOOD. It can serve as a quick orientation to the program before we go out to the fieldsite.

Fieldsite Experience (1-1/2 hours)

At this time seminar members will participate in a field experience similar to that which their students will have throughout the year. Teachers will go through the cycle of planning for the visit to the site, actually working with children, and discussing that experience back at the seminar.

This fieldsite experience provides an opportunity to have an experience with children, to take on different roles at the fieldsite, and to think about how a particular site encourages learning in children. At the same time, the sequence of planning, working with children and follow-up discussion at the seminar offers an example of how connections might be created for students between field and course work.

Preparation: In order to prepare for the site visit, the teachers from the fieldsites you will be visiting might be present to talk about the program at their fieldsites.

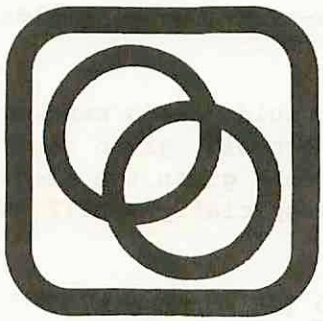
Depending on your background and experience, you will draw different kinds of things from this field experience. For some of you it will be a relatively new experience to be in a preschool; for others it will be a familiar situation, although there might be differences from your own sites. In preparation for your visit to the fieldsite, think of different roles you might take with the children. Some possibilities might be:

- observer
- interviewer
- participant-observer in child-initiated activity
- leader of a group activity

If you choose to observe or interview, you might consider the following questions: What do you expect to see, hear, at the fieldsite? What do you want to find out about the children and how will you go about it? You might do an observation from Getting Involved, using the suggested observation form or work out some interview questions to ask children.

If you want to plan and lead an activity, look through the booklet Doing Things and choose a particular exercise to try out at the fieldsite.

At the fieldsite: At the site, participants (there should probably not be more than five to a site) should adopt the roles they planned to take (observer, leader of a group activity, one-to-one interaction, etc.). If it seems desirable, you can shift roles, depending on the situation and the mood of the children at the site. Try to take on at least two roles, so that you have a chance both to stand back and observe, making observational notes, and to actively interact with one or more children.



Discussion: When the seminar group reconvenes there are three areas for discussion.

--Reactions to the fieldsite experience:

. What was your experience in the fieldsite? (What examples did you see of teacher-initiated activities, children-initiated activities, etc.?)

. What did you learn?

. What are the important similarities and differences in the fieldsites that teachers visited?

--Reflections on assumptions about child growth and development:

. What learning experiences for children are encouraged at the fieldsite you visited? How do these experiences reflect the fieldsite's assumptions about how children learn?

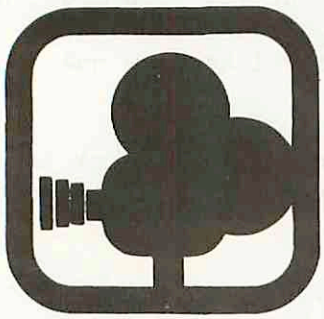
. Are these assumptions about learning congruent and/or divergent with your own?

--Preparation for students:

. How would you help prepare students for work with children in the fieldsite you visited?

After discussing these questions we will view a film of

students creating and discussing field experiences with children.



"Water Tricks" (20 minutes)

The film "Water Tricks" was shot in a regional high school in which EXPLORING CHILDHOOD students ran a laboratory nursery school during the morning and had their child development class, in the same room, in the afternoon. The film focuses on the topic of play and moves from a class discussion about the functions of play in the nursery, to a water-play episode with the children, to a classroom reflection on the experience.

Discussion:

--What was a "water trick" for the children? for Paul?

--How did the students relate Paul's experience to their knowledge of the individual children and the concept of play? (For example, in their discussion of Bonnie? the meaning of play for three- and four-year-olds? Paul's role?)

--If you were the teacher what would you do next, in the classroom and in the nursery school? given the needs and perspective of the children? given the needs and perspective of the students (especially Paul)? Why?

Overview of EXPLORING CHILDHOOD (25 minutes)

The concluding event of the seminar will be a presentation and discussion of the overview of EXPLORING CHILDHOOD. For this part everyone should have read the Selected Readings. At this point the Regional Field Coordinator will present an overview of the goals, content and pedagogy of the course.

The overview is intended to leave you with a concrete sense of the goals and organization of the course, as well as your own role as teacher.

As a concluding activity, you might have a general discussion focused around the questions:

--What are my goals for the high school students in the program?

--What do I hope to learn through teaching EXPLORING CHILDHOOD?

Selected Readings

Introduction

The readings included with each seminar may serve many purposes and be used in a variety of ways. In general, they are included to give more information about a particular idea, concept, and/or teaching and learning strategy which is part of EXPLORING CHILDHOOD. In addition, they are planned to extend the ideas and issues of the course by raising new questions and related issues which can be discussed with other teachers at the seminar meeting.

The readings are drawn from a variety of fields and attempt to present diverse points of view on the seminar topic under discussion. Each reading is chosen for its relevance to the course as well as its intrinsic interest. However, the length, complexity, and point of view of each reading, and the students' current work with the course materials will, of course, affect your interest in them. In some cases you might want to read in depth and in other cases you might want to skim. Whichever you do, remember the readings are there for you to refer to throughout the year. You might find as work proceeds with the course materials that your interests and the interests and concerns of your students will change and readings which at first seemed of lower priority will become more relevant to your current concerns. The course materials may also raise questions which are answered neither by those materials nor through work in the fieldsite. Here, too, the background readings may be a useful resource.

The introductory seminar has three background readings. The first, by Edward Zigler, suggests parents need to feel confident that with understanding, honesty and common sense they will do fine in promoting the growth and development of their children. The second, by Marilyn Clayton, describes EXPLORING CHILDHOOD as a vehicle for helping students understand the process of development as they work with young children. Clayton's paper suggests ways that a new perspective on children and family can help students build on and grow from their traditions and experiences with young children. The third, by Barbara S. Powell and Emma W. Rous, discusses the roles of teachers of EXPLORING CHILDHOOD as they help their students become informed about and confident in their working with children.

At the beginning of each reading several focusing questions have been provided.

On Growing Up, Learning, and Loving

Edward Zigler

Edward Zigler is currently professor and director of the child development program, Department of Psychology, Yale University. As former director of the

Office of Child Development, he was instrumental in giving support to Education for Parenthood programs for adolescents. The reading is addressed to the issue of the difficulty of being a parent in contemporary American society. In this reading Zigler says that many new parents have tentative and/or incomplete knowledge of the way children grow and develop. For this reason, many of the new theories from the field of developmental psychology are sometimes overreacted to or accepted without question by the parents when they should be taken with a "grain of salt." His message is that a healthy child comes equipped with a very powerful motive to learn and that parents should adopt a much more loving and understanding role, not that of a "taskmaster." This role, he feels, respects the integrity of the child and makes child-rearing more pleasurable.

Focusing Questions

Zigler sees the role of parents as providing children with experiences that help them become socially and intellectually competent human beings who contribute to society, and who can, in this process, "achieve satisfaction, happiness and a sense of self-fulfillment."

As a teacher, how does this statement relate to what you do with your students?

Should Mr. Zigler's message be taught to students of EXPLORING CHILDHOOD? Why? Why not?

Being a parent in our society is a difficult and often anxiety-producing job. The parent who is confronted with a tiny, helpless newborn is struck with the awesome responsibilities of helping a child evolve from the dependent, immature and unsocialized infant into the independent, intellectually sophisticated and socially competent human being that he or she is to become.

The conscientious mother and father are, without question, the most important agents in determining the specific course of their child's growth and development.

The job of parenting is a demanding one that requires considerable attention, knowledge, selflessness and patience. One must work at it consciously and continually, and one must be prepared for the anxieties and doubts which arise when confronted with the question, "Am I a good parent?" The more one wants to be a good parent the more anxious one becomes. Although a certain amount of anxiety is normal and understandable, many parents today tend to be *too* anxious, and this anxiety has detrimental effects upon the parents themselves, upon their children and upon the parent-child relationship.

Some of this overanxiety can be attributed to the fact that many parents are not as well equipped for parenthood as were their parents before them. Parents now often do not have the support for

---

Human Behavior, March 1973, pp. 65-67.

parenting that was once generally available. The extended family is rare in contemporary society, and with its demise the new parent lost the wisdom and daily support of older family members. The increased mobility and new housing patterns of American families have all too often deprived the family of a variety of community activities that supported parenting and family life. Furthermore, as child development experts Myrtle McGraw and Urie Bronfenbrenner have been pointing out for many years, our society has become fractionated along age lines. Grandparents are gone, children form peer groups early and older children have greatly reduced responsibilities in caring for the young. Indeed, the generally diminished interaction between adults and children in our society led participants at the 1970 White House Conference on Children to raise the basic issue of how children might be reintroduced into the world of adults.

As a result of these developments, most new parents tend to lack knowledge about how children grow and develop. Moreover, they rarely have immediately at hand loving and experienced adults who could assist them through their apprenticeship. Faced with such a state of affairs, it is not surprising that parents turn in ever greater numbers to the counsel of distant experts whose directives are often contradictory and confusing. The lack of knowledge and needed advice [has] resulted in a situation where many parents misunderstand the real strengths and needs of both their children and themselves. For example, many parents view their young child as more fragile than he or she really is. These parents have convinced themselves that one misstep in child-rearing will result in horrible, lifelong consequences. For such parents, it would be reassuring to learn what experienced grandparents know intuitively: that even the very young child is a relatively tough, active, structuring human being with a personal capacity for growth that almost guarantees a normal course of development, provided that the child is protected from physical harm and is given the love and care of ordinary, devoted parents.

As a result of their isolation and worries, too many parents experience the obligations of child-rearing without the pleasures. In many homes, both parents and children walk about as if on eggshells. The parent-child relationship is characterized by apprehension, joylessness and the pursuit of questionable goals. This state of affairs is in large part an outgrowth of the reliance by parents on the advice of people who claim special scientific expertise about child development.

Parental attitudes and child-rearing practices have always tended to follow the thinking of child development experts. The fact that the advice proffered in one decade is seldom consistent with that offered in the next decade has not diminished the popularity of expert advice on child-rearing. Exacerbating the problem further is the fact that the more recent attitude-shaping authorities differ from those of the past in their

tendency to claim scientific accuracy as well as by their increasingly narrow focus of concern. Furthermore, because child development is now such a hot item of national social concern, many writers are rushing to tell parents what makes children tick, typically basing their information on the latest sensational finding from this or that child development laboratory. What parents do not realize is that much of the so-called information about children presented in the popular press is often no more than a journalist's interpretation of a tentative hypothesis, a scientist's value judgment or an unverified hunch.

Developmental psychology is like any other science. At any time, there are differences in opinion, changing viewpoints, and a solid mix of sense and nonsense about the practical implications of any laboratory evidence. The parent who is not familiar with the thousands of studies of child development nor trained in scientific inquiry can be easily steamrollered into believing a point of view which is little more than a passing fad. It is my belief that a large part of the current overanxiety of parents stems from just such a fad, based upon a tentative and incomplete view of the developing child.

In recent years, parents have been bombarded with the notion that they can give their children a superior mind, that children should be taught to read at the age of two, and that IQs can be raised dramatically if only the child is engaged in this or that regimen. Supporters of this environmental mystique have relied heavily on Joseph McVicker Hunt's book, *Intelligence and Experience*. This book has become the credo, almost the Bible, of the environmental mystique. I find Dr. Hunt's book a healthy, speculative, theoretical treatise, but the implications as they have been spelled out to the layman I consider *not* so healthy. Several years ago, *Reader's Digest* published an interview with Dr. Hunt. The article, in question and answer format, was heralded by a flier attached to the cover that read provocatively, "How to Raise Your Child's IQ by 20 Points."

The findings of an early compensatory program in New York City [were] reported in the New York press as having resulted in one point of IQ increase for every month the child had spent in the program. If IQs could indeed be increased this mechanically, one wonders why all parents would not immediately avail themselves of 30 or 40 months of such treatment for their children. In articles appearing in *Harper's* and the *New York Times Magazine* section, we were informed that the intelligence levels of poor children would be raised if we were to subject them to an intellectually demanding "pressure-cooker" form of education during the preschool years. This view was carried to its extreme in another report of a particular remedial program in which one got the impression that shouting at children loudly makes them more intelligent. An issue of *Life Magazine* carried a feature article reporting the work of a group of Harvard-MIT scientists on the effects of infant stimulation. Cited

was the finding that putting mobiles and other moving objects over cribs of young infants caused them to do better on certain developmental tasks than infants who weren't exposed to these objects. What was not pointed out was that there is no relationship between the developmental abilities measured and later intelligence. Shortly after this article appeared, a mobile (properly endorsed by one of these scientists) became available commercially. As a result, I now frequently encounter what may be called the "mobile syndrome." I find mothers who are so anxiety-laden about not having placed mobiles over their infants' cribs that they have asked me what they could do to rectify the tragic error now that their children are 17 or 18.

What must be honestly told to parents is that there is no short-term intervention, no gadget, no gimmick, that clearly results in an elevated IQ at maturity. However, this fact has not deterred the suppliers of books and educational materials from inundating parents with their wares. Books on teaching children to read at the age of two are a case in point. Given all the developmental tasks that must be mastered by a two-year-old for him to develop into a competent human being, one would wonder why parents would want to waste his time by having him perform what amounts to little more than intellectual tricks. I can only conclude that such activities usually have much more to do with the egos of parents than with the ego-development of their children.

Parents of young children, who had been hearing so much about how malleable their children's minds were, were quickly seen as a ready market for educational toys. Where once mothers and fathers went to toy stores in the hopes of obtaining an object that their child would enjoy, they are now more interested in "toys that teach." Some of these toys were indeed constructed on the basis of sound psychological and pedagogical theorizing and research, but many of them are pure junk.

Throughout this period, there were, of course, those persons who had the good sense to insist that almost any toy could teach if the parents took the trouble to use it to arouse the child's curiosity and interest, and as an occasion for social interaction between parent and child. Some specialists even had the temerity to state, wisely in my opinion, that the cognitive development of the very young child has less to do with formal learning intervention than with the natural exchange between the child and his inanimate and social environments. The young child can learn more by playing with pots and pans, especially if his parent is interacting with him, than with rather expensive toys the parents buy in the hope of raising their children's IQs.

Given our nation's love of gadgetry, one could look upon the parents' search for books and toys which promise instant genius with some amusement, except for the dire consequences it has had upon children and family life. Over emphasis on training the intellect has led to a distorted view of parental tasks and has

advanced an erroneous view of children. The child has come to be viewed as little more than a computer programmed by a parent. In the process, we have lost sight of the child as a whole person with a unique personality and abilities, and of the child's parents as the most important people in his or her life. Today, we must help parents relearn that a full and rich relationship with their child will lead to his or her optimal development in all spheres--social, emotional and intellectual.

Parents must also be helped to recognize that their child's development is not entirely in their own hands to shape, but that the child is endowed by nature with individuality and unique potential. One *can* provide a child with experiences conducive to his or her full intellectual growth. But parents must be clearly aware that there are individual differences between children, even between children in the same family, and that the impact of a child's experiences are determined in large part by the child's own nature. After acknowledging this, I must caution that we should not jump from such an obvious truth to talking about inferiority or superiority. Children differ in all their abilities, and these differences are part of the human condition.

By what divine wisdom do we assert that the child with a straight-A report card is superior to the child with artistic ability, to the child with athletic prowess, or the child who is considerate, kind, and a pleasure to be around? Parents should love each of their children for what that child uniquely is. We must recognize that it is not the total, or even the major goal of parents or school to have children continually chasing the elusive, narrowly defined carrot of intellectual superiority. Parents should recognize that our knowledge of intellectual development is not nearly far enough advanced to justify most of the current efforts which comprise our "educational technology." They should also be aware that some experts think that efforts to accelerate drastically intellectual development in children may lead to superficial early accomplishments at the expense of actually impeding the overall development of the child.

Buried in the philosophy of whizz-bang efforts at accelerating intellectual development is a mistaken view of the child's learning process. These philosophies do not appreciate the fact that learning is as natural to the child as flying is to birds. In my view, exponents of the "pressure-cooker" approach to teaching children basically mistrust and misunderstand the nature of the child and the process of development. You do not need to force learning upon a child; learning is an inherent feature of being a human being. The appropriate question is not why a child learns, but rather why some children do not learn. Approached in this way, the question is not "How to go about getting intelligence into non-learners?" but rather, "What are the conditions that interfere with the natural process of learning?" To help the

nonlearning child, we must discover and remove those events, attitudes or conditions that interfere with learning. Learning is not an alien enterprise which must be forced upon an unwilling organism.

The message to parents should be reassuring: a healthy child comes equipped with a very powerful motive to learn, and most children will achieve their full intellectual potential, regardless of the specific child-rearing and educational practices. Learning by the child is a continuous process and is not limited to the formal teaching efforts that impress adults. The child learns from every event in which he participates; the child learns from his peers and from his play; and, indeed, the child learns a great deal when he is doing nothing more than chewing on a blade of grass and contemplating a cloud passing overhead. The child probably learns most in his everyday interaction with his environment. I am convinced that the child learns best on his own, and often the way to maximize what a child is learning is for parents to be responsive to the child's interests and inquiries as well as to allow the child periods in which he is simply left alone. Children need and deserve such autonomy.

In our current American ethos, concern with achievement has become so great as to make some children the victims of our misplaced values. It is no longer unusual to find in the very early grades of elementary school children who are burdened with hours of homework, hours much better spent in other developmental activities. Again, too many parents mistakenly believe that unless a child is engaged in an adult-directed formal educational activity, no learning is taking place. It is of some interest that at a time when our society is placing so much emphasis on achievement, one of the major problems of children of all socioeconomic groups is underachievement. For many children, we have managed to make the enjoyable enterprise of learning into something distasteful. We must not deny our children their rights to a childhood, forcing them in its stead into a miniature version of the rat race that even many adults abhor.

What I have said should not be misconstrued to reflect a belief that formal intelligence, school achievements and the acquisition of marketable skills are of no importance; they *are* important, but they must be placed in proper perspective. They should certainly not be the ultimate goal of good parenting. The task of parents is to provide children with experiences which help them become socially competent human beings who can contribute to society, and who can, in this process, achieve satisfaction, happiness and a sense of self-fulfillment. In speaking about such attributes, I am referring to much more than intelligence quotients and school grades. It is not the job of parents to produce only intellectual paragons, and, in addition, IQs and school grades are rather poor predictors of the degree of social competence attained by the individual. As we look about us at the problems of

children, we discover that these problems are not essentially the result of intellectual shortcomings. Rather they are problems of motives and values. Thousands of bright children have opted for a life of drugs and apathy; others wander our nation aimlessly. Their problems are not due to low IQ scores. Too many children doubt their own worth; too many children, both rich and poor, no longer think that every individual has worth and deserves respect; too many of our children feel that the most affluent and democratic society in the history of man has little to offer them, and that they have little to offer it.

Society in general and parents in particular have a responsibility that extends far beyond the production of a few more IQ points. Parents must be more concerned with the development of a healthy self-image in their children, and with promoting those motives and values that are conducive to a life of effective social participation and self-fulfillment. Parents do this best, not with sanctimonious lectures, but rather by indicating their own concern with these aspects of their children's development and by themselves exemplifying the very characteristics which they would like to nurture in their children.

Our society also has responsibility to children. It must be sane, reasonable and represent sound values with which children can easily identify. Finally, we must be concerned about our children without berating them. Parents should adopt a much more loving and understanding role than that of a taskmaster armed with the currently accepted collection of "dos" and "don'ts." We should be patient and understanding with the young in their efforts to mature, and we should approach our children with respect for their integrity. We should feel confident that with understanding, honesty and common sense most parents will do just fine in raising their children. Above all, put the pleasures and joy of child-rearing into your family's life; you owe it to your children and you owe it to yourselves.

Overview of Exploring Childhood

Marilyn Clayton

This reading by Marilyn Clayton, Project Director for EXPLORING CHILDHOOD, describes the over-all conceptual and pedagogical designs of the course. By presenting the assumptions and questions that guided the development of the course materials, this paper aims to help teachers better understand the goals for EXPLORING CHILDHOOD.

Focusing Questions

How would you describe what you have to know and do as a teacher (course or fieldsite) of EXPLORING CHILDHOOD in

order to accomplish two major goals of the course: development of a sense of one's own identity and a sense of the way others experience the world; and development of competence in working with children?

There is a growing body of evidence that the process of making human beings human is breaking down in American society. The signs of this breakdown are seen in the growing rates of alienation, apathy, rebellion, delinquency, and violence we have observed in this nation in recent decades.... The causes of the breakdown are of course manifold, but they all operate in one direction --namely to decrease the active concern of one generation for the next.

Urie Bronfenbrenner
Professor
Department of Human Development and Family Studies
Cornell University

I have long believed that the development of a child does not begin the day he is born--or at age three--but much earlier, during the formative years of his parents.

Edward Zigler
Professor and Director
Child Development Program
Department of Psychology
Yale University

EXPLORING CHILDHOOD is a program in which the study of child development is combined with work with young children on a regular basis. It gives students opportunities to develop competence in working with children, and a framework for understanding the forces that shape the development of a child.

Three government agencies have joined in the funding of EXPLORING CHILDHOOD, each one viewing the program in a special way. When the National Institute of Mental Health considered the program in 1970, their concern was the alienation many teenagers feel from both family and society. They saw a program of work with children offering teenagers a role in which they are needed by others, and an experience that would both deepen their sense of personal identity and increase their compassion for, and understanding of their families. The Office of Child Development became involved as the major funder in 1971. They viewed the students as being responsible for the next generation of children, and saw EXPLORING CHILDHOOD as a way for students to prepare for parenthood, for careers involving children, or, simply, for citizenship, with the responsibility of making daily decisions that affect children. In 1972 the Office of Education added their support, seeing the program as having application beyond the initial target population of junior and senior high school students, by providing career incentive for potential drop-outs as well as career training for unemployed adults interested in working with children. We feel that all these goals are compatible

with the pedagogy and scope of EXPLORING CHILDHOOD.

The Pedagogical Approach of EXPLORING CHILDHOOD

The main source of energy for students in EXPLORING CHILDHOOD is their field work with children. In developing a curriculum around field work, we have been guided by the following questions:

> What kinds of help can we provide to make the field work rewarding?
>
> How can we draw on the feelings, ideas, questions, memories, plans, and insights generated by that experience to bring students more in touch with their own identities and to foster in them an understanding of the conditions needed for growth in others?
>
> What ideas and issues from the social sciences will allow students to understand and explore the world of children?

In developing a pedagogy for EXPLORING CHILDHOOD, a central concern has been the need to allow the program to be adaptable to a vast range of conditions. For example, secondary schools will be teaching the program under many disciplines, including home economics, family living, social studies, and health; there will be many types of fieldsites, including lab school within the school, preschools, Head Start centers, day-care centers, and family day-care sites; students themselves will vary both in academic preparation and in real-life preparation for the course; and, most importantly, the preschool children will come from homes that represent tremendous diversity both in goals for children and in child-rearing practices. As a result, it became clear that it would not be feasible to suggest specific responses to certain kinds of issues. How to treat an aggressive act, what to do when a child uses a swear word, what kinds of specific, cognitive-skill training a child should receive--issues such as these are difficult to resolve within a given child-care setting; to try to develop specific suggestions that would meet the needs and values of the full range of sites using the program was impossible. Our approach to specific child-care techniques, therefore, has been to "apprentice" the student to the responsible adult at the fieldsite, who, knowing the perspective of EXPLORING CHILDHOOD, is able to communicate and respond to the values of parents and the community.

So that students can become valued members of the child-care staff, what we give them, instead of specific techniques, is a series of interesting activities to do with children and ways to think about situations involving children that can become a basis for informed action. Throughout the course materials, students' thinking is guided by these sets of questions:

> How does a child experience the world? At his or her age, what are the child's

beliefs, abilities, interests, fears, areas of growth?

What is transmitted in the commonplace social interactions in a child's world? What do this child's family, preschool, community, want for him or her? How does a child influence the people around him or her?

How does a society affect the conditions in which a family rears a child?

What are my values for a child? What are my beliefs about what causes a child to grow and change? How do my actions relate to my values and beliefs?

How does what I am learning apply to my work with children?

What am I learning about myself?

EXPLORING CHILDHOOD attempts to help students understand what a child is like, how human interaction can shape the development of a child, and how the context in which growth occurs can affect development. These insights and perspectives, we believe, can help students become increasingly flexible and able to respond to children in ways that make sense for each individual within a given situation.

The Conceptual Framework of the Program

EXPLORING CHILDHOOD is concerned with the development of a sense of self and a sense of others, both in young adults and in the children with whom they work. This program hopes to help students gain competence in working with children and a respect for the child's pursuit of competence. It is with these goals in mind that we have devised the conceptual structure of this program.

Our approach has been founded on a desire to introduce concepts in ways that respect the students' personal experience with children, both previous to and during EXPLORING CHILDHOOD. Rather than define concepts early on and teach lists of facts, we have introduced concepts as suggested guidelines for organizing observation. We ask students to recollect experiences, collect observations, and decide for themselves if a suggested concept makes sense in terms of what they have seen. Looking at concepts from the perspective of concrete experience not only helps students legitimize the way they will learn about children during the rest of their lives, but also offers new intellectual opportunities for students who have had little previous academic success. Students who have had extensive child-care experience have much to offer others in the class.

Concepts have been selected both for their helpfulness in field work and for their relevance to development throughout the life cycle. Examples of concepts we have found generative are "egocentrism," for understanding the growth and change in a person'a view of the world; and "values," for understanding what is transmitted in human interactions.

The Sequence of the Curriculum

Suggestions for the general sequence of the curriculum come from what we have found to be the cycle of needs and interests of students working with young children.

Module I, Working with Children: A student's major concerns at the beginning of the year, before starting to work with children, are:

What will the field work be like?

What kind of role will I have?

Will the children like me?

Will I be able to cope?

Consequently, this first group of materials attempts to help students develop a sense of competence before starting their field work, and to build the class into a support group in which failures as well as successes can be discussed. Commonplace situations with children and their teachers, which are presented as case studies through film, audio-tape, storyboard, and photo essay, allow students to share ideas about children's behavior and about what to do in problem situations. Observation is focused on the fieldsites--their special nature as places for children, the purposes of fieldsite materials, the activities and environments fieldsites provide, and the ways teachers interact with children. Guidelines for observing children and for keeping a journal about experiences begin a theme that is developed throughout the year: ways of learning about children.

A book of activities for children, *Doing Things*, gives students concrete things to plan and do with children. A film made at a variety of fieldsites shows them the numerous kinds of roles they can take with children.

Although much of *Working with Children* is used during the first month, as preparation for field work, the materials are appropriate for use throughout the year. For example, "Teacher, Lester Bit Me," an animated film about the plight of a preschool teacher on a day when everything seems to go wrong, is good material for one of those times during the year when students need encouragement about field work or a chance to view their work with humor. With or without reference to these fieldsite materials, discussion of field experiences should be an ongoing part of classwork, both when students have problems, successes, or questions they want to share and when their experience supports, contradicts, or gains new meaning from conceptual materials.

The pedagogical challenge of *Working with Children* is this: How to foster an "open-ended" approach to looking at explanations of behavior and ways of interacting with children, yet help students reach the "closure" that is satisfying for learning and absolutely necessary for action. Using case studies, a teacher can help students arrive at some conclusions about what they would do, based on

their view of a situation. The purpose is not to reach group consensus, which rarely happens in child-care discussions because of legitimate differences in values and views about the nature of development, but to help each student develop confidence in his or her ability to examine a situation and follow his or her best judgment. As the year proceeds, students will deepen skills through practice in observing situations and evaluating outcomes.

Module II, Seeing Development: Once students have started field work, the concrete experience with children begins. Students become interested in learning what a child is like, and, specifically, about the ways in which children are different from older people. A general booklet, *Looking at Development*, sets the context for exploring human development by considering the capacities of an infant; it introduces the question, "What do you believe brings about growth and change in a child?" and describes the ways several theorists have approached the study of development. Generalized data about development, collected from a number of sources in the field, is included, along with suggestions of other ways to learn about children -- specifically, collecting data about growth and change in a child and about the development of diversity among children. *Looking at Development* is designed to be a reference point throughout the unit, and to help students summarize their learnings at the end.

Five other booklets delve into particular areas of a child's development: *Children's Art* presents one way of looking at the growth of skill, and introduces the concept of stages of development. In *How the World Works*, a child's beliefs about cause and effect, change, time, similarities and differences, and what things are alive or not alive are explored. *A Child's Eye View* considers the concept of egocentrism, a child's growing awareness of the minds, feelings, perspectives and needs of others, and the idea of moral development in children. The motivations and developmental factors in children's behavior that are generally considered problems are discussed in *Tears and Troubles*. *Child's Play*, the fifth book, rounds out the students' perspective on development by looking at the many opportunities for growth play affords a child.

Through these booklets, students can enter the world of a child, look at patterns of growth and change at different ages, consider the ways individual differences develop, and, finally, think about how they can support development in ways that are meaningful for each particular child in their care.

The pedagogical problem for this module is to provide a framework for learning and concepts about development -- such as "egocentrism" and the notion of "stages." We do not want to preempt a student's way of seeing development or contradict the message that a student's data perceptions are important guides for learning. Our approach has been both to suggest learning theories or concepts as guidelines for observations and to present ideas of theorists in an explicit way. We emphasize that theories are speculations of flesh-and-blood people by showing what triggered a theorist's interest in children and what behavior was observed that led to the development of a

theory. The teacher's responsibility is to connect theory to the data of the student's own observations and to connect both of these with practice. The teacher must continually refer students to their own experiences with children; to help them question and explore the validity of concepts and theories. He or she must show clearly how a concept relates to caring for a child, be aware of how students connect a concept to concrete behavior, and allow students to bring their own experience to bear in either supporting or questioning a concept. Also, teachers must help their students see that they too have theories about development that can be tested by observation, used in caring for children, and shared with their classmates as valuable resources for learning.

Module III, Family and Society: Once students have deepened their sense of how a child sees the world, the course shifts from the ways in which the child's mind and body develop to the social forces that influence a child's life. Interactions in the family, with the world "beyond the front door," and with the environment, resources, beliefs, and values of the society at large become the central focus of attention.

The study of family is based on a series of documentary films showing interactions in a variety of families. This material was designed with two major goals in mind: (1) to heighten students' perceptions of what is transmitted to children in daily commonplace interactions; and (2) to let students experience the childrearing styles of families other than their own in order to gain insight into the attitudes, traditions, and values of others. The notion of clarifying values and beliefs about children and child-rearing and measuring these beliefs and values against one's actions -- a notion which is touched on earlier in the course -- becomes central here. It provides a foundation for understanding that all families have implicit values for children and implicit beliefs about child-rearing. It enables students to grasp the crucial idea that all family interactions transmit messages to children, implicitly or explicitly, that may or may not be consistent with family values.

Beyond the Front Door, the middle section in the module, follows children as they leave their home--for preschool, to join in the daily tasks of a parent, or to play in the yard or the street. Students are asked to explore how a child interacts in this expanded world: How many people are friends? How many are strangers? What contact does a child have with his or her parents' work? What values and child-rearing practices does the child encounter among people outside the family?

Matching Messages considers the interrelationship between the messages received in and beyond the home. For students it poses the challenge of taking into consideration the values and practices of the child's family, the values and practices of the preschool, and also the student's own values and sense of what to do when caring for a child.

Up to this point the course deals with things students see and affect every day, whether it be some activity that shows a child's development or the interactions

between two people. Now the course turns to social organization, and considers invisible underlying structures and circumstances over which individuals have little immediate control. While this exploration should surely deepen students' understanding of the children in their care, we see the major motivational force of this material to be the student's concern about the kind of society he or she envisions for the next generation of children, and thoughts about what he or she might do personally about it.

The central issue--how a society affects the conditions in which a family rears a child -- is specified in two sets of questions, which are used to explore other societies as well as our own:

> What does a family need to protect and nourish its children? Who should provide what a family needs?
>
> What messages does a society transmit to children through its media, agencies, and institutions?

Students will examine other societies through documentary film and written and taped autobiographical accounts. Our own society will be examined through independent research projects. Exposure to child-rearing practices of foreign societies allows students to become familiar with the range of ways in which human societies have provided care and protection for their young. The Israeli kibbutz is one society chosen for study, because kibbutz members have clearly articulated their values and, therefore, we can examine them. Also, many of the issues that influenced kibbutzniks initially in planning child care are issues of current concern to our society -- provision of equal roles for women, pros and cons of group care for children, cooperativeness as a desirable trait. The other reason kibbutzim provide an ex - cellent study is that many are three generations old and show more than the effects of social innovation per se. Students can debate the values and practices of the kibbutz and use this debate as a vantage point from which to take a fresh look at the values and practices of the society they know.

Research and Action, another part of this final section of the course, suggests individual study projects for students on aspects of the way their own society provides for children. Materials describe ways of collecting data on such topics as children's literature, law and children, public media and children, and nutrition. In addition to the research skills, survey skills, and new observation skills that these projects develop, students have the opportunity to meet people in a variety of roles that may suggest future career possibilities for them.

The pedagogical challenge of ***Family and Society*** is to help students develop a more compassionate understanding of their own families, while helping them to understand and respect the values, traditions, and practices of others. When students begin the course, they tend to limit their perceptions in one of two directions. Either they defend their own family experiences so strongly that they have trouble seeing other ways of expressing love and care; or, in appreciating the ways of others, they find the values and practices of their own families lacking. Teachers have two resources to draw upon in making the exploration of family and society a strong and positive contribution to

students' understanding of self and others. One is the observation that raising a child to find a meaningful place in the world and to care for himself or herself and others is a responsibility shared by parents everywhere. The ways in which different parents meet this task can begin to be understood by considering the enormous complexity of the task, the traditions of a family, and the conditions society provides for them. The second resource is the set of feelings that working with children evokes in students -- tenderness, anger, frustration, love, inadequacy, pride, overwhelming responsibility, and desire to protect. Young adults frequently gain a new and deeply sympathetic view of their family when their first child is born and they begin experiencing all the emotions that come with that responsibility. Working with children evokes these emotions in a small beginning way, and a sensitive teacher can help students build an understanding of families that is based upon these incipient feelings.

Self-evaluation

Above we have described the general sequence and flow of EXPLORING CHILDHOOD over the course of a year. Important throughout the year is the development of one's own sense of identity, which involves identifying and understanding one's own values and beliefs about children, developing competence in working with children, and knowing how to evaluate one's own growth. Self-evaluation materials are part of the curriculum; they have been designed to help students identify ways in which they would like to gain competence, and to give them guidelines for evaluating the results of a situation and measuring their own progress.

Underlying Values of EXPLORING CHILDHOOD

In the process of developing EXPLORING CHILDHOOD we have often been asked--and have often asked ourselves--what values are implicit in the program. Altogether, we find that four major values have influenced the direction of EXPLORING CHILDHOOD:

1. *To view the present, whether adolescence or childhood, as an important time of being as well as becoming.* Our priority in this respect is not to prepare students to be parents or professionals, or to prepare children to be adults, but to help both to have rewarding experiences each day they are together.

   To demonstrate that insight can be learned and can be an important influence on behavior. Students are helped to see how others experience the world, what messages are transmitted in human interactions, what influence social organization exerts; and to understand their own beliefs and values.

3. *To help students and children develop confidence in their own identities.* For children, receiving appreciation from students of their particular abilities, personalities, and family backgrounds helps develop confidence. For students, being supported by teachers in their new role as care-givers increases self-esteem. At the same time, learning to appreciate the values and traditions

of their own families nourishes their sense of worth.

4. *To legitimize the view that anyone responsible for the care of a child has worthwhile experiences to share with others.* Parents, preschool teachers, people involved in health, artistic, legal, educational or welfare professions, and students themselves have been involved in creating the EXPLORING CHILDHOOD curriculum; all should be considered resource people for a classroom.

EXPLORING CHILDHOOD is a program that has the potential of breaking down barriers between age groups and between institutions and bringing people together in a common venture. A resourceful teacher can make EXPLORING CHILDHOOD a rich experience for many members of a community.

Teaching and Learning in Exploring Childhood

Barbara S. Powell and Emma W. Rous

This reading by Barbara S. Powell and Emma W. Rous, both members of the EXPLORING CHILDHOOD project, deals in greater depth with the pedagogical design of the course first set forth in the Clayton paper. The paper looks at the critical teaching and learning strategies which are part of EXPLORING CHILDHOOD and cites examples of how to apply those strategies to the course material. It also deals with the very important roles of the teachers in the course. These roles are described and explained.

Focusing Questions

How do you feel about the many roles you have to play as a teacher of EXPLORING CHILDHOOD?

What, if any, difficulties or problems do you think you might have in meeting one of your primary responsibilities: connecting theory to the data of the students' own observations and correcting both of these with practice?

EXPLORING CHILDHOOD course teachers and fieldsite teachers are responsible for helping adolescents

- --have an effective experience with children,
- --inform that experience with ideas about child development and socialization,
- --and reflect upon the meaning of that field experience and knowledge, as well as their personal and family experience, in order to better understand children and themselves.

The major task of EXPLORING CHILDHOOD teachers is to create an integrated learning experience for the adolescent. An "integrated learning experience" is one which helps students make connections between field experience with young child-

ren, concepts and issues raised by the materials, and the students' own personal and family experience. This integrated learning experience is the key to an effective EXPLORING CHILDHOOD program. The situation to avoid is one in which the high school teachers conceive of their job as teaching "the concepts" of the course--the information about development and socialization--and the fieldsite teachers see their role as providing an effective work experience for the teenagers. Both teachers should regularly talk to the student about his or her own feelings and reactions to the entire experience of the course. We want to encourage a collaborative situation in which both fieldsite and course teachers share in the education of the high school student. In order to provide this kind of integrated learning experience, both teachers need to have a repertoire of teaching strategies and need to play several different roles.

Creating an Integrated Learning Experience: Children's Art

In order to illustrate the teaching strategies and multiple roles appropriate to EXPLORING CHILDHOOD, we have presented an example of one teacher's treatment of the Children's Art unit from Module II, Seeing Development. The example is a composite of several teachers' experience with the course. Although this particular example focuses on the course teacher, the two fieldsite teachers played a critical role in the students' learning about children's art. The unit was taught over a period of four weeks.

A central goal of the Children's Art unit is to have the student learn about the changes in a child's understanding and abilities at a particular time, through the child's expression of himself in artmaking. In observing a child making a drawing or painting, we can see him in the process of using his abilities and giving a form to the feelings and experience which tell us who he is at that point.

In the two fieldsites which the high school students attended, the teachers each had different philosophies about the importance and meaning of art for children, therefore the two sites offered different opportunities--one broad, another quite limited--for students to observe and learn about child art.

The teacher and students began the Children's Art unit by discussing art activities in the fieldsites. As the students talked about the art situation at their fieldsite--sometimes describing a particular observation or incident of a child drawing--they began to realize that the point of view about art varied tremendously at the different fieldsites. In one fieldsite students helped children make models of objects prescribed by the teacher (which usually were related to holidays: turkeys for Thanksgiving, cherry trees for Washington's birthday, etc.). In that fieldsite, according to a student,

> The teacher had a certain pattern that they cut out. Like it has a set pattern, and if he cuts the eyes in a triangle, the teacher looks at him and says, "No, that's

wrong, they're supposed to be circles."*

In another fieldsite the teacher encouraged the children to draw. As one student described it:

> Like in my fieldsite the children draw like they please. She'll say, "It's time for you to draw" and they have a certain time they go and draw or paint. But she doesn't tell them what to draw or if it's wrong or nothing.

It was clearly important for the course teacher to understand both the point of view about art and the resources available at each site in order to understand the student's perceptions about children's art and the kinds of experiences with children's art each student was likely to have at the fieldsite. By sharing fieldsite information the students were able to ask how "art" was viewed in their sites, and what opportunities they might have for the kind of observing stressed in the unit. For students who worked in sites in which there was little opportunity for children to experiment with art materials, the films, other students' journals and observation experiences, and observing children drawing at home were particularly important in broadening the adolescents' view of how young children could work with art.

Students then concentrated on doing a focused observation of children participating in an art experience at the fieldsite. Earlier in the unit, they had shared their impressions of art at the fieldsites; now they worked on specific questions to guide their observations. They checked with the fieldsite teacher about the most appropriate time, place and children to observe.

At the high school they studied the observation form provided by the unit. The questions related to the central goal of the unit: to learn about a child's understanding and abilities, as he engages in the process of making a drawing, painting or sculpture. They also worked out additional questions that particularly intrigued them: What is the difference between a three-year-old and a five-year-old in what and how they paint? What are the similarities and differences in the way two boys of the same age work with clay?

After they had done their observations and were back in the high school classroom, the students shared their journal entries--both the factual descriptions of observations and their reactions and interpretations--to compare their different observations of the same topic.

From their observations they realized that three and four-year-olds were at different "stages of development" in many ways. This was often reflected in their artmaking. In observing children of different ages making a painting from beginning to end, students saw that the three-year-olds' experience was different from the five-year-olds'.

---

* These comments were gathered from students at Hyde Park High School in Boston by Catherine M. Cobb.

For example, they noticed the difference in the way the younger and older children drew arms and legs on people. They also commented on how most of the older children seemed to be drawing houses.

During the observation activity at the fieldsite, one student witnessed an incident in which a child (a two-year-old) painted the hair of another (who didn't seem to mind). The teenager had been uncertain about what to do at the time, so the course teacher chose to have the students role-play the incident with different students acting out how they would have handled the problem.

During the next week the students sorted an array of children's drawings according to age during class, and read in the Children's Art materials about how children develop the ability to make and use first lines, then shapes, then symbols. They gathered samples of art work from the fieldsites and analyzed them for lines, circles, squares and symbolic representation--trying to make the connection between the ideas about development as presented in course materials and the actual paintings done by the children they worked with.

They talked about the changes in their own behavior as a result of thinking about children's art.

> Louise: I used to look at little kid's drawings and say "Oh, that's terrible." It didn't mean anything to me. It was just something they did, but it meant a lot to them. But now that I've read that, I think you can understand what they are trying to express theirself. Even though it doesn't look like what drawings I'm used to seeing from my observation and viewpoint, it is a drawing. It means something to them. Like you see a sun and they make it black, that doesn't mean anything...it's still a sun to them. They observe things differently. I think I learned that.

Louise began to see that there was a difference in the way children and older people view the world. She now realized that a painting that was "meaningless" to her did have meaning for a child.

Then the teacher showed the film "Magic Markers", which shows two girls of four and a half in the process of drawing. Viewing a film of children drawing gave them a chance to learn to look very closely for cues to how the child is experiencing the painting.

In a class discussion, they compared the two girls in the film to children at their own fieldsites, discussing the effects of age, personality style, home experience, "society," and "creativity" on children's art.

> Jeff: I think children when they're first born are basically very clever and very creative. But I think that our society can definitely stifle a child into non-productiveness and non-creativity. I mean, at least I see that in certain children. I see it in a lot of public schools.

At this point the teacher asked about the distinction between creativity and development in children's art. The teacher wanted to be sure that Jeff realized the difference between stifling creativity--which can be done to people of all ages--and stifling development, which might mean providing inadequate or inappropriate art experiences for children at a particular age.

Having developed an idea of what art is to a child by using some unfamiliar art materials themselves, by using course materials, and by observing children in fieldsites and on film, the students then began to plan field activities with a new sense of their role in supporting the child's expression.

By this time, the students had a good sense of the kinds of art activities that might be appropriate at their fieldsites. They sat down with the site teachers and, sometimes using the book "Doing Things," they planned an art activity. One student brought in yarn, cloth, glue, and bits of things for collages. Another collected wood chips from the lumberyard and the children created elaborate structures and cities.

As the students became more comfortable with each other, more secure in the belief that they knew something about children and art and more willing to talk about what they didn't know, they began to bring up their own childhood experiences with art in school.

> Diane: I was going to say something about what happened to me when I was little. They were always telling me to do it a certain way...I can remember different times I'd be drawing something, and the teachers would come down and watch you do it, and like, if you weren't doing it exactly right, she'd take the thing away from you and say, "Do it this way."

In this instance Diane was beginning to think about the effect of her early schooling in terms of the new insights about development she was gaining in the course. This resonance of her own experience with ideas from the course helped give her a surer sense of how she wanted to help children in their art work.

Teaching Techniques

The teacher in this example used a variety of teaching techniques in order to create an integrated learning experience for students. The teacher helped students see the relationship between their work with children, ideas about child development and art, their own childhood experiences and a sense of personal growth. The techniques he used included discussion, role playing, observation, sharing fieldsite experiences, journal writing, film viewing and planning activities for children. Undoubtedly some of these techniques which are briefly outlined on the following pages may be familiar to you; others may be new.

Teaching the technique of observing involves helping students learn to see in detail, to seperate fact from inference, to share their observations with classmates. You have to help students stand back from a situation, analyze it, and form a question, in order to observe again from a new perspective, learn to observe over time, look for patterns in their observations, use these patterns as a basis for generalizing and theorizing, and compare their own observations with those of other theorists learned about through the materials.

If you have not worked with young children before, you might want to observe at a fieldsite in order to learn more about early childhood and to practice observation techniques. By learning ways of observing and applying them to looking at children on the subway or in the markets, you will not only be learning what you need to know about children, but will also be learning how the adolescent students feel as they go about learning to be better observers. If you have not worked with high school students before, you might want to practice observing teenagers in out-of-school settings, in the subway, in the playing field, at the drug store--to get a sense of the various influences in their lives.

Journal writing in class, at the fieldsite, and at home, by teachers and students, is central to the process of delving into one experience and getting ready for the next. The journal is a place to jot down observations while in the midst of an experience, to plan an activity or to analyze one that has occurred, to pose questions and draw conclusions--in short, a place to talk things over with yourself. As the teacher, you might use a journal to make notes about particular class sessions and to plan for future classes, thus giving a record in which to look for patterns of teaching techniques, and for your own emotional ups and downs during the course.

Like the journal, discussion is a means of reflecting on and preparing for experience. Running class discussion appears to be a simple task, but this is deceptive. The common pattern in most classrooms seems to be that the teacher poses a question and a student gives an answer. The teacher then rephrases the response and asks other students to give their opinions. The students rarely share reactions and ideas directly with each other; everything is filtered through the teacher. In fact, many students have to learn how to have a productive and supportive discussion with each other in class. For the teacher, the problem is twofold: (a) how to help students talk to each other about their experiences, feelings and thoughts, and (b) how to identify important issues in a way that makes the discussion a learning experience. Class discussion is probably the major strategy for helping students integrate ideas with their field experience and make connections between the theories implicit in their preschool and what they know from their reading and their own development. An important tool in discussion is listening. There are several concrete techniques to help students listen hard to each other rather than concentrate only on their own contribution. You might ask a student to repeat a previous response, to respond

directly to someone else's contribution, or to speak only to draw out an initial speaker. The most important thing is for students to try to see things from another student's point of view just as they strive to do this with the children they work with. This sympathetic attitude will be reinforced in large part through your example as supportive role model.

Role playing is a tool the teacher can always call upon to help students personalize a discussion, by acting something out instead of talking about it. Role playing can be used in discussing episodes in the course materials, in re-enacting episodes that happened at the fieldsite, and in gaining an understanding of another person's view of the world such as a fieldsite teacher, a child, or a parent. You can learn about your own feelings from what happens in a role play--you can also learn from observer's feedback.

There are many small group techniques discussed in the guides which involve setting a task, breaking the class into groups of two to six depending on the task, facilitating the task (by appointing observers, recorders, setting time limits, asking periodic questions, etc.) and collecting and sharing information from and with the whole class. Working together in small groups gives more students an opportunity to participate on an informal basis, and to be responsible for the progress of the task, and to come up with a variety of viewpoints and solutions about a particular problem.

Film viewing is a technique used in every unit of the EXPLORING CHILDHOOD course. The unique ability of film to capture a unit of time gives new depth to a student's ability to observe and analyze. By using film you can help students compare different styles of working with children, and show problems in order to spark discussion about ways of dealing with them. As the course continues, film may add to, or contradict, the students' own observations. Film allows students, who may be working at quite dissimilar fieldsites, to participate in a common experience and to analyze the same events. In showing a film, you might

--stop the action
--repeat the action
--look at the film without sound for visual clues
--look at a problem and hypothesize the outcome
--look at the action through the eyes of different people in it.

Dealing with the strong emotional involvement caused by the visual impact of the film will be an important issue for the teacher.

As students grow in their ability to observe and reflect, they will begin to be able to take responsibility for organizing activities for the children at their fieldsites, using both their own inventions and the suggestions from teachers. The fieldsite teacher's advice and help is particularly useful to students in planning activities, since they know the needs of the children and the site. The course teacher

can use the techniques of brainstorming ideas, problem solving, decision making, and "messing around" with the materials to help students think about appropriate and original activities for children at the fieldsite. These techniques will be described in greater detail in the Teacher's Guides to the various course materials. With the help of the Teacher's Guides, through practice sessions at the Teacher Seminars and through trial and error in teaching the course, we hope that EXPLORING CHILDHOOD teachers can add to their repertoire of pedagogical techniques.

New Roles for Teachers

These teaching techniques are used in a variety of roles. For example, in creating an integrated learning experience with the Children's Art materials, the teacher both utilized a number of teaching techniques and played several different roles. At various times, and sometimes at the same time, the teacher, in addition to being an instructor and a learner, played the role of resource, coordinator, and counselor. These roles overlapped and blended into each other.

Teacher as Resource. Both course and fieldsite teacher have an important intellectual role in the course. You act as a bridge between the students and the larger body of knowledge in child development. Since the EXPLORING CHILDHOOD materials cannot provide all the information relevant to each area of such a diverse field, you must fill the crucial role of enriching the course to suit the needs of your students and children. You can do this by contributing your own knowledge and experience to class discussions, and by inviting members of the community--such as pediatricians, child care workers and parents--to join the class at appropriate times.

Ideas about child development do not come from published scholarly research only. Many of the most useful insights come from seeing familiar situations in new ways. Both field and course teachers should help students develop new perspectives on their everyday experience. (For example, "What did you mean when you said, 'Pam is spoiled'?") You can also help students recognize the processes of their own learning, such as forming theories, applying values, or making assumptions. You can introduce new theoretical perspectives to challenge or inform these assumptions. You should also help students think about their own development both as child care workers and as human beings. (For example, "On your first day at the fieldsite, what did you learn about yourself?" or "Do you you approach new situations with children differently now than you did at the beginning of the year?")

Teacher as Coordinator. The first job of the course and fieldsite teachers is to set up and coordinate the practical aspects of the program.* Without adequate coordination, EXPLORING CHILDHOOD programs can become bogged down in logistical and communication problems.

* Organizational matters are dealt with in detail in the manual, Organizing the Program.

For example, if the high school course is scheduled during the afternoon and the available fieldsites have only morning sessions, there will be a problem. Course and fieldsite teachers have to organize and supervise schedules for students' work with children and transportation to and from the fieldsite. An important part of coordinating is informing parents and school administrators about EXPLORING CHILDHOOD. Course and field teachers should communicate regularly about such issues as the course materials the students are using at a given time, logistics of observing and ideas for activities to be carried out at the fieldsite. For fieldsite teachers, the major coordinating task involves scheduling students when they can actively work with children (for example, don't have students come just during nap time) and organizing activities which are both consistent with the goals of the fieldsite and allow the high school students to learn and build on their own strengths.

The course teacher must coordinate the use of the various course materials. Each component of the course materials is designed to meet certain needs of students and to deal with certain aspects of the fields of child development and socialization. Individual classes (as well as individual students) vary in what is most useful, relevant and interesting to them during the year. Some course modules are designed to be used in a particular sequence during the year. Other components are resources to be used throughout the year. You can plan when and how these resources will be used depending on your particular program and the needs and interests of your students.

Teacher as Counselor. From time to time both field and course teachers have to play the role of counselor. Students may have real anxieties about working with children. What should I do? Will they like me? How should I help them? Your task here is to provide adequate training for field work without undermining whatever strengths and confidence the student brings to this program. As counselor, you will be identifying and working with students' strengths--just as in their field work students will be drawing out the strengths and capabilities of the young children.

One objective of the course is to help students move from an emphasis on themselves to a concern for the young child, and back to a new awareness of themselves. To do this it is necessary for you to observe and comprehend what students are feeling. Students often reveal fears or inadequacies in their journals before they are able to verbalize them or in class discussion or in their behavior with the children.

Students must realize that it is all right to talk about these emotions--both joys and fears. You should help the class comment in a supportive way on the feelings that are expressed--extracting general issues from personal experience--so that students come to realize that expressing how they feel can genuinely increase understanding.

At times during class, a student may talk about his or her own childhood. There may

be moments of sadness or anger as students talk about their past or their families. Occasionally adolescents feel a sense of irrevocability about the past and a sense that they can't do anything about who they are. You might try to bring perspective to this problem by discussing the continual nature of development and the resources that a person--child, adolescent,adult--has for changing throughout life.

When class discussions turn to personal experience, you must deal with expressions of emotion in the way you feel most comfortable. It is important for you to be aware of your feelings about your own experience (such as your own childhood or your reaction to a film) and about your students (are you angry because a student doesn't seem to care about a child?). It may take time for some students to feel comfortable and accepted by the fieldsite teacher and the children. As the fieldsite teacher you can help students by talking about their relationships with the children and about incidents or problems--even if it is for just a few moments at the end of the day.

Occasionally problems will arise with a particular student at the fieldsite, such as poor attendance, inability or unwillingness to participate, or a difficult relationship with a child. The fieldsite teacher may want to talk to students about these problems immediately when they arise. You should also communicate any problem of this nature to the course teacher.

EXPLORING CHILDHOOD teachers are in an interesting role relationship with their students. The teachers are students, learning new techniques, new roles, a new pedagogical approach. And the students are teachers. The skills that you need in order to do your job are the same skills that adolescents need in order to work with children. Students will learn about their role in large part from the kind of model that you present.

Self-Inventory for EXPLORING CHILDHOOD

Fieldsite Teachers

Introduction

The purpose of this inventory is to give information about you and your program to other members of your seminar group.

Name _____ Home Tel. No. _____

Address _____ Site Tel. No. _____

_____

Site Information

Name of site, location

Type of site (nursery, day care, kindergarten, second grade, etc.)

Number of children

Age of children

Teachers and other adults (including students) in classroom

Background

What kind of academic or other training have you had?

How many years have you taught and in what fields?

What has been your experience with young children?

What has been your experience with adolescents (teaching, camp, etc.)?

Do you have any children of your own? Ages?

How did you get involved in EXPLORING CHILDHOOD?

Additional Comments

Self-Inventory for EXPLORING CHILDHOOD

High School Teachers

Introduction

The purpose of this inventory is to give information about you and your program to other members of your seminar group.

Name _____ Home Tel. No. _____

Address _____ School Tel. No. _____

_____

School Information

Name of school, location

Description of school community (You might include socio-economic level, ethnic composition, college/career orientation of students, etc.)

Department

Number of students

Age of students

Fieldsite(s)

Number

Type of site(s) (nursery, day care, kindergarten, second grade, etc.)

Age of children

Names of teachers

Background

What kind of academic or other training have you had?

How many years have you taught and in what fields?

What are you currently teaching besides EXPLORING CHILDHOOD?

What has been your experience with young children?

What has been your experience with adolescents (teaching, camp, etc.)?

Do you have any children of your own? Ages?

How did you get involved in EXPLORING CHILDHOOD?

Additional Comments