

CHILDREN AND LOVE

UNCLE LEE IN EDEN CHILD CARE

张新立 著

童心与爱心

一个中国老师和美国儿童的故事



四川少年儿童出版社



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序

张新立先生两次以访问研究学者的身份出国学习和研究。出国之前，归国之后，我们都详细交谈过，在澳大利亚时还有几次详尽的通讯。因而我得知他两次出国艰苦学习工作情况和重大收获。由于他回国后，忙于教学工作，没有及时写出书来，使广大的读者受益，可惜了这些来之不易的宝贵经验和研究成果。

十分荣幸，新立先生终于把《童心与爱心》这本 12 万字的著作手稿送到我面前。他担心我老眼昏花，精力不逮。哪里想到，书一入目，即不忍释卷了。

我在阅读书稿时，头脑中同时也出现一幅幅儿童活动的画面。一群不同肤色的洋孩子，在一位黄皮肤高个子的男教师领导下，开展各种活动，唱歌、讲故事、玩皮球，也免不了嬉笑、

吵闹的镜头。这个教师有时就像慈祥的母亲，有时又像参加活动的孩子头。书面语言和心中的画面交织在一起不断延伸，不断变化。有时使我哑然失笑。这是多年来在读书过程中，难得的情感体验。

《童心与爱心》的实质，是一本儿童心理学和儿童教育学相结合的儿童教育心理学专著，但作者没有用某某学科的“基本概念”、“研究对象”、“目的”、“任务”、“方法”等方式表达，而是以儿童活动为中心的故事，体现儿童教育活动，歌颂童心和爱心。颗颗童心就如璀璨的花朵，爱心就如春风雨露。童心是最可贵可爱的，但也不只是儿童所专有，童心也不专指儿童的心情及所谓的孩子气。《左传》就有这样的记载：“昭公十九年矣，犹有童心。”童心是真心，真情实感的意思。明朝学者李贽《焚书童子说》：“夫童心者，绝假存真，最初一念之本心也。”童心就是最珍贵的赤诚之心，儿童有，成人也有。

读过《童心与爱心》就会发现作者所以成功，就因为他有一颗热爱儿童教育事业的赤诚之心。按说，张新立先生是已获得发展心理学硕士学位，并已有8年教龄，担任过心理学教研室主任的大学教师。他先后在澳大利亚、美国做访问研究学者。他不是单纯地钻在外国大学

的研究室、图书馆里，读书写论文，而是除了在联系的大学里完成访问研究的任务之外，以更多的时间投身于外国的儿童教育的实践工作。

也许有人认为把短暂地留学访问时间用来教育和照顾儿童，与不懂事的孩子打交道，是大才小用，因小失大。不，这正是一个儿童心理学家的远见卓识。心理学家应当承认，人的各个阶段的心理，以婴幼儿的心理最难理解。婴幼儿的教育也最难掌握。有些心理学家，教育家未经身入其境，所得结论，有些是强加于儿童的，未必是真理。

本书作者认为心理学工作者应该走出象牙之塔，到生活实际中去。俗语说：“不入虎穴，焉得虎子。”他不满足于国内参加儿童教育活动，只了解中国儿童心理与教育措施，他还要深入研究外国儿童的心理和教育。没有比较，则难以理解中外儿童心理的共性；没有比较，也难以理解其特殊性；没有比较，难以取长补短，去伪存真。就因为这样，作者在澳大利亚昆士兰大学心理学系作访问学者时，曾在当地一所幼儿园和小学义务工作三个半月，在那里学到了许多在大学或研究室学不到的东西。特别在美国南伊州大学心理学系作儿童心理学访问研究学者时，他又直接在当地一所儿童照顾中心当了

一名教师。苦尽甜来,经过艰苦儿童教育工作体会到童心的纯洁,爱心的伟大和力量,这正是《童心与爱心》问世的源泉。《童心与爱心》既是作者的心声,也是他的自我画像。他的思想和言行,都注定他是一位具有童心的教师。马克思说:“只有音乐才能唤醒能欣赏音乐的感官。”(《马克思、恩格斯论艺术》第一卷,第204页)同样,只有具有童心的教师才能引起儿童由衷的敬爱。

作者初到美国伊登儿童照顾中心当教师时,因为他是唯一的男性教师,唯一的黄皮肤的外国教师,无疑对于美国儿童来说,是一种不寻常的新异刺激。由于东西方文化习惯语言的差异造成了双方的不适应,所以曾发生过剧烈的冲突。有的小孩子竟然对这位中国教师称“小鸡”。这是美国儿童轻视人的贬词。还说“立,没有用”。

但是作者没有灰心,他深知“这些冲突是中美社会、文化习惯势力和教育诸多方面差异造成的,是暂时的不适应现象”。他坚信以真诚的爱心会感动纯洁的童心。他不畏艰辛,服从这所儿童照顾中心的需要,在“钥匙”班、5岁班、3岁班,甚至婴儿室都承担了重要的任务。既是孩子们的老师,也是孩子们最亲密的伙伴。和

儿童们游戏、打球、讲故事,对孩子们的饮食卫生、安全、健康无微不至地关怀。在婴儿室里还要亲自为婴儿换屎尿布。他的爱心、耐心克服了一切困难,赢得了孩子们的尊敬、热爱,从心底里喊出“立叔叔”!甚至有些刚学会说话的婴儿喊“爸爸”,这是何等伟大,亲昵的尊称呀!

作者对儿童教育的成功,也赢得了照顾中心领导和同事的信任。她们和孩子一起亲切地喊“立叔叔”,这胜利来之不易。是由赤诚之心产生的爱心、耐心、苦心、责任感和中国人的爱国心、自豪感,凝聚在一起,形成的力量;加之作者深厚的儿童心理学根底和长期积累的教育经验汇集在一起获得的。广大的读者,是可以从《童心与爱心》中的故事细节,字里行间体会到的。

《童心与爱心》不仅叙述了一位中国旅美访问学者在美国进行儿童教育的成功经历。它还介绍了美国儿童教育情况,有些是值得我们学习和参考的。

美国儿童照顾中心,欢迎儿童的家长,主要是妈妈,参与配合教育孩子,学校可以了解儿童的家庭教育,家长也了解学校教育,互相配合。他们还不断举行家长研讨会,教师家长及时交流思想,及时解决新问题,提高教育效果。

正育儿童照顾中心在制定体育馆的守则,游戏规则,也让儿童参与讨论,征求儿童的意见。这对于培养孩子的自尊心,责任感,守纪律的习惯大有好处。

照顾中心婴儿室在防止婴幼儿以哭闹要挟教师的方法和培养婴幼儿自己吃饭的能力,也值得学习和研究。

婴儿室的教师对6—18个月的婴儿讲故事,这不是对牛弹琴,而是促进婴幼儿语言与思维的发展方面的先进措施。

除上述一些值得学习、参考的幼儿教育措施之外,该书还涉及许多新问题,儿童心理学家、教育家应当研究的问题。

总之,《童心与爱心》是以生动的语言,描述天真烂漫的孩子的故事,教师把教学融合于游戏、讲故事和丰富多采的为儿童喜爱的活动中。体现了寓教于乐,寓教于美,把儿童心理学,教育学的理论贯穿在具体教育实践活动中,有深入浅出的效果,使读者易于领会,便于掌握,是一本好书,故愿向广大读者推荐,是为序。

刘兆吉于西南师范大学教育系

1995年3月9日

PREFACE

Mr. Xinli Zhang has studied and worked abroad twice as a visiting researcher and visiting scholar. He talks to me before his going and after his returning. Also, he presented a few reports on his activities in Australia. Therefore, I get to know his circumstance of study, work and important gains. It would be much more beneficial to his readers if he had written his valuable experiences and research achievements earlier, but It is impossible, for his heavy loads of teaching and busy schedule since he comes back to China.

I am very pleased that Mr. Zhang, at last, sends me his 120,000 Chinese words' manuscript of *Children and Love*. He worries that it might be too much for me because of my

old age with old eyes and descending vigour. To his surprise, I can not tear myself from the manuscript as soon as I picked it up.

Some vivid pictures emerge in my mind when I am reading the manuscript. A group of American kids with different complexions, directed by a tall, yellow-complexioned male teacher, are carrying out a variety of activities, such as singing, telling stories, playing balls, undoubtedly, there are some smiling, quarrelling as well. This teacher like an amiable mother sometimes, like a big kid at other times. The language interwoven of written and pictures in my mind keeps on changing and changing, I can not help smiling sometimes, which is a rare affectionate experience in years since I read something so fascinating like this.

The nature of *Children and Love* is a children educational psychology works, combined with child psychology and pedagogy. The author, however, gives his ideas about child psychology and pedagogy by narrating true stories that happened in a Child Care, eulogizing love and child spirit, rather than by using terminolo-

gies such as basic concepts, research objects , tasks, methods, etc. which are frequently used in academic works. Love is like breeze in the spring and child spirit beautiful flower. Child spirit is the most valuable and loveable. It does not belong to child exclusively, neither does it mean childish. *Zuo Zhuan*, one of the Chinese classics, has stated: "Zhao Gong aged 19 still has a child spirit." Li Zhi, a scholar in Ming dynasty, said in his *Burning Books, on Children*, "the child spirit is the initial and the first sincerity which refuses false and keeps purity." The child spirit is of purity and sincerity, which is not only the possession of children but also of adults.

After reading *Children and Love*, I find that the success of the author is due to his sincere and deep love of children education. Mr. Xinli Zhang, who get a Master in Developmental Psychology, has eight years' teaching experiences, has been the head of psychology section of Education Department, is a faculty member in universities both in China and abroad. He doesn't only study theories or do researches but also devotes more of his time to encountering children

in reality as part of his child education.

Some might regard it as a waste of time and energy for a visiting scholar to educate and to care little and ignorant kids, not knowing the fact that it is the child psychologist's foresight and sagacity. Psychologists should admit that among the psyches of people in different stages of development, it is the most difficult to understand the young children's, and consequently, it is also difficult to master the art of educating them. Some psychologists and educators might not have participated personally in the practice of child education, their claims and assertion imposed on children may not be the actual truth.

It is the author's opinion that psychologists should get out of the ivory tower but go to daily life. There is an old saying: No venture, no get. The author is not content with taking part in Chinese child education activities and knowing Chinese child psychology and education. He is also interested in researching fundamentally foreign child psychology and education. Without comparing, it would be difficult to understand the common characteristics of Sino-foreign chil-

dren, to understand their specific characteristics respectively, to learn from others strong point to offset one's weakness and to eliminate the false and retain the true. Therefore, the author has gone to a kindergarten and a primary school, working as a volunteer for three and half months, while he is a visiting scholar in psychology department at the University of Queensland, Australia. He has learned much from the kindergarten and the primary school, especially his nine months in the Child Care Centre when he is a visiting researcher in psychology department at Southern Illinois University at Edwardsville, USA, which neither libraries nor universities can provide. Happiness comes after bitterness. He experiences the purity of child spirit and the strength and greatness of love through working hard in child education, which is the origins of this book. *Children and Love* is both a song from his heart and his self-portrait. His behaviours definitely indicate that he is a teacher with child spirit. Carl Marx said "Only can music evoke the sense organs that can appreciate music." So the case is that only a teacher

with child spirit will gain the respect and love from children.

The author's working at the Eden Child Care is undoubtedly a kind of freshening and stimulus to the American kids because he is the only male teacher, a foreign teacher with yellow complexion. There is definitely a traumatic experience, dramatic conflicts between the author and the kids, due to the differences of culture, custom and language between the East and the West. One of the kids even calls contemptuously this Chinese teacher "chicken". Another one says "Lee, no good".

The author, however, is not discouraged, as he states in his book, "these conflicts are due to many differences of societies, culture, custom and education between China and USA. which are temporary phenomena of maladjustments." He believes that love can influence innocent child spirit. He doesn't care the hardship but plays an important role in KEYS, 5s', 3s' even Baby Room, in compliance with the requirements of the Child Care. He is not only the teacher of the kids but also an intimate playmate of them. He

plays games, balls with children, tells stories and takes care of them in every possible way. He even changes diapers for babies in Baby Room. His love and patience eliminate conflicts, surmount difficulties and win him respect and love from the kids. Kids in the Eden Child Care eventually call him cordially "Uncle Lee", some young children call him "daddy". What a wonderful change! What an intimate, beautiful name!

The author's success in child education also wins a trust of his co-workers and directors of the Child Care. Together with children they also call him "Uncle Lee" intimately. This is a sort of victory, which comes through love, patience, deliberation and responsibilities. It shows the spirit of Chinese patriotism, pride and strength. It also demonstrates the author's fundamental knowledge of child psychology and educational experiences which he has cumulated in a long time. Readers should be aware of these from the details in *Children and Love*.

The book not only states the successful experiences of a Chinese visiting researcher in child education in USA, but also introduces something

about American child education, some of which should be learned and as references in China.

The Child Cares always welcome the children's parents to join in the educational activities, which is the best means to improve mutual understanding and cooperation. They often hold parents seminars, also called the teacher-parents meeting, so teachers and parents may exchange their ideas, resolve any possible problems in time to promote the efficiency of education.

In making gym and game-playing rules, teachers let children join them in discussion and ask for their opinions or give them chance to ask questions, which are very good for cultivating children's self-esteem, senses of responsibility and discipline.

Those methods they use to prevent young children from pestering their teachers by crying, and the means applied to foster their ability of feeding themselves are also worthy of our studying and researching.

It is an advanced measure of developing young children's ability to speak and to think