

CRITERIA¹ FOR GUIDING A CHILD TO ADULTHOOD BY MEANS OF PARENTING AND SCHOOLING

**(Some possible fundamental
pedagogical criteria: An example)**

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I. RELATIONSHIP STRUCTURES

A. Trust

- Do the adult and child [parent and child; teacher and pupil] accept each other?**

¹ These criteria are derived from the essential fundamental pedagogical categories of an adult-child educative relationship that are described and discussed in George D. Yonge (1989) The parent-child/adult-child educative relationship: The overlooked ground/foundation of educational theory and practice? Unpublished manuscript, pp. 16-41. Avail at George Duke Yonge Research Gate and georgeyonge.net/node/148.

- Does the adult help the child feel confident and secure?
- Does the child feel emotionally ready and willing to explore and learn?
- Does the adult respect the dignity of the child?
- Does the child accept and identify with the adult as a model?
- Does the adult act in the best interest of the child?
- Does the child (temporarily) commit him/herself and his/her future to the adult?

B. Understanding

- Does the adult understand the child as someone in need of guidance?
- Does the child feel understood by the adult?
- Is the child responsive to the adult's understanding and knowledge?
- Does the adult take responsibility for selecting and clarifying aspects

of reality (e.g., norms and values)
for the child?

C. Authority

- Is the ult's intervention authoritative rather than authoritarian?
- Is there dialogue between adult and child within which the adult exemplifies a valued behavior to the child?
- Does the adult indicate to the child (by example) that he/she behaves in accordance with the same norms and values he/she is asking the child to follow?
- Is a transition from docile obedience to independent obedience being promoted?

II. SEQUENCE STRUCTURES

A. Association

- Are adult and child aware of each other's presence?
- Is the adult setting a positive example by indicating acceptable behavior?
- Is there an opportunity for adult and child to do things together and to become familiar with each other?

B. Encounter

- Does the child welcome the adult into his/her world?
- Does the child feel he/she belongs, that the adult is accessible and approachable?

C. Engagement

- Are the adult and child committed to each other?
- Do adult and child take responsibility for what needs to be done?

D. Pedagogic intervention

- Does the adult convey to the child that he/she supports his/her doing what is acceptable?
- Does the adult praise the child for already having chosen to act in an accountable way?
- Does the adult indicate what is not acceptable and why?
- Does the adult object to what is unacceptable?
- Does the child accept the adult's opposition to the unacceptable?

E. Return to association

- Does the intervention quickly evolve into adult and child being by each other again?
- Is the adult available to the child for clarification about the intervention?
- Does the adult overdo and exaggerate the intervention

so the adult and child cannot return to being by each other?

- Is intervention unnecessarily prolonged?

F. Periodic breaking away from association

- Is the child given the opportunity to choose and act independent of the adult?
- Does the adult trust the child to act properly on his/her own?
- Does the adult give the child assignments or tasks to be carried out away from the adult's presence?

III. ACTIVITY STRUCTURES

Being in a meaningful educative situation requires

A. Giving meaning with increasing responsibility

- Does the adult convey to the child through example and instruction knowledge, views, beliefs, values that will allow the child to live as an adult?
- Is the child helped to accept increasing responsibility for the meaning he/she gives to things, experiences, etc.?
- Is the adult helping the child give meaning to the world?
- When a child gives meaning to things, does the adult aid the child in determining whether these meanings are appropriate?
- Is the child being aided to change meanings into action?

B. Gradually breaking away from lack of exertion

- Does the adult help the child realize that effort is required to live life as one he/should?
- Is the child being assisted in breaking away from a carefree way of life?
- Is the child encouraged to make the effort to explore and learn?
- Is the child guided to make efforts to overcome present dependencies and to work at becoming independent and responsible?

C. Exemplifying and emulating norms

- Is the adult acting as a role model for the child?
- Does the child accept and follow the adult's example of the valued behavior?

*Educative co-existence
(as being-with) means:*

D. Venturing (risking) with each other pedagogically

- Does the child trust the adult and the adult trust the child enough to risk participating in open-ended or unpredictable activities?
- Does the adult provide, through consistent and appropriate intervention, a stable relationship which serves as the foundation for venturing into the future?

E. Being grateful for pedagogic security

- Does the adult make the child aware, by word and deed, that he/she must be thankful for the security and acceptance he/she experiences?
- Is the child encouraged to acknowledge with gratitude the help and support received from others?

F. Being responsible for relationships

- Does the adult give the child opportunities for acting on his/her own and for taking increasing responsibility for his/her own activities in and outside of the educative situation?
- Is the child encouraged to establish relationships with others and to accept responsibility for these relationships?

*Pedagogical temporality (futuraity)
points to:*

- G. Wanting to attain future adulthood
- Does the adult appeal to the child to actualize his/her potential through self-initiative and personal effort?
 - Does the adult talk to the child about his/her future as something demanding but still something to look forward to?

H. Actualizing potentialities for adulthood

- Does the adult help the child realize his/her potential, e.g., by not demanding too much or too little?
- Does the adult help the child discover new possibilities and fields of interest?
- Does the adult provide guidelines and means for developing the child's potential?
- Does the adult provide the child with the guidance and opportunity for mastering and cultivating his/her potentialities?
- Is the child encouraged to cultivate new positive potentialities (a better future) and not to live in the past or to be satisfied with what he/she already has attained?

I. Gradually achieving adulthood

- Does the adult exemplify the “higher values” (e.g., moral values) to the child?
- Is the child encouraged to adopt these values as his/her own and to live by them in daily living?
- Does the adult provide vocational and career guidance so the child can fulfill adulthood with respect to work?

*Educatively becoming-somebody-oneself
implies*

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J. Increasing respect for human dignity

- Is the child guided to respect his/her own value (dignity) and that of others irrespective of talents or circumstances?
- Is the child taught not to discriminate against others?
- Is the adult showing the child, by word and deed, that being different

does not mean commanding less dignity?

K. Achieving adulthood through increased self-understanding

- Does the adult help the child to understand his/her potential and how to develop it?
- Is the child helped to come to a realistic understanding of his/her positive potentialities?

L. Conquering of responsible freedom

- Is the child helped to see the difference between what he/she wants to do and what he/she is permitted to do?
- Does the child take others into account when making choices?
- Does the adult exemplify to the child that there is no freedom without responsibility?

- Does the adult give the child freedom of choice and action to an increasing extent?

IV. AIM STRUCTURES

A. Meaningful existence

- Does the child increasingly respond to the demands of life in responsible ways?
- Is the child gaining an insight into the meaning of his/her life?
- Does the child take the responsibility to actualize his/her positive potentialities for living as a “proper” adult?

B. Self-judgment and self-understanding

- Does the child understand and accept his/her positive potentialities and his/her limitations?

- Is the child able to make moral/ethical judgments about his/her own choices and behavior?

C. Respect for human dignity

- Does the child accept the equal dignity (value) of others?
- Does the child accept his/her own dignity?

D. Morally independent choosing and responsible acting

- Is the child able to decide for him/herself?
- Does the child accept responsibility for his/her choices and actions?
- Are the child's choices consistent with his/her hierarchy of values?

E. Norm identification

- Does the child choose and act in terms of norms and values because of their inherent meanings or

because someone expects him/her to?

- Does the child understand why certain norms and values are worth following?
- Has the child made certain values and norms his/her own (does he/she identify with them)?

F. Outlook on life (philosophy of life)

- Does the child have a hierarchy of values that influences his/her choices and actions?
- Does the child live by the demands of propriety based on his/her philosophy of life?