In memory of Carolyn Pope Edwards
1964
BA Anthropology
Harvard University

1973
Research Assoc.
CDRU, U of Nairobi
(with Whitings)

1974
EdD Human Development
Harvard University

1974-1977
Assistant Professor
Vassar College

1977-1991
Director of Development Lab
School
U-Mass Amherst

1991-1997
Prof of Family Studies
U. of KY

1997-2015
Willa Cather Prof of Psychology & Child, Youth & Family Studies
University of NE-Lincoln
I met Carolyn in 2002.
• How has Carolyn’s mentorship shaped me?
What are the cultural rules of fostering? (Case Study)

What are the developmental outcomes? (Life History Interviews)

Why are some children doing better? (Ethnography)

How do families communicate? (Ethnography)
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The Developmental Niche

CHARLES M. SUPER AND SARA HARKNESS

Individual motivations to foster? What psychological impact did this experience have on people?

What other factors influence fosterage?

Psychology of the Caregiver

Physical and Social Setting

Fosterage

Child Care Practices

Cultural rules of exchange, outcomes of these practices?
Cultural Values Across US and DR
Parenting From Afar and the Reconfiguration of Family Across Distance

Edited by
Maria Rosario V. de Guzman
Jill Brown
Carolyn Pepe Edwards
Never once did she say “read my work”
Pistoia, Italy. It is early morning, and baby Clara (10 months old) and her mother are entering the door of infant-toddler center, Il Grillo (“The Caterpillar”) for the first time. Clara and her family live in Pistoia, a city of about 90,000 people, located between Florence and Pisa in the region of Tuscany. As in other Italian cities, educators have been working for several decades together with parents and city administrators to build high-quality public systems of care and education. Pistoia aims to be a “child-friendly city,” with enrichment and support programs designed for all age groups of children.

In the infant programs, educators have put much thought into creating welcoming environments and transition procedures to create community and belonging. As Clara and her mother come into the center, a teacher named Franca comes forward to greet them. Clara’s mother invites Franca to hold her baby, and together they go around and look at the spaces. Franca says, “Here there will be notebooks compiled by both parents and teachers—a notebook to go back and forth. You can write what you see, and we will respond what we see.” Then they sit down to talk in a specially prepared area. The teacher and mother fall into rhythm in offering Clara toys from a basket, while she contentedly plays. Clara’s mother describes what she likes to eat, how she likes to go to sleep, and why the parents have decided to bring her to the center. Throughout the week, Clara’s mother leaves her for gradually lengthening periods, as the baby becomes more and more comfortable. By the end of the week, the inserimento (“settling in”) process is complete, free of abrupt separation and distress.

(adapted from Edwards & Gandini, 2001, pp. 187–190)
Carolyn is now sitting in my dining room, I am in my final year of graduate training and I am just back from my field site in Namibia. My 2 year old daughter is at the table along step daughters. We pass the pasta and begin to eat. I have not see Carolyn in 3 months and I am focused on her while holding my daughter, telling her enthusiastically about my data and travel. Typically Naala is warm and goes to strangers easily. However, she is taking my face and turning it away from Carolyn repeatedly. I ask her to stop in a firm voice and she slaps my shoulder, quite hard. I become embarrassed and a bit angry and Carolyn says. “Jill, she senses your excitement to see me, and your solitary interest in hosting me. She is wanting to know that you also share that for her. “
I arrive at dinner with Carolyn, Rick, Carolyn’s husband, my mother (82) and my brother (43). They have come to celebrate my graduation. My brother has developmental disabilities and autism and marked social deficits. We sit down and like Tim always does, he has a bag containing small bags of peanut M & M’s by his side. As the waitress approaches and takes our order he hands her a bag. “that’s for you”, he says. She is confused but gracious. He then gets up and does the same to the bar tender. When he is away, I express to Carolyn that I am perplexed and all interventions to get him to stop giving candy do not work. She watches Tim for the rest of the evening. That night she calls me and says “thanks for dinner, I think Tim might be trying to enter the group. It is a very sophisticated complex social task that most children are trying to master around age 7-10. M & M’s make it much easier. Let him do it.”