

An Examination of Child-like nature at a Place for Reading Picture Books with Children

– Using Phenomenological Consideration –

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This study explores the concept of “child-like nature” at a place for reading picture books with children. First, this study intends to define the concept of “child-like nature” as an intentionality of extraordinariness or nonsense. Secondly, this study intends to survey arguments regarding picture books and places for reading picture books with someone. Thirdly, this study takes some examples from data based on observation during library activity at a kindergarten and describes the phenomenon that we see in those examples by using phenomenological consideration.

The results indicate three things: 1) the “child-like nature” seen at a place for reading picture books with children is a phenomenon that occurs with a feeling of extraordinariness by passing through three stages, i.e., *yoru*, *yaburu*, and *noru*; 2) with nonsense behavior, child-like nature can increase the “unity” of a place, 3) child-like nature builds interactive relationships and creates relationships of equality between the readers and the audience.

Finally, the result that a child-like nature can build relationships of equality suggests that having a point of view regarding child-like nature including that regarding nonsense is an important matter in the domain of science for human services.