

Learning along the way, from the book *Peripheral Visions*, is a term used to describe the life lessons learned from traveling along the way and from being educated when growing up from experience and learning from people along the way. "Learning is the most basic of human adaptive processes, we can hope that it will lead toward a relationship with the rest of the biosphere that is both satisfying and sustainable" (*Peripheral Visions* p 10). The two chapters that explain best what is meant by "learning along the way" as means as a form of inquiry are Chapter 3, *Double Helix*, and Chapter 13, *Learning as Coming Home*.

In Chapter 3 we learn that learning in the classroom is much different than learning outside the classroom. "Planning for the classroom, we sometimes present learning in linear sequences, which may be part of what makes classroom learning onerous: this concept must precede that, must be fully grasped before the next is presented" (30). Bateson tells us that she tried to persuade her students of the legitimacy of learning from observation (32). This is where we have an experiment between 2 cultures, American and Iranian. Here we learn how the children's behavior differs based off of the cultural background and parental expectations (rules, boundaries, avoiding strangers). The mothers used gestures, offerings of food, toys, and words, all while improvising using habit and common sense (both learned) to shape their child's behavior (35).

We also learn about attention in this chapter, when to give it and when to divert it. In the reference to the tantrum thrown by the bus riders, Bateson is able to combine behaviors from both cultures to defuse the situation by deflecting attention, as in other instances in her life (38). "Experiences spiral through the life cycle, presenting the same lessons from new angles: parenthood offers a new view of childhood, so does grandparenthood and so also the roles we are sometimes offered in relation to the children of friends" (40). Just like the children in the experiment, knowledge does limit the capacity to learn by observation (43).

In *Learning as Coming Home* (chapter 13), we learn that, "Learning is the fundamental pattern of human adaptation, but mostly it occurs before or after or in the interstices of schooling" (197). Schools insist on a set range of subject matters. "In a society going through rapid change, a diversity of subject matter is all to the good, but it is one of the reasons why schools are at odds with the paths of learning as coming home." For many children, learning is leaving home, perhaps never to return (197). "The safest and richest journeys through adolescence are those of children who discover some area of skill that becomes their very own, focusing energies and demanding for at least part of the day a honed and delicious alertness" (202). A tool taken up and recognized as a part of the self can become the organizer of attention and commitment. From this, we can conclude that most of the learning of a lifetime including much learned in school, never shows up in a curriculum (203).

"They knew all too well that education is not just about literacy and numeracy, that it has always been contested ground, the stuff of power and identity" (211). This just reiterates that education is not just what you learn from school, but what you learn along the way of life. "Often what is taught would not be learned if it were not embedded in a relationship, for it may have no obvious relevance" (204). I find a lot of truth to that statement and think there is a lot of information in this book backing that up as well. Throughout these chapters, we go on a journey with Bateson and learn what she learned and experienced. Her experiences are surrounded by relationships; whether it be with neighbors, strangers, students, family or friends, each relationship helps teach something in its' own way.

Wrapping up, learning along the way means many different things. Learning along the way comes from actually learning along, the activities you do along the way and the way as in location and culture. Bateson learned a lot from traveling the world and interacting with different cultures.

She was able to combine cultures beliefs in order to help solve dilemmas and make sense of things. We learn from actual education (schooling), experience, observation, and from relationships we have. We learn that education does take place outside of school and that mental powers increase with experience and age (6.5).