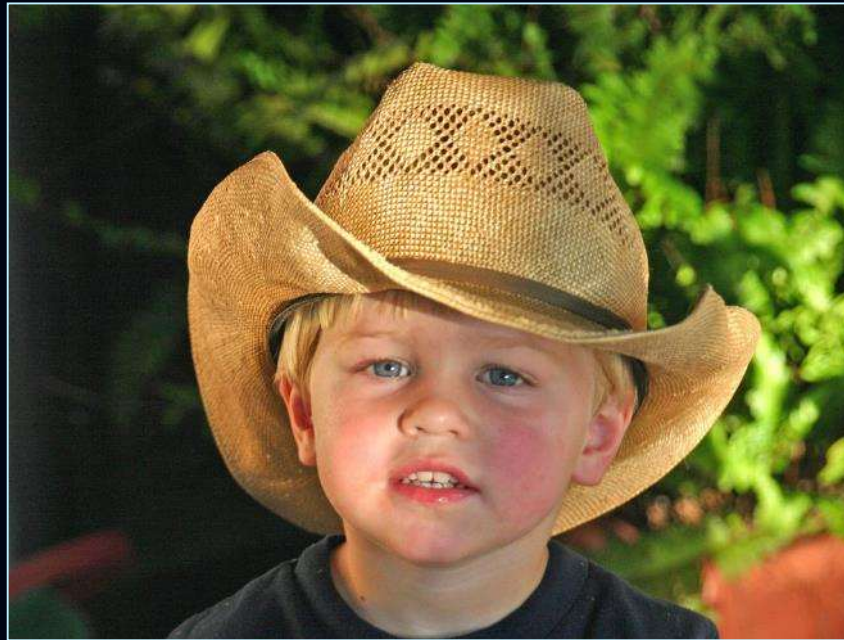


Where Are We Heading?

An Historical and Futuristic Look at
Children, Childhood, and Early Education



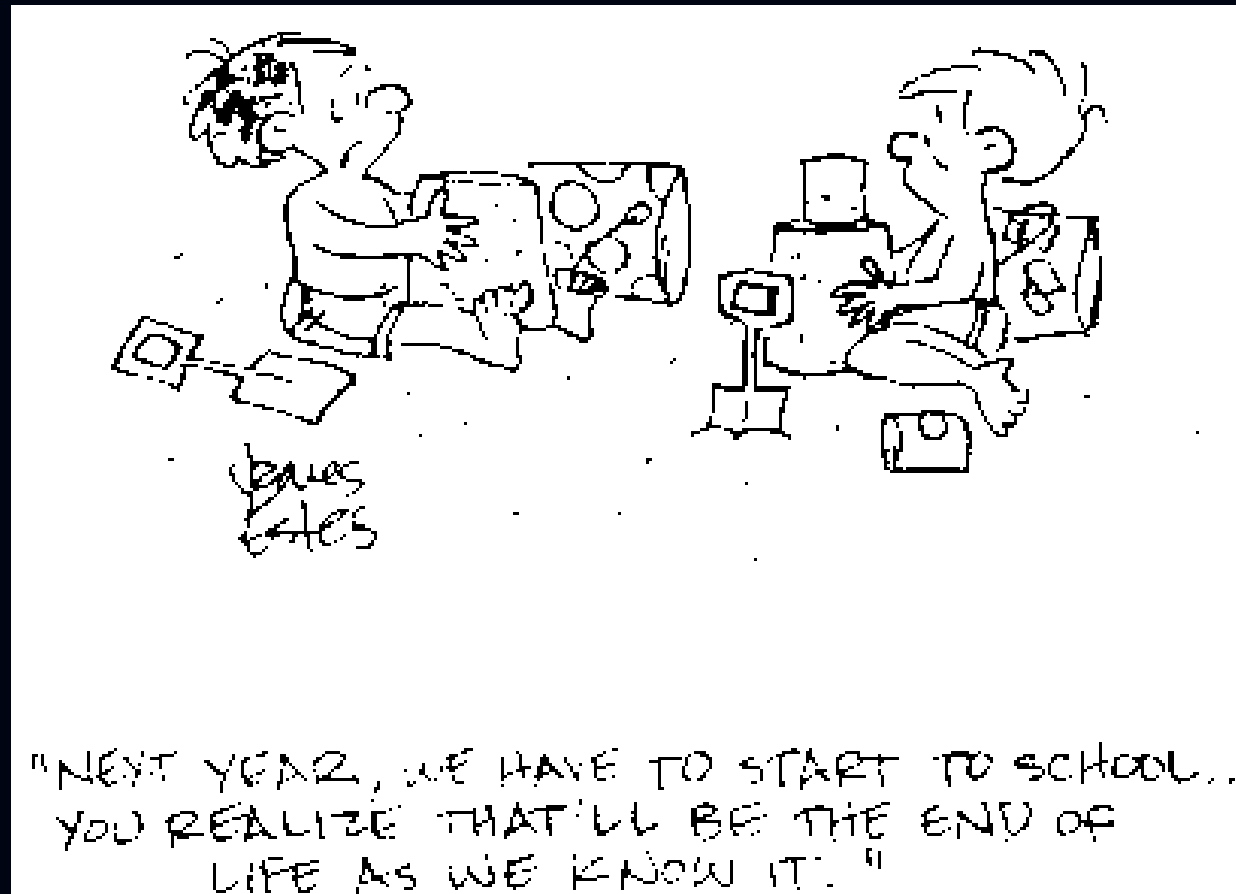
Jim Squires, Ph.D.

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Center on Enhancing Early Learning Outcomes
National Institute for Early Education Research



Children Haven't Changed; Childhood Has.



"NEXT YEAR, WE HAVE TO START TO SCHOOL..
YOU REALIZE THAT'LL BE THE END OF
LIFE AS WE KNOW IT. "

The Notion of Childhood

In medieval society the idea of childhood did not exist; this is not to suggest that children were neglected, forsaken or despised. The idea of childhood is not to be confused with affection for children: it corresponds to the awareness of the particular nature of childhood, that particular nature which distinguishes the child from the adult, even the young adult. In medieval society, this awareness was lacking.

Philippe Aries, *Centuries of Childhood* (1962, p. 128)

Ages and Stages of Childhood



The Ages of Man
Bartholomaeus Anglicus
French, 1482



The Voyage of Life: Childhood (1842). Thomas Cole (1801-1848)



The Voyage of Life: Youth (1842). Thomas Cole (1801-1848)

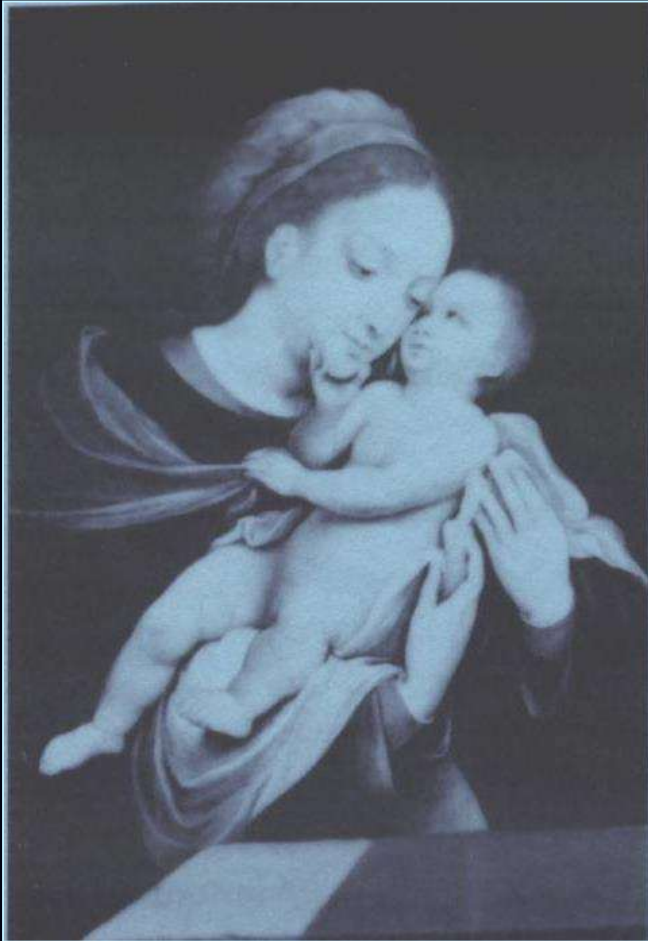


The Voyage of Life: Manhood (1842). Thomas Cole (1801-1848)



The Voyage of Life: Old Age (1842). Thomas Cole (1801-1848)

Children as Gifts from Heaven



Madonna and Child
Van Cleve, Flemish, 16th Century



Holy Child and Angels
Unknown, Sweden, 19th Century

The Sinful/Moral Child



The Good Girl and the Bad Boy
Unknown, American, 1870



The Red Cross
Unknown, American, 1890

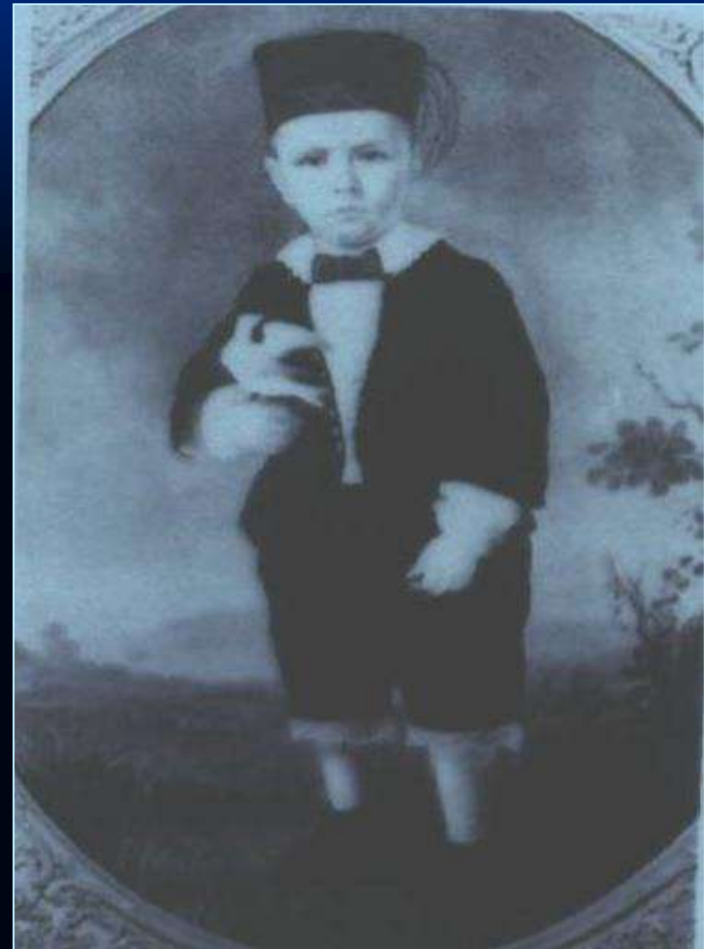


Black and White
Unknown, American, 19th Century

Children as Miniature Adults



Emma van Name
Unknown, American, 1795



Master John George Reidel
Unknown, American, 1850

The Child's Place in Family



The Industrious Man
Unknown, American, 1850



Helping Grandpa
Unknown, American, 19th Century

The Working Child



The Little Laborers of New York City
Unknown, American, 1890

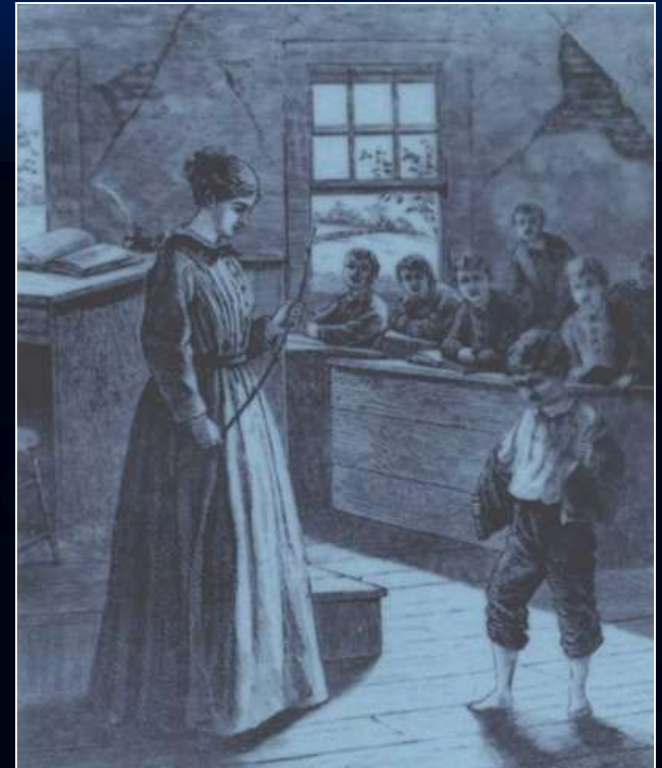


Shoeshine
Karl Witkowski, American,
late 19th century

The Child as Student



Medieval Petty School
Venice, 1492



The Birch Switch
Unknown, Boston, 1889

The Child at Play



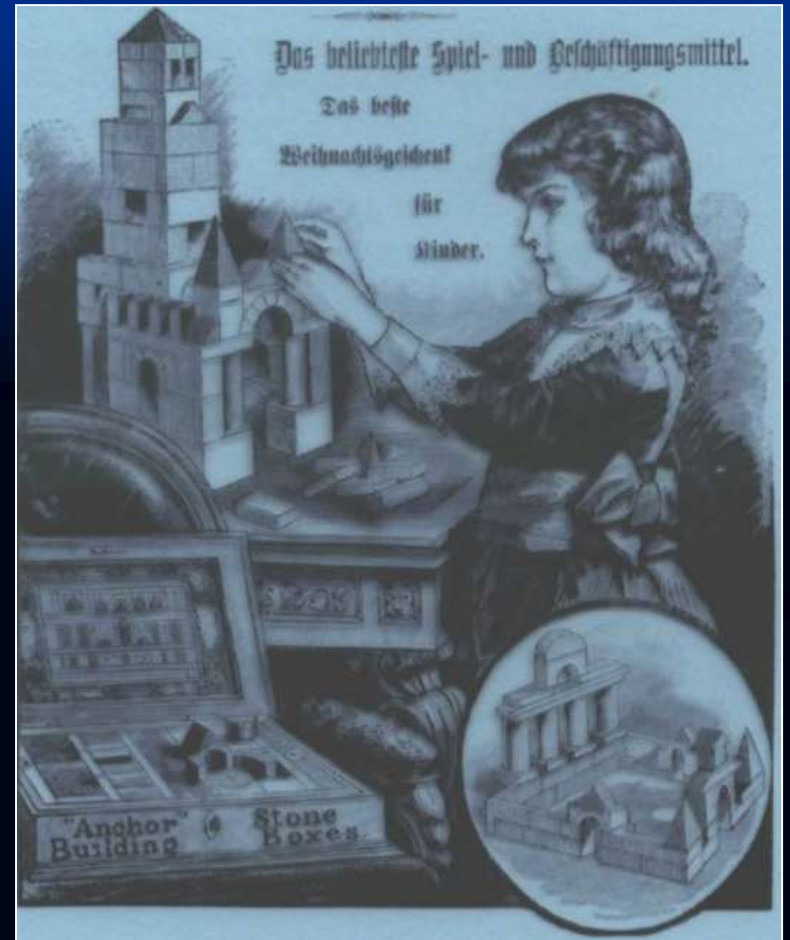
Saint Dorothy
Germany, 15th Century



Butterflies
French, 18th Century



In the Park
Unknown, American, 1879



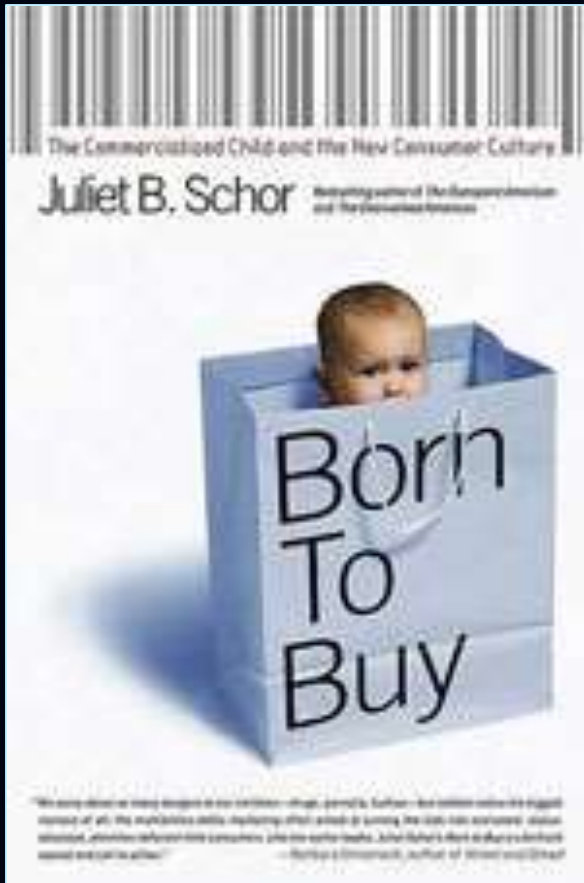
Building Blocks
German-American, 1880

When does childhood begin?

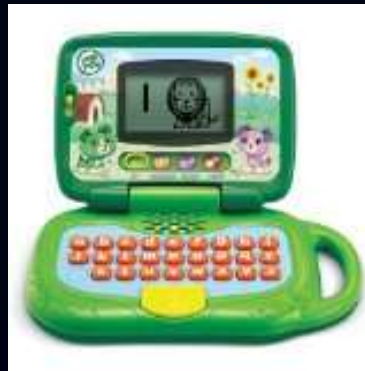
When does childhood end?

When did **your** childhood end?

Children as Consumers



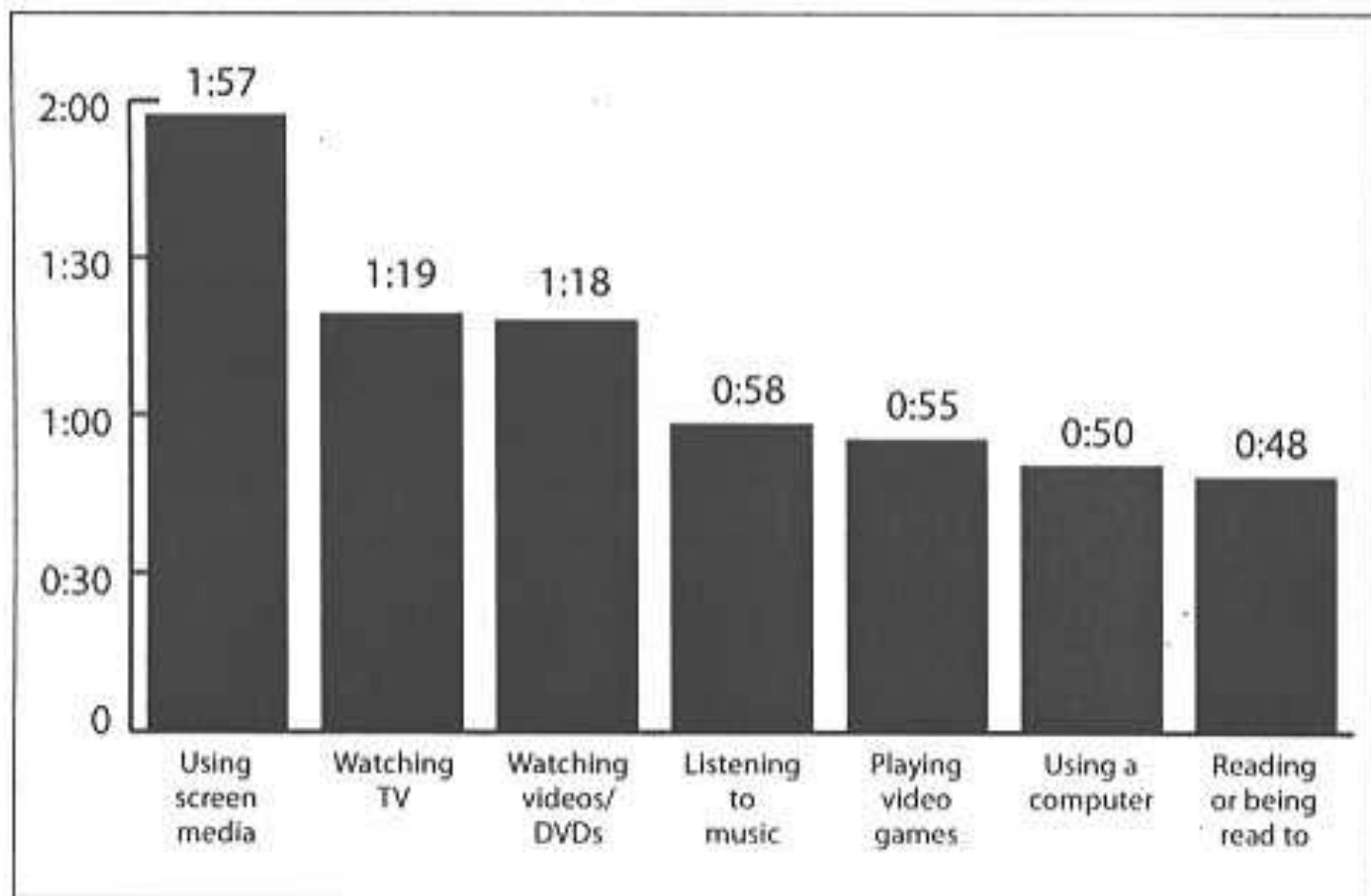
- The average American child watches an estimate between 25,000 to 40,000 television commercials per year.
- \$15-17 billion is spent by companies advertising to children in the US. Over \$4 billion was spent in 2009 by the fast food industry alone.
- The marketing yields dividends.
 - Children (up to 11) spend around \$18 billion a year
 - Children (under 12) and teens influence parental purchases totaling over \$130-670 billion a year.



Children and the Media



In a typical day, average amount of time spent by children age 6 and under who engaged in each activity:

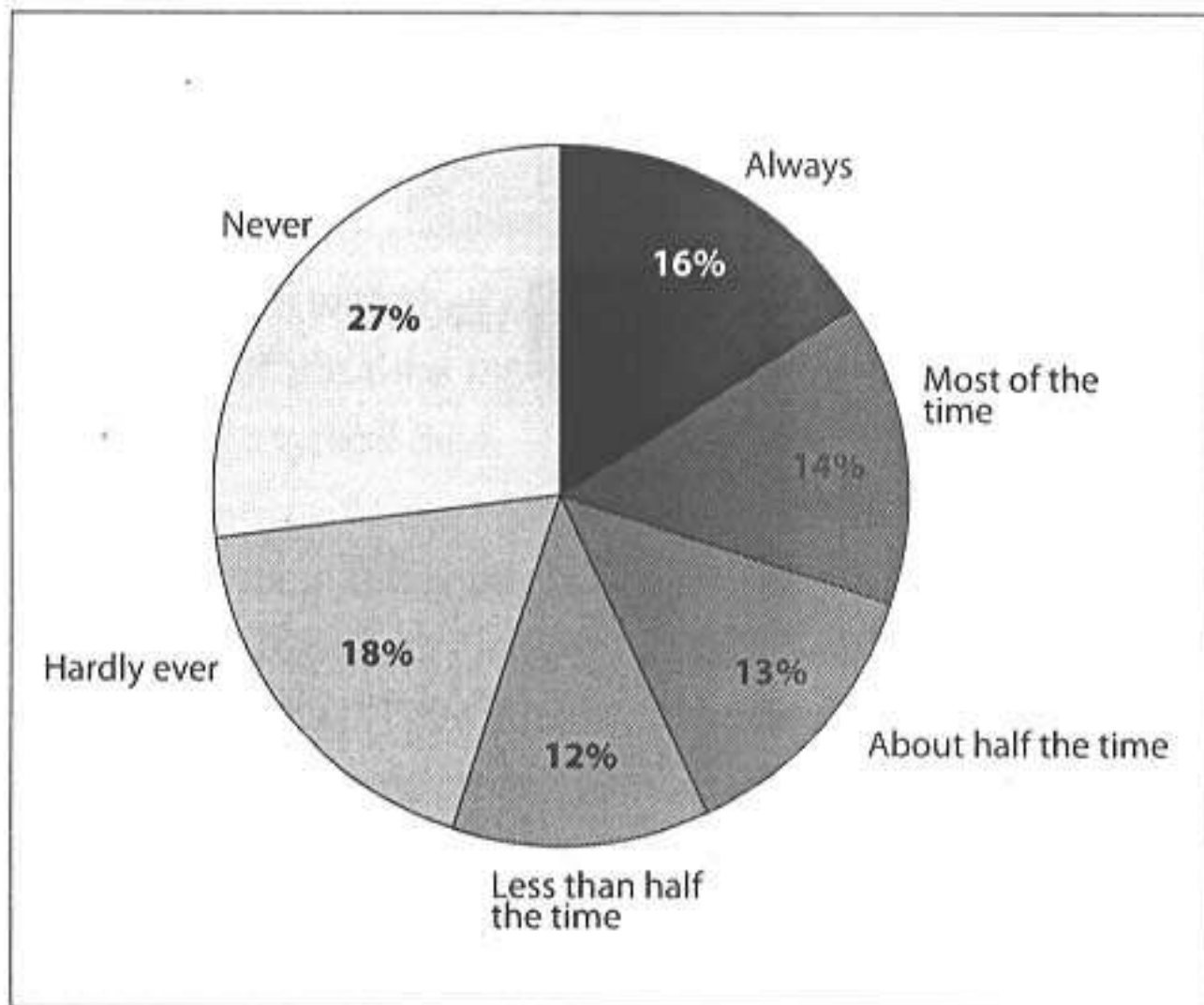


Note: Screen media includes TV, videos/DVDs, video games, or computers.

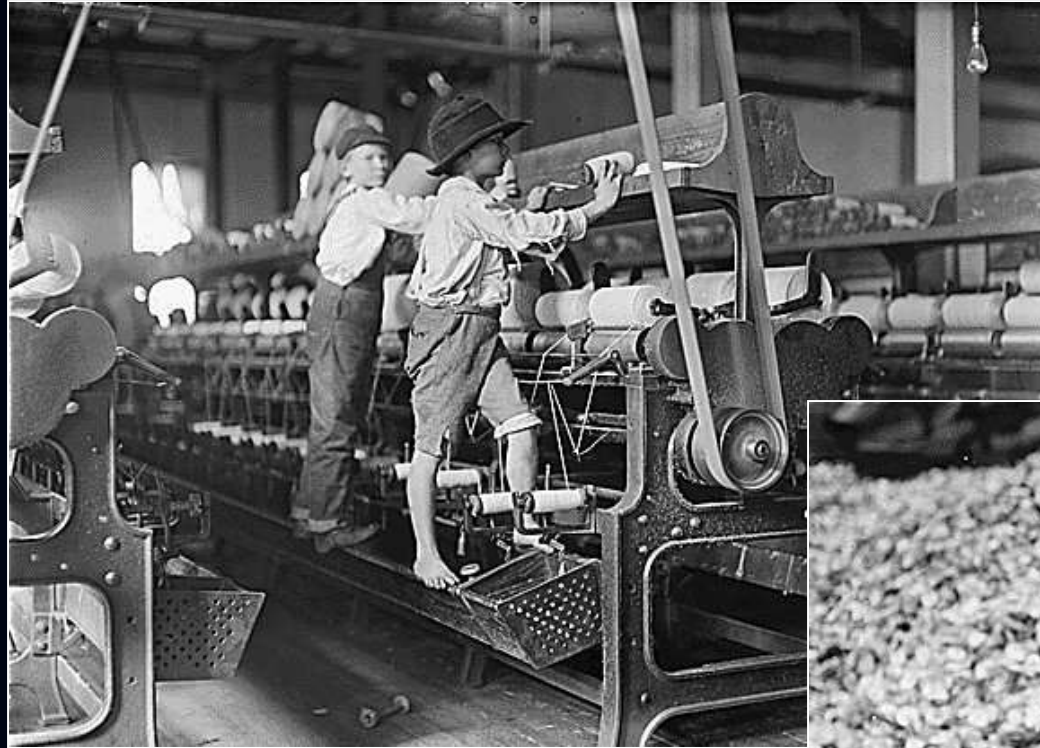
Percent of children with media in the bedroom, by age

Items in bedroom	Total	0-1 year	2-3 years	4-6 years
TV	33%	19%	29%	43%
VCR or DVD player	23%	12%	22%	30%
Cable/satellite TV	17%	10%	12%	23%
Video game player	10%	2%	5%	18%
Computer	5%	3%	3%	7%
Internet access	2%	2%	1%	2%

How often the TV is on during meals, among children age 6 and under:



Children as Laborers



Children as Economic Casualties

Percentage of children in poverty*

*Ages birth (0 years) –17 years

10% 20% 30%



2000



2014



JUNE 18, 1990



The Suicide Machine

\$2.50

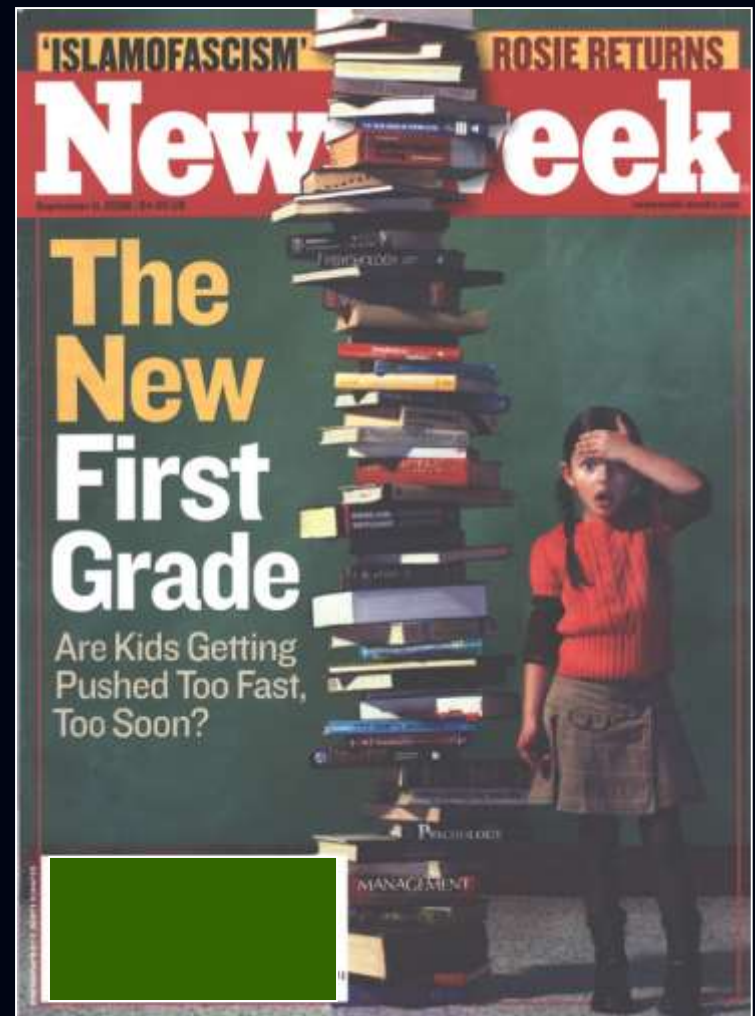
TIME

Child Warriors

Burma's Tin Hle is only 13 years old. In war zones around the world, kids like him are fighting—and dying



Children as Learners



How Children Develop and Learn

- Tabula rasa (John Locke)
- Inherently good (Jean Rousseau)
- Original sin (Augustine of Hippo/John Wesley)
- Sheltered childhood vs. child labor (New Harmony/
Robert Owen)

Maturationalist

Environmentalism

Constructivist

Influences on Early Learning in America

- Johann Pestalozzi (Swiss) “a bud not yet opened”
- Maria Montessori (Italian, 1870 – 1952)
- Kindergarten (Friedrich Froebel, 1837; Dorothy Schurz, 1856; Elizabeth Peabody, 1860)
- Women’s Christian Temperance Union Kindergarten (San Francisco, 1880s, immigrants and “slums”)
- War nurseries/child care (1940s)
- Head Start (1965); Preschool (YMCA, public/private schools)
- Goals 2000
- Standards and accountability

Childhood Today

“Childhood is viewed in many different ways in our country. Children may be viewed as innocent and pure or inherently evil, a source of pleasure or annoyance, a person to be respected and valued in his own right or pressured to become something else, something more productive. Correspondingly, childhood may be viewed as a period of protection or preparation, of exploration or indoctrination. Children may be viewed as individuals worthy of respect and appreciation or objects of burden and blame. These diverse views of childhood are in part an inheritance of the past as well as a reflection of the current trends within society.” (Squires, 1999)

Each Day in America

2 mothers die from complications of childbirth.

4 children are killed by abuse or neglect.

6 children or teens commit suicide.

7 children or teens are killed by guns

21 children or teens die from accidents.

41 children or teens are injured with a gun.

48 children or teens are injured or killed with a gun.

65 babies die before their first birthdays.

167 children are arrested for violent crimes.

384 children are arrested for drug crimes.

690 babies are born to teen mothers.

874 babies are born at low birthweight.

*927 public school students are corporally punished.**

1,151 babies are born into extreme poverty.

1,903 children are confirmed as abused or neglected.

2,315 babies are born into poverty.

*2,857 high school students drop out.**

3,617 children are arrested.

4,396 babies are born to unmarried mothers.

12,816 public school students are suspended.

What lies ahead for today's children?

- Safety
- Relationships/Connections
 - Family
 - Community
- Media
- Learning
- Play
- Joy

United Nations Convention on the Rights of Children

“Recognizing that the child, for the full and harmonious development of his or her personality, should grow up in a family environment, in an atmosphere of happiness, love and understanding.”

Ruthless

For those amongst us who sincerely care about children, the time has come to be ruthless.

We must be ruthless against the poverty that causes children to go to bed hungry and awaken to barren cupboards.

We must be ruthless against bureaucracies that cause children to be denied basic medical and dental care.

We must be ruthless against politics that promote unconscionable inequities in educational opportunities for children.

We must be ruthless against businesses and consumers who benefit unfairly from the labors of children.

We must be ruthless against the abuse, neglect, and exploitation of children.

We must be ruthless against media that glorify violence, hatred, and intolerance for children to model.

We must be ruthless against industries which profit from weapons that blindly injure, maim, and kill innocent children.

We must be ruthless against governments and groups that fill children with hatred and turn them into warriors.

We must be ruthless against forces that pressure children beyond the breaking point, robbing them of their childhood, and extinguishing all hopes and dreams.

And we must be ruthless against our own ignorance, arrogance, and indifference.

For if we are not ruthless, we have truly lost our compassion.

- Jim Squires



“What one loves in childhood stays in the heart forever.”

Mary Jo Putney, American novelist

Children's Play

Play is the highest level of child development. It is the spontaneous expression of thought and feeling - an expression which his inner life requires. This is the meaning of the word 'play.' It is the purest creation of the child's mind as it is also a pattern and copy of the natural life hidden in man and in all things. So it promotes enjoyment, satisfaction, serenity, and constitutes the sources of all that can benefit the child. A child who plays well of his own accord, quietly persisting while he is physically tired out, will develop as an efficient and determined person, ever ready to make sacrifices for the good of himself and others.

(Freidrich Froebel, *The Education of Man*, 1887)

Discipline

“Break their wills sometimes, begin this work before they can run alone, before they can speak plain, perhaps before they can speak at all. Whatever pains it costs, break the will, if you would not damn the child. Let a child from a year old be taught to fear the rod and to cry softly; from that age make him do as he is bid, if you whip him ten times running to effect it. If you spare the rod, you spoil the child; if you do not conquer, you ruin him. Break his will now, and his soul shall live, and he will probably bless you to all eternity.”

John Wesley, founder of the Methodist movement

A Sense of Wonder

"A child's world is fresh and new and beautiful, full of wonder and excitement. It is our misfortune that for most of us that clear-eyed vision, that true instinct for what is beautiful and awe-inspiring is dimmed and even lost before we reach adulthood. If I had influence with the good fairy, who is supposed to preside over the christening of all children, I should ask that her gift to each child in the world be a sense of wonder so indestructible that it would last throughout life, as an unfailing antidote against the boredom and disenchantments of later years, the sterile preoccupation with things that are artificial, the alienation from sources of our strength."

"If a child is to keep alive his inborn sense of wonder, he needs the companionship of at least one adult who can share it, rediscovering with him the joy, excitement and mystery of the world we live in."