

Television in, and the Worlds of, Today's Children

A Mounting Cultural Controversy¹

Richard House

As I write (March 2009), two prominent Reuters press reports on the effects of television have highlighted the controversial and mounting concerns about the place of a ubiquitous televisual culture in children's lives. First, we read a summary of a report published in *Pediatrics Surveys* that finds "TV may do no harm or good to babies" and viewing TV before age two "has no impact on learning ability." This is, of course, a particularly controversial area, with surveys showing around two-thirds of babies under two viewing some screen media on a typical day,² and the American Academy of Pediatrics' widely reported recommendation that children under two should never watch screen media.³ Around the same time, Reuters also reports "Too much TV linked to higher asthma risk," showing that sedentary behavior associated with TV viewing could cause developmental changes in the lungs, this being the first study to directly link very young sedentary behavior to a higher risk of asthma in later childhood.

These two studies are merely the latest in a growing body of evidence that is beginning to flesh out empirically the kinds of somewhat anecdotal, "from principle" arguments set out in books like Marie Winn's path-breaking *The Plug-in Drug*. Such research findings certainly raise all kinds of thorny methodological questions—and, not least, the kinds of (often self-fulfilling) assumptions that such empirical, arguably positivistic research routinely makes. A case in point is the question of the time-scale of such research, for another study (cited by Comstock and Scharrer) found that more TV viewing at age three correlated to less verbal ability at age six. In any reputable psychosocial research, it is essential to tease out the underlying metaphysical axioms that inform and, often unwittingly, direct one's conceptualization of the key research questions. One grave danger in this particular field is that televisual technologies have become so culturally ubiquitous and taken for granted that they are treated uncritically as a "given" or baseline datum, rather than as a phenomenon that should itself be open to funda-

mental challenge (see House, 2004)—and this is especially so in the field of early childhood, where parents and adults do still possess the capacity to make clear and informed choices about their young children's environments and associated well-being.

The position of the "activist-academic" that I inhabit on these issues is a far from comfortable one⁴—not least because academics are often suspicious, if not condemnatory, of those of their ilk who engage in public campaigns that commonly involve challenging head-on the governmental policy-making process. In my view, the myth of a value-free, uncommitted, even detached social science was comprehensively undermined way back in the 1970s,⁵ so it becomes important, even essential, to be open about one's own, inevitably partial position so that a reader is able to locate the arguments developed in the commentary.

I write as a professional psychotherapist working from an existential-phenomenological, post-modern, and transpersonally informed sensibility, who trained as a Waldorf school teacher in the late 1990s because of the malaise I was witnessing in children's lives, and the life-long impact that children's toxic early experience can have. I am particularly concerned about the impact of modern technology, and especially Information and Computer Technologies (ICT), on the psyches and the very being of both children and adults.

Since 2006 I have been directly involved in several public campaigns centered around the issue of so-called "toxic childhood," named after fellow childhood campaigner Sue Palmer's highly influential book of the name—and it was Palmer and I who co-orchestrated the Open Letter on toxic childhood that appeared in the *British Daily Telegraph* in September 2006, signed by 110 prominent public figures, and which quickly became a major news story across the globe. In that letter, we wrote:

44 · Television in, and the Worlds of, Today's Children: A Mounting Controversy

Since children's brains are still developing, they cannot adjust—as full-grown adults can—to the effects of ever more rapid technological and cultural change. They still need what developing human beings have always needed, including... real play (as opposed to sedentary, screen-based entertainment), first-hand experience of the world they live in and regular interaction with the real-life significant adults in their lives. They also need time.... They are pushed by market forces to act and dress like mini-adults and exposed via the electronic media to material which would have been considered unsuitable for children even in the very recent past.⁶

Across the globe a veritable “paradigm war” is now unfolding, centered on childhood, between, on the one hand, a technological “modernity” which, its critics claim, is characterized by one-sided materialism, scientific and commercial values, a crass utilitarianism, an unquestioned ideology of “progress,” and an inability to recognize that children are not “mini-adults,” but human beings with a distinct mode of consciousness and way of being. On the other side of the paradigmatic divide are those, like me, who believe that children's well-being is being fundamentally compromised by these seemingly inexorable cultural trends, and that we need urgently to reclaim our own conscious capacity actively to create human culture, rather than be mere passive victims of its noxious vicissitudes.

There are many levels from which the issue of television's influence upon children's experience can be interrogated, all of them important, and I can address only several perspectives in this short piece. Most fundamentally, perhaps, there is the philosophical perspective. Primary experience, gained through the senses, is our most basic way of understanding reality and learning for ourselves. For the late philosopher Edward S. Reed, Cartesian rationalism has “captured” us scientifically and socially; yet it is direct contact with the world that most significantly influences our development, by helping us develop and refine our interpersonal and physical skills.⁷ Our hyper-modern technological culture, it is argued, tends to favor the indirect knowledge gained from sec-

ondary experience, in which information is selected, amended, packaged, and then presented to us by others, with everyday life becoming ever-more artificial—and with television-viewing being perhaps the paradigm case of such secondary experience.

Reed joins other cultural critics and researchers like Neil Postman,⁸ Barry Sanders,⁹ Jane Healy,¹⁰ Aric Sigman,¹¹ and Baroness Susan Greenfield¹² who, in their different ways, maintain that unprecedented technological progress has led to a considerable regression in meaningful communication between people. All these authors caution that second-hand experience has become so dominant in our technology-dominated lives that primary experience, and all that goes with it, is under grave threat. They offer, instead, a vision of meaningful learning that places far greater emphasis on unmediated experience and the necessary messiness of real-life experiential learning.

Calling for a better balance between first- and second-hand experience, for example, Reed argues that without opportunities for direct experiential learning, we will become less likely to think and feel for ourselves. It is fascinating and sobering that long-term empirical research is now beginning to confirm this philosopher's grave prediction, in terms of an observable and marked decline in children's and young people's thinking abilities.¹³ Reed's work is a development of the telling critique of technology developed by philosophers like Martin Heidegger¹⁴ and Wade Sikorski.¹⁵ The observed degradation of authentic play and imaginative thinking is highly relevant here, too.

I maintain that the wider cultural perspective on TV-viewing and its all-pervasive neurological, psychological, social, and societal-cultural effects, demand our most urgent attention—and at least some of these wider questions are not at all easily amenable to the kind of positivistic, empiricist research that dominates the field. There are, as mentioned, increasing reports in the literature of unexpected long-term declines in both children's competencies in certain key areas, and in higher-education students' thinking abilities; and in her book *The Plug-in Drug*, Winn quotes evidence strongly suggesting some kind of causal relationship between the rise of TV-viewing in the USA from the 1950s onward and notable and other-

wise difficult-to-explain declines in standardized test scores among American youth.¹⁶

Touching on these issues, cultural commentator Carl Honoré, in his new book, *Under Pressure*, writes:

Endless channel-hopping... militate[s] against the slower art of delving into a topic, staying with an argument long enough to unravel its nuances and complexities.... University professors increasingly complain that twenty-first century students balk at reading whole books.... They also seem impatient with ambiguity, demanding instant answers that are black and white.... Can democracy function properly if young voters want every issue wrapped up in text-message-style sound bites?¹⁷

Can we, finally, lay responsibility for these disturbing educational and cultural trends at the feet of the ubiquitous television—or is TV merely one instance of a wider, routinely uncritical, and non self-reflexive “technology toxicity” that now seems to be having measurably negative learning effects on our children? These are the kinds of questions that researchers, educationalists, cultural commentators, and philosophers need to address if we are to make healthy and informed steps toward consciously chosen, people-sensitive, and humanity-enabling technology (see Freenberg, 1995), rather than allow an increasingly runaway technology to dominate humankind in the “man-becoming-machine” age of Late Modernity.

To end on a controversial note, it may well take a full consideration of the spiritual and the transpersonal dimensions to achieve this essential engagement in and around technology in Late Modernity;¹⁸ and, in that eventuality, even those who are skeptical about the spiritual dimension may have to begin to take it seriously—certainly if it proves to be the only viable way out of our current technological morass and spiral of cultural decline.

Endnotes

1. This article was originally published in the *Teachers College Record*, March 23, 2009. <http://www.tcrecord.org> ID Number: 15594. It is reprinted here with the kind permission of the editors of the *Record*.
2. Comstock & Scharrer, 2007, pp. 149–151.
3. Sanders, 1994.
4. Hofkins, 2008.
5. House, 2007.
6. <http://www.telegraph.co.uk/news/1528639/Modern-life-leads-to-more-depression-among-children.html>.
7. Reed, 1996.
8. 1992.
9. 1994.
10. 1992.
11. 2005.
12. 2008.
13. Burkhead, 2009; Griffiths, 2006.
14. 1977.
15. 1993.
16. Winn, 1973, pp. 285–288.
17. Carl Honoré, 2008, p. 117.
18. See Griffin, 1988.

References

- Burkhead, T. “We’ve Bred a Generation Unable to Think,” *Times Educational Supplement*, 2009. Retrieved March 23, 2009, from <http://www.tes.co.uk/article.aspx?storycode=6008340>.
- Comstock, G. & Scharrer, E. *Media and the American Child*, Burlington, MA: Elsevier, 2007.
- Freenberg, A. *Alternative Modernity: The Technical Turn in Philosophy and Social Theory*, Berkeley, CA: University of California Press, 1995.
- Greenfield, S. *ID: The Quest for Identity in the Twenty-First Century*, London: Sceptre, 2008.
- Griffiths, S. “Failing to Teach Them How to Handle Real Life,” *Sunday London Times*, 2006. Retrieved March 23, 2009, from <http://www.timesonline.co.uk/tol/news/article721863.ece>.
- Griffin, D.R. *The Reenchantment of Science: Postmodern Proposals*, Albany, NY: State University of New York Press, 1988.
- Healy, J.M. *Endangered Minds: Why Children Don't Think—And What We Can Do About It*, New York: Simon & Schuster, 1990.

46 · Television in, and the Worlds of, Today's Children: A Mounting Controversy

- Heidegger, M. *The Question Concerning Technology and Other Essays*, New York: Harper Torchbooks, 1977.
- Hofkins, D. "Gently Ranting for the Sake of Children—An Interview with Richard House," *The Guardian* (Education supplement), 2008. Retrieved March 23, 2009, from <http://www.guardian.co.uk/education/2008/sep/16/childrenservices>.
- Honoré, C. *Under Pressure: Rescuing Our Children from the Culture of Hyper-Parenting*, London: Orion, 2008.
- House, R. "Television and the Growing Child: A Balanced View?" *New View*, 32, 21–25, 2004.
- _____. "Schooling, the State, and Children's Psychological Well-Being: A Psychosocial Critique," *Journal of Psychosocial Research*, 2 (2), 49–62, 2007.
- Palmer, S. *Toxic Childhood: How the Modern World Is Damaging Our Children and What We Can Do About It*, London: Orion, 2006.
- Postman, N. *Technopoly: The Surrender of Culture to Technology*, New York: A.A. Knopf, 1992.
- Reed, E.S. *The Necessity of Experience*, New Haven, CT: Yale University Press, 1996.
- Sanders, B. *A Is for Ox: Violence, Electronic Media, and the Silencing of the Written Word*, New York: Pantheon Books, 1994.
- Sigman, A. *Remotely Controlled: How Television Is Damaging Our Lives*, London: Vermillion, 2005.
- Sikorsky, W. *Modernity and Technology*, Tuscaloosa, AL: University of Alabama Press, 1993.
- Winn, M. *The Plug-in Drug: Television, Computers, and Family Life*, New York: Penguin, 1973/2002.

Richard House, PhD, is Senior Lecturer in Psychotherapy and Counseling, Research Centre for Therapeutic Education, Roehampton University, and is a trained Waldorf Kindergarten and class teacher who helped to found Norwich Steiner School. His books include *Therapy Beyond Modernity*, Karnac Books, 2003, and, as co-editor, *Against and For CBT* (with Del Loewenthal; PCCS Books, 2008). Widely published on both critical-educational and psychotherapeutic issues, Richard is Theory Editor of the *European Journal for Psychotherapy and Counselling*.



Preobrazhenskaya (*Transfiguration*), the onion-domed wooden church on the holy island of Kizhi, built in 1714 without a single nail