

The Design Of Childhood How The Material World Sh

Eventually, you will totally discover a other experience and deed by spending more cash. nevertheless when? accomplish you acknowledge that you require to acquire those all needs with having significantly cash? Why dont you try to get something basic in the beginning? Thats something that will lead you to comprehend even more in this area the globe, experience, some places, in the same way as history, amusement, and a lot more?

It is your completely own mature to work reviewing habit. in the midst of guides you could enjoy now is the design of childhood how the material world sh below.

Designing the Creative Child Amy F. Ogata 2013-04-21 The postwar American stereotypes of suburban sameness, traditional gender roles, and educational conservatism have masked an alternate self-image tailor-made for the Cold War. The creative child, an idealized future citizen, was the darling of baby boom parents, psychologists, marketers, and designers who saw in the next generation promise that appeared to answer the most pressing worries of the age. *Designing the Creative Child* reveals how a postwar cult of childhood creativity developed and continues to this day. Exploring how the idea of children as imaginative and naturally creative was constructed, disseminated, and consumed in the United States after World War II, Amy F. Ogata argues that educational toys, playgrounds, small middle-class houses, new schools, and children's museums were designed to cultivate imagination in a growing cohort of baby boom children. Enthusiasm for encouraging creativity in children countered Cold War fears of failing competitiveness and the postwar critique of social conformity, making creativity an emblem of national revitalization. Ogata describes how a historically rooted belief in children's capacity for independent thinking was transformed from an elite concern of the interwar years to a fully consumable and aspirational ideal that persists today. From building blocks to Gumby, playhouses to Playskool trains, Creative Playthings to the Eames House of Cards, Crayola fingerpaint to children's museums, material goods and spaces shaped a popular understanding of creativity, and *Designing the Creative Child*

demonstrates how this notion has been woven into the fabric of American culture.

Urban Playground Tim Gill 2021-03-03 What type of cities do we want our children to grow up in? Car-dominated, noisy, polluted and devoid of nature? Or walkable, welcoming, and green? As the climate crisis and urbanisation escalate, cities urgently need to become more inclusive and sustainable. This book reveals how seeing cities through the eyes of children strengthens the case for planning and transportation policies that work for people of all ages, and for the planet. It shows how urban designers and city planners can incorporate child friendly insights and ideas into their masterplans, public spaces and streetscapes. Healthier children mean happier families, stronger communities, greener neighbourhoods, and an economy focused on the long-term. Make cities better for everyone.

Innocence, Knowledge and the Construction of Childhood Kerry H. Robinson 2013-05-02 Innocence, Knowledge and the Construction of Childhood provides a critical examination of the way we regulate children's access to certain knowledge and explores how this regulation contributes to the construction of childhood, to children's vulnerability and to the constitution of the 'good' future citizen in developed countries. Through this controversial analysis, Kerry H. Robinson critically engages with the relationships between childhood, sexuality, innocence, moral panic, censorship and notions of citizenship. This book highlights how the strict regulation of children's knowledge, often in the name of protection or in the child's best interest, can ironically, increase children's prejudice around difference, increase their vulnerability to exploitation and abuse, and undermine their abilities to become competent adolescents and adults. Within her work Robinson draws upon empirical research to: provide an overview of the regulation and governance of children's access to 'difficult knowledge', particularly knowledge of sexuality explore and develop Foucault's work on the relationship between childhood and sexuality identify the impact of these discourses on adults' understanding of childhood, and the tension that exists between their own perceptions of sexual knowledge, and the perceptions of children reconceptualise children's education around sexuality. Innocence, Knowledge and the Construction of Childhood is essential reading for both undergraduate and postgraduate students undertaking courses in education, particularly with a focus on early childhood or primary teaching, as well as in other disciplines such as sociology, gender and sexuality studies, and cultural studies.

Design for Children Kimberlie Birks 2018-10-17 A comprehensive, genre-defining survey of children's product and furniture design from Bauhaus to today *Design for Children*, a must-have book for all style-conscious and design-savvy readers, documents the evolution of design for babies, toddlers, and beyond. The book spotlights more than 450 beautiful, creative, stylish, and clever examples of designs created exclusively for kids - from toys, furniture, and tableware, to textiles, lights, and vehicles. Contemporary superstars and twentieth-century masters, including Philippe Starck, Nendo, Marc Newson, Piero Lissoni, Kengo Kuma, and Marcel Wanders, are showcased.

Childhood by Design Megan Brandow-Faller 2018-04-19 Informed by the analytical practices of the interdisciplinary 'material turn' and social historical studies of childhood, *Childhood By Design: Toys and the Material Culture of Childhood* offers new approaches to the material world of childhood and design culture for children. This volume situates toys and design culture for children within broader narratives on history, art, design and the decorative arts, where toy design has traditionally been viewed as an aberration from more serious pursuits. The essays included treat toys not merely as unproblematic reflections of socio-cultural constructions of childhood but consider how design culture actively shaped, commodified and materialized shifting discursive constellations surrounding childhood and children. Focusing on the new array of material objects designed in response to the modern 'invention' of childhood-what we might refer to as objects for a childhood by design-*Childhood by Design* explores dynamic tensions between theory and practice, discursive constructions and lived experience as embodied in the material culture of childhood. Contributions from and between a variety of disciplinary perspectives (including history, art history, material cultural studies, decorative arts, design history, and childhood studies) are represented – critically linking historical discourses of childhood with close study of material objects and design culture. Chronologically, the volume spans the 18th century, which witnessed the invention of the toy as an educational plaything and a proliferation of new material artifacts designed expressly for children's use; through the 19th-century expansion of factory-based methods of toy production facilitating accuracy in miniaturization and a new vocabulary of design objects coinciding with the recognition of childhood innocence and physical separation within the household; towards the intersection of early 20th-century child-centered pedagogy and modernist approaches to nursery and furniture design; through the changing consumption and sales practices of the postwar period marketing

directly to children through television, film and other digital media; and into the present, where the line between the material culture of childhood and adulthood is increasingly blurred.

Place, Pedagogy and Play Matluba Khan 2020 "Place, Pedagogy and Play connects landscape architecture with education, psychology, public health and planning. Over the course of thirteen chapters it examines how design and research of places can be looked into from multiple lenses, that of pedagogy and play and how children, as competent social agents, are engaged in the process of designing their own spaces, and brings a global perspective to the debate around child friendly environments. Despite growing evidence of the benefits of nature for health, well-being, play and learning, children are increasingly spending more time indoors. Indeed, new policy ideas and public campaigns suggest how children can become better-connected with nature, yet linking outdoor space to pedagogy is largely overlooked in research. By focusing on three themes within these debates, place and play; place and pedagogy; and place and participation, this book explores a variety of angles to show that best practice requires dialogue between research disciplines, designers, educationists and psychologists, and a move beyond seeing the spaces children inhabit as the domain only of childhood professionals. Through illustrated case studies it presents a wider picture of the state of childhood today, and offers practical solutions and further research avenues that promote a more holistic and internationally focused perspective on place, pedagogy and play for built environment professionals"--

Loose Parts Lisa Daly 2014-10-28 550+ color photographs showing how loose parts are used in early childhood settings and how they help children learn

The Kingdom of Childhood Rudolf Steiner 1995 These seven intimate, aphoristic talks were presented to a small group on Steiner's final visit to England. Because they were given to "pioneers" dedicated to opening a new Waldorf school, these talks are often considered one of the best introductions to Waldorf education. Steiner shows the necessity for teachers to work on themselves first, in order to transform their own inherent gifts. He explains the need to use humor to keep their teaching lively and imaginative. Above all, he stresses the tremendous importance of doing everything in the knowledge that children are citizens of both the spiritual and the earthly worlds. And, throughout these lectures, he continually returns

to the practical value of Waldorf education. These talks are filled with practical illustrations and revolve around certain themes--the need for observation in teachers; the dangers of stressing the intellect too early; children's need for teaching that is concrete and pictorial; the education of children's souls through wonder and reverence; the importance of first presenting the "whole," then the parts, to the children's imagination. Here is one of the best introductions to Waldorf education, straight from the man who started it all. German source: Die Kunst des Erziehens aus dem Erfassen der Menschenwesenheit (GA 311).

SYNOPSIS OF THE LECTURES

LECTURE 1: The need for a new art of education. The whole of life must be considered. Process of incarnation as a stupendous task of the spirit. Fundamental changes at seven and fourteen. At seven, the forming of the "new body" out of the "model body" inherited at birth. After birth, the bodily milk as sole nourishment. The teacher's task to give "soul milk" at the change of teeth and "spiritual milk" at puberty.

LECTURE 2: In first epoch of life child is wholly sense organ. Nature of child's environment and conduct of surrounding adults of paramount importance. Detailed observation of children and its significance. In second epoch, seven to fourteen, fantasy and imagination as life blood of all education, e.g., in teaching of writing and reading, based on free creative activity of each teacher. The child as integral part of the environment until nine. Teaching about nature must be based on this. The "higher truths" in fairy tales and myths. How the teacher can guide the child through the critical moment of the ninth year.

LECTURE 3: How to teach about plants and animals (seven to fourteen). Plants must always be considered, not as specimens, but growing in the soil. The plant belongs to the earth. This is the true picture and gives the child an inward joy. Animals must be spoken of always in connection with humans. All animal qualities and physical characteristics are to be found, in some form, in the human being. Humans as synthesis of the whole animal kingdom. Minerals should not be introduced until twelfth year. History should first be presented in living, imaginative pictures, through legends, myths, and stories. Only at eleven or twelve should any teaching be based on cause and effect, which is foreign to the young child's nature. Some thoughts on punishment, with examples.

LECTURE 4: Development of imaginative qualities in the teacher. The story of the violet and the blue sky. Children's questions. Discipline dependent on the right mood of soul. The teacher's own preparation for this. Seating of children according to temperament. Retelling of stories. Importance of imaginative stories that can be recalled in later school life. Drawing of diagrams, from ninth year. Completion and metamorphosis of simple figures, to give children feeling of form and symmetry. Concentration exercises to awaken an active thinking as basis of

wisdom for later life. Simple color exercises. A Waldorf school timetable. The "main lesson." LECTURE 5:
All teaching matter must be intimately connected with

How People Learn National Research Council 2000-08-11 First released in the Spring of 1999, *How People Learn* has been expanded to show how the theories and insights from the original book can translate into actions and practice, now making a real connection between classroom activities and learning behavior. This edition includes far-reaching suggestions for research that could increase the impact that classroom teaching has on actual learning. Like the original edition, this book offers exciting new research about the mind and the brain that provides answers to a number of compelling questions. When do infants begin to learn? How do experts learn and how is this different from non-experts? What can teachers and schools do—with curricula, classroom settings, and teaching methods—to help children learn most effectively? New evidence from many branches of science has significantly added to our understanding of what it means to know, from the neural processes that occur during learning to the influence of culture on what people see and absorb. *How People Learn* examines these findings and their implications for what we teach, how we teach it, and how we assess what our children learn. The book uses exemplary teaching to illustrate how approaches based on what we now know result in in-depth learning. This new knowledge calls into question concepts and practices firmly entrenched in our current education system. Topics include: How learning actually changes the physical structure of the brain. How existing knowledge affects what people notice and how they learn. What the thought processes of experts tell us about how to teach. The amazing learning potential of infants. The relationship of classroom learning and everyday settings of community and workplace. Learning needs and opportunities for teachers. A realistic look at the role of technology in education.

Interior Design for Autism from Birth to Early Childhood A. J. Paron-Wildes 2013-10-22 *Interior Design for Autism from Birth to Early Childhood* gives designers who are creating spaces for individuals with Autism, the exact information they need to create optimal spaces that can have a positive impact on special learning and sensory needs. This book also shows how to implement specific design strategies that can be employed in their own projects. Projects covered relate specifically to the age ranges from birth through early childhood, including schools, homes, and clinical therapy settings. The main

neurofunctions of Autism are covered along with specific design techniques that can be used to address each one. Information on toxins and material selection is also included.

The Design of Childhood Alexandra Lange 2018-06-12 From building blocks to city blocks, an eye-opening exploration of how children's playthings and physical surroundings affect their development. Parents obsess over their children's playdates, kindergarten curriculum, and every bump and bruise, but the toys, classrooms, playgrounds, and neighborhoods little ones engage with are just as important. These objects and spaces encode decades, even centuries of changing ideas about what makes for good child-rearing--and what does not. Do you choose wooden toys, or plastic, or, increasingly, digital? What do youngsters lose when seesaws are deemed too dangerous and slides are designed primarily for safety? How can the built environment help children cultivate self-reliance? In these debates, parents, educators, and kids themselves are often caught in the middle. Now, prominent design critic Alexandra Lange reveals the surprising histories behind the human-made elements of our children's pint-size landscape. Her fascinating investigation shows how the seemingly innocuous universe of stuff affects kids' behavior, values, and health, often in subtle ways. And she reveals how years of decisions by toymakers, architects, and urban planners have helped--and hindered--American youngsters' journeys toward independence. Seen through Lange's eyes, everything from the sandbox to the street becomes vibrant with buried meaning. *The Design of Childhood* will change the way you view your children's world--and your own.

Transforming the Workforce for Children Birth Through Age 8 National Research Council 2015-07-23 Children are already learning at birth, and they develop and learn at a rapid pace in their early years. This provides a critical foundation for lifelong progress, and the adults who provide for the care and the education of young children bear a great responsibility for their health, development, and learning. Despite the fact that they share the same objective - to nurture young children and secure their future success - the various practitioners who contribute to the care and the education of children from birth through age 8 are not acknowledged as a workforce unified by the common knowledge and competencies needed to do their jobs well. *Transforming the Workforce for Children Birth Through Age 8* explores the science of child development, particularly looking at implications for the professionals who work with children. This report

examines the current capacities and practices of the workforce, the settings in which they work, the policies and infrastructure that set qualifications and provide professional learning, and the government agencies and other funders who support and oversee these systems. This book then makes recommendations to improve the quality of professional practice and the practice environment for care and education professionals. These detailed recommendations create a blueprint for action that builds on a unifying foundation of child development and early learning, shared knowledge and competencies for care and education professionals, and principles for effective professional learning. Young children thrive and learn best when they have secure, positive relationships with adults who are knowledgeable about how to support their development and learning and are responsive to their individual progress.

Transforming the Workforce for Children Birth Through Age 8 offers guidance on system changes to improve the quality of professional practice, specific actions to improve professional learning systems and workforce development, and research to continue to build the knowledge base in ways that will directly advance and inform future actions. The recommendations of this book provide an opportunity to improve the quality of the care and the education that children receive, and ultimately improve outcomes for children.

[Inventing Kindergarten](#) Norman Brosterman 2002-04-23 Details the history of the original kindergarten, a revolutionary educational program that was invented in the 1830s by German educator Friedrich Frobel

[Parenting Matters](#) National Academies of Sciences, Engineering, and Medicine 2016-11-21 Decades of research have demonstrated that the parent-child dyad and the environment of the family—which includes all primary caregivers—are at the foundation of children's well-being and healthy development. From birth, children are learning and rely on parents and the other caregivers in their lives to protect and care for them. The impact of parents may never be greater than during the earliest years of life, when a child's brain is rapidly developing and when nearly all of her or his experiences are created and shaped by parents and the family environment. Parents help children build and refine their knowledge and skills, charting a trajectory for their health and well-being during childhood and beyond. The experience of parenting also impacts parents themselves. For instance, parenting can enrich and give focus to parents' lives; generate stress or calm; and create any number of emotions, including feelings of happiness,

sadness, fulfillment, and anger. Parenting of young children today takes place in the context of significant ongoing developments. These include: a rapidly growing body of science on early childhood, increases in funding for programs and services for families, changing demographics of the U.S. population, and greater diversity of family structure. Additionally, parenting is increasingly being shaped by technology and increased access to information about parenting. Parenting Matters identifies parenting knowledge, attitudes, and practices associated with positive developmental outcomes in children ages 0-8; universal/preventive and targeted strategies used in a variety of settings that have been effective with parents of young children and that support the identified knowledge, attitudes, and practices; and barriers to and facilitators for parents' use of practices that lead to healthy child outcomes as well as their participation in effective programs and services. This report makes recommendations directed at an array of stakeholders, for promoting the wide-scale adoption of effective programs and services for parents and on areas that warrant further research to inform policy and practice. It is meant to serve as a roadmap for the future of parenting policy, research, and practice in the United States.

The City at Eye Level Meredith Glaser 2012 Although rarely explored in academic literature, most inhabitants and visitors interact with an urban landscape on a day-to-day basis is on the street level. Storefronts, first floor apartments, and sidewalks are the most immediate and common experience of a city. These "plinths" are the ground floors that negotiate between inside and outside, the public and private spheres. *The City at Eye Level* qualitatively evaluates plinths by exploring specific examples from all over the world. Over twenty-five experts investigate the design, land use, and road and foot traffic in rigorously researched essays, case studies, and interviews. These pieces are supplemented by over two hundred beautiful color images and engage not only with issues in design, but also the concerns of urban communities. The editors have put together a comprehensive guide for anyone concerned with improving or building plinths, including planners, building owners, property and shop managers, designers, and architects.

Writing About Architecture Alexandra Lange 2012-02-29 Extraordinary architecture addresses so much more than mere practical considerations. It inspires and provokes while creating a seamless experience of the physical world for its users. It is the rare writer that can frame the discussion of a building in a way

that allows the reader to see it with new eyes. *Writing About Architecture* is a handbook on writing effectively and critically about buildings and cities. Each chapter opens with a reprint of a significant essay written by a renowned architecture critic, followed by a close reading and discussion of the writer's strategies. Lange offers her own analysis using contemporary examples as well as a checklist of questions at the end of each chapter to help guide the writer. This important addition to the *Architecture Briefs* series is based on the author's design writing courses at New York University and the School of Visual Arts. Lange also writes a popular online column for *Design Observer* and has written for *Dwell*, *Metropolis*, *New York* magazine, and *The New York Times*. *Writing About Architecture* includes analysis of critical writings by Ada Louise Huxtable, Lewis Mumford, Herbert Muschamp, Michael Sorkin, Charles Moore, Frederick Law Olmsted, and Jane Jacobs. Architects covered include Marcel Breuer, Diller Scofidio + Renfro, Field Operations, Norman Foster, Frank Gehry, Frederick Law Olmsted, SOM, Louis Sullivan, and Frank Lloyd Wright.

The Design of Childhood Alexandra Lange 2018-06-12 From building blocks to city blocks, an eye-opening exploration of how children's playthings and physical surroundings affect their development. Parents obsess over their children's playdates, kindergarten curriculum, and every bump and bruise, but the toys, classrooms, playgrounds, and neighborhoods little ones engage with are just as important. These objects and spaces encode decades, even centuries of changing ideas about what makes for good child-rearing--and what does not. Do you choose wooden toys, or plastic, or, increasingly, digital? What do youngsters lose when seesaws are deemed too dangerous and slides are designed primarily for safety? How can the built environment help children cultivate self-reliance? In these debates, parents, educators, and kids themselves are often caught in the middle. Now, prominent design critic Alexandra Lange reveals the surprising histories behind the human-made elements of our children's pint-size landscape. Her fascinating investigation shows how the seemingly innocuous universe of stuff affects kids' behavior, values, and health, often in subtle ways. And she reveals how years of decisions by toymakers, architects, and urban planners have helped--and hindered--American youngsters' journeys toward independence. Seen through Lange's eyes, everything from the sandbox to the street becomes vibrant with buried meaning. *The Design of Childhood* will change the way you view your children's world--and your own.

Reading Picture Books with Children Megan Dowd Lambert 2015-11-03 A new, interactive approach to storytime, The Whole Book Approach was developed in conjunction with the Eric Carle Museum of Picture Book Art and expert author Megan Dowd Lambert's graduate work in children's literature at Simmons College, offering a practical guide for reshaping storytime and getting kids to think with their eyes. Traditional storytime often offers a passive experience for kids, but the Whole Book approach asks the youngest of readers to ponder all aspects of a picture book and to use their critical thinking skills. Using classic examples, Megan asks kids to think about why the trim size of Ludwig Bemelman's Madeline is so generous, or why the typeset in David Wiesner's Caldecott winner, The Three Pigs, appears to twist around the page, or why books like Chris Van Allsburg's The Polar Express and Eric Carle's The Very Hungry Caterpillar are printed landscape instead of portrait. The dynamic discussions that result from this shared reading style range from the profound to the hilarious and will inspire adults to make children's responses to text, art, and design an essential part of storytime.

Play Stuart L. Brown 2009 A psychological analysis based on the author's studies in play behavior reveals how play is essential to the development of social skills, problem-solving abilities, and creativity.

Designing for Kids Krystina Castella 2018-11-08 Designers, especially design students, rarely have access to children or their worlds when creating products, images, experiences and environments for them. Therefore, fine distinctions between age transitions and the day-to-day experiences of children are often overlooked. *Designing for Kids* brings together all a designer needs to know about developmental stages, play patterns, age transitions, playtesting, safety standards, materials and the daily lives of kids, providing a primer on the differences in designing for kids versus designing for adults. Research and interviews with designers, social scientists and industry experts are included, highlighting theories and terms used in the fields of design, developmental psychology, sociology, cultural anthropology and education. This textbook includes more than 150 color images, helpful discussion questions and clearly formatted chapters, making it relevant to a wide range of readers. It is a useful tool for students in industrial design, interaction design, environmental design and graphic design with children as the main audience for their creations.

Exploring Materiality in Childhood Maarit Alasuutari 2020-11-19 Exploring Materiality in Childhood: Body,

Relations and Space explores the multiple ways that childhood and materiality are intertwined and assembled. Bringing together a diverse range of authors, this topical book makes a scholarly contribution to our understanding of the entanglements of materiality and childhoods in international contexts. Chapters explore how various environments and material resources, including technologies and consumer goods, affect children's lives. The book caters to a diverse range of theories, in sociomaterialist, posthumanist, post-anthropocentric and more-than-human research, critically exploring the boundaries of these theoretical approaches with diverse empirical cases. These wide ranges of perspectives develop alternatives to human-centred approaches in understanding children and childhoods. With its diverse theoretical and methodological choices, the book also serves as a versatile example for how to conduct research with children and on childhood. This book will be of great interest for academics, researchers, and postgraduate students in childhood studies, early childhood education, social sciences, cultural sciences and sociology.

Occupational Outlook Handbook United States. Bureau of Labor Statistics 1976

Designing Cities with Children and Young People Kate Bishop 2017-05-25 Designing Cities with Children and Young People focuses on promoting better outcomes in the built environment for children and young people in cities across the world. This book presents the experience of practitioners and researchers who actively advocate for and participate with children and youth in planning and designing urban environments. It aims to cultivate champions for children and young people among urban development professionals, to ensure that their rights and needs are fully acknowledged and accommodated. With international and interdisciplinary contributors, this book sets out to build bridges and provide resources for policy makers, social planners, design practitioners and students. The content moves from how we conceptualize children in the built environment, what we have discovered through research, how we frame the task and legislate for it, and how we design for and with children. Designing Cities with Children and Young People ultimately aims to bring about change to planning and design policies and practice for the benefit of children and young people in cities everywhere.

A Very Punchable Face Colin Jost 2020 "Saturday Night Live head writer and Weekend Update co-

anchor, Colin Jost, has six sets of stitches on his face alone. He's been punched in at least four different sketches on Saturday Night Live, including once by his boss, Lorne Michaels. But if there's one trait that makes someone well suited to comedy, it's being able to take a punch-metaphorically and, occasionally, physically. From growing up as an overweight kid in a family of firefighters on Staten Island to commuting three hours a day to high school and "seeing the sights" (like watching a Russian woman throw a stroller off the back of a ferry) to attending Harvard while Facebook was created (and choosing comedy instead!), Colin shares how he has navigated the world like a "slightly smarter Forrest Gump." You'll also discover things about Colin that will surprise and confuse you. You'll go behind the scenes at SNL (where he's written some of the most iconic sketches and characters of the past fifteen years) and Weekend Update (where's he's been "the white guy next to Leslie Jones.") And you'll experience the life of a touring stand-up comedian-from performing in rural cafeterias at noon to opening for Dave Chappelle at Radio City Music Hall. For every accomplishment (hosting the Emmys), there is a setback (hosting the Emmys). And for every absurd moment (watching paramedics give CPR to a raccoon), there is an honest, emotional one (recounting his mother's experience on the scene of the Twin Towers' collapse on 9/11.) A Very Punchable Face reveals the brilliant mind behind some of the dumbest sketches on television and lays bare the heart and humor of a hardworking guy-with a face you can't help but want to punch."--

The Architectures of Childhood Roy Kozlovsky 2016-03-16 Between 1935 and 1959, the architecture of childhood was at the centre of architectural discourse in a way that is unique in architectural history. Some of the seminal projects of the period, such as the Secondary Modern School at Hunstanton by Peter and Alison Smithson, Le Corbusier's Unité d'Habitation at Marseilles, or Aldo van Eyck's playgrounds and orphanage, were designed for children; At CIAM, architects utilized photographs of children to present their visions for reconstruction. The unprecedented visibility of the child to architectural discourse during the period of reconstruction is the starting point for this interdisciplinary study of modern architecture under welfare state patronage. Focusing mainly on England, this book examines a series of innovative buildings and environments developed for children, such as the adventure playground, the Hertfordshire school, the reformed children hospital, Brutalist housing estates, and New Towns. It studies the methods employed by architects, child experts and policy makers to survey, assess and administer the physiological, emotional and developmental needs of the 'user', the child. It identifies the new

aesthetic and spatial order permeating the environments of childhood, based on endowing children with the agency and autonomy to create a self-regulating social order out of their own free will, while rendering their interiority and sociability observable and governable. By inserting the architectural object within a broader social and political context, *The Architectures of Childhood* situates post-war architecture within the welfare state's project of governing the self, which most intensively targeted the citizen in the making, the children. Yet the emphasis on the utilization of architecture as an instrument of power does not reduce it into a mere document of social policy, as the author uncovers the surplus of meaning and richness of experience invested in these environments at the historical moment

[Interaction Design and Children](#) Juan Pablo Hourcade 2008 *Interaction Design and Children* surveys the research on children's cognitive and motor development, safety issues related to technologies and design methodologies and principles. It also provides an overview of current research trends in the field of interaction design and children and identifies challenges for future research.

Kid Size Alexander von Vegesack 1997 This book accompanies exhibitions at the Kunsthall Rotterdam, 28 June 1997 - 28 September 1997 and at the Vitra Design Museum, Weil am Rhein in Spring/Summer 1998.

Transforming Children's Spaces Alison Clark 2010-02-25 How can young children play an active role in developing the design of learning environments? What methods can be used to bring together children's and practitioners' views about their environment? What insights can young children offer into good designs for these children's spaces? With the expansion of early childhood education and the move to 'extended schools', more young children will spend more time than ever before in institutions. Based on two actual building projects, this book is the first of its kind to demonstrate the possibilities of including young children's perspectives in the design and review of children's spaces. Situated at the heart of the debate about the relationship between the built environment and its impact on children's learning and wellbeing, *Transforming Children's Spaces* provides insights into how young children see their environment discusses children's aspirations for future spaces develops the 'Mosaic approach', pioneered by the author, as a method for listening to young children and adults Emphasising the importance of

visual and verbal methods of communication, this fascinating book demonstrates how practitioners and young children can articulate their perspectives, and shows how participatory methods can support new relationships between children, practitioners and architects. This book is essential reading for those who work in children's spaces and for those who design them as well as being of general interest to those studying education and childhood studies.

Childcare Facilities Natascha Meuser 2020-03 Exploring nursery schools and childcare facilities from an architectural perspective, this publication provides a cultural-historical account of their development, defines design tasks, and formulates quality standards for playing-learning architecture and environments.

The Far Right Today Cas Mudde 2019-10-25 The far right is back with a vengeance. After several decades at the political margins, far-right politics has again taken center stage. Three of the world's largest democracies – Brazil, India, and the United States – now have a radical right leader, while far-right parties continue to increase their profile and support within Europe. In this timely book, leading global expert on political extremism Cas Mudde provides a concise overview of the fourth wave of postwar far-right politics, exploring its history, ideology, organization, causes, and consequences, as well as the responses available to civil society, party, and state actors to challenge its ideas and influence. What defines this current far-right renaissance, Mudde argues, is its mainstreaming and normalization within the contemporary political landscape. Challenging orthodox thinking on the relationship between conventional and far-right politics, Mudde offers a complex and insightful picture of one of the key political challenges of our time.

Drawn to Enchant Timothy Garrett Young 2007-01-01 This volume presents over 200 selected original artworks from the collection of Betsy Beinecke Shirley, one of the great collectors of American children's literature. Shirley gathered an authoritative collection of books, original illustrations, manuscripts, as well as drawings and paintings from such children's classics as "Treasure Island" and "Eloise." The artwork in Shirley's collection guides the reader on a tour through the stages of childhood reading, this volume begins with ABC's and nursery books. It continues through adventure stories, magazines, and more, then concludes with a miscellany section of odds and ends. The images demonstrate how children's books

evolved, from the nation's first days of independence to modern times. Artists whose works are represented include many of the favorites, among them Ludwig Bemelmans, Maurice Sendak, A.B. Frost, Wanda Gag, Peter Newell, N.C. Wyeth, Tony Sarg, Robert Lawson, and Johnny Gruelle.

Designing Modern Childhoods Marta Gutman 2008 In the book architectural historians, social historians, social scientists, and architects examine the history and design of places and objects such as schools, hospitals, playgrounds, houses, cell phones, snowboards, and even the McDonald's Happy Meal.

Design Research Jane Thompson 2010-08-18 When Ben Thompson opened Design Research in Boston in 1953, his innovative store became synonymous with modern interior design, lighting a public spark that still burns today, though the store itself is no longer. When the mass-produced furniture of impersonal department stores reigned supreme, this boutique retailer dared to provide a learned yet unpretentious environment for sleek design. Today, Design Research's legacy can be seen in the showrooms of Crate & Barrel and Design Within Reach. Through interviews, anecdotes and lush photographs, Design Research documents the array of household objects and furniture introduced to the American home through the legendary store that made good design available to all.

Bring the World to the Child Katie Day Good 2020-02-11 How, long before the advent of computers and the internet, educators used technology to help students become media-literate, future-ready, and world-minded citizens. Today, educators, technology leaders, and policy makers promote the importance of “global,” “wired,” and “multimodal” learning; efforts to teach young people to become engaged global citizens and skilled users of media often go hand in hand. But the use of technology to bring students into closer contact with the outside world did not begin with the first computer in a classroom. In this book, Katie Day Good traces the roots of the digital era's “connected learning” and “global classrooms” to the first half of the twentieth century, when educators adopted a range of media and materials—including lantern slides, bulletin boards, radios, and film projectors—as what she terms “technologies of global citizenship.” Good describes how progressive reformers in the early twentieth century made a case for deploying diverse media technologies in the classroom to promote cosmopolitanism and civic-minded learning. To “bring the world to the child,” these reformers praised not only new mechanical

media—including stereoscopes, photography, and educational films—but also humbler forms of media, created by teachers and children, including scrapbooks, peace pageants, and pen pal correspondence. The goal was a “mediated cosmopolitanism,” teaching children to look outward onto a fast-changing world—and inward, at their own national greatness. Good argues that the public school system became a fraught site of global media reception, production, and exchange in American life, teaching children to engage with cultural differences while reinforcing hegemonic ideas about race, citizenship, and US-world relations.

The Moral Project of Childhood Daniel Thomas Cook 2020-02-18 Examines the Protestant origins of motherhood and the child consumer Throughout history, the responsibility for children’s moral well-being has fallen into the laps of mothers. In *The Moral Project of Childhood*, the noted childhood studies scholar Daniel Thomas Cook illustrates how mothers in the nineteenth-century United States meticulously managed their children’s needs and wants, pleasures and pains, through the material world so as to produce the “child” as a moral project. Drawing on a century of religiously-oriented child care advice in women’s periodicals, he examines how children ultimately came to be understood by mothers—and later, by commercial actors—as consumers. From concerns about taste, to forms of discipline and punishment, to play and toys, Cook delves into the social politics of motherhood, historical anxieties about childhood, and early children’s consumer culture. An engaging read, *The Moral Project of Childhood* provides a rich cultural history of childhood.

Century of the Child Juliet Kinchin 2012 Did the twentieth century live up to what Swedish design reformer and social theorist Ellen Key, writing in 1900, envisaged as “the century of the child” ? This book, produced in conjunction with a major exhibition at The Museum of Modern Art, takes both its title and its launching point from Key’s landmark book, which presaged the coming century as a period of intensified focus on and progressive thinking about the rights, development, and well-being of children. It tracks the fascinating confluence between the cultures of modern design and childhood, through an introductory essay by Juliet Kinchin, sixty-five short essays, and more than four hundred illustrations. The resulting kaleidoscopic narrative of innovative ideas, practitioners, and artifacts examines individual and collective visions for the material world of children, from utopian dreams for the citizens of the future to the dark

realities of political conflict and exploitation. Despite being the focus of intense concern and profound thought, children remain one of the most underrepresented subjects in the historical analysis of modern design. To address this lacuna, this book surveys more than one hundred years of school architecture, playgrounds, toys and games, educational materials, children's hospitals and safety equipment, nurseries, furniture, animation, propaganda, advertising, books, and clothing. The outstanding projects that emerge illuminate how progressive design has enhanced the physical, intellectual, and emotional development of children and, conversely, how models of children's play and pedagogy have informed experimental design thinking. As protean beings and elastic ideological symbols, children help us to mediate between the ideal and real: they propel our thoughts forward. But as we look back, they also reveal important new dimensions of modernism in the twentieth century.

The Design of Childhood Alexandra Lange 2020-03-10 "Nothing short of spectacular . . . A secret guidebook to a landscape in which we all dwell, but so often fail to see." --Tom Vanderbilt, bestselling author of *Traffic* From building blocks to city blocks, an eye-opening exploration of how children's playthings and physical surroundings affect their development. Parents obsess over their children's playdates, kindergarten curriculum, and every bump and bruise, but the toys, classrooms, playgrounds, and neighborhoods little ones engage with are just as important. These objects and spaces encode decades, even centuries of changing ideas about what makes for good child-rearing--and what does not. Do you choose wooden toys, or plastic, or, increasingly, digital? What do youngsters lose when seesaws are deemed too dangerous and slides are designed primarily for safety? How can the built environment help children cultivate self-reliance? In these debates, parents, educators, and kids themselves are often caught in the middle. Now, prominent design critic Alexandra Lange reveals the surprising histories behind the human-made elements of our children's pint-size landscape. Her fascinating investigation shows how the seemingly innocuous universe of stuff affects kids' behavior, values, and health, often in subtle ways. And she reveals how years of decisions by toymakers, architects, and urban planners have helped-and hindered-American youngsters' journeys toward independence. Seen through Lange's eyes, everything from the sandbox to the street becomes vibrant with buried meaning. *The Design of Childhood* will change the way you view your children's world-and your own.

The Science of Play Susan G. Solomon 2014-11-04 Poor design and wasted funding characterize today's American playgrounds. A range of factors—including a litigious culture, overzealous safety guidelines, and an ethos of risk aversion—have created uniform and unimaginative playgrounds. These spaces fail to nurture the development of children or promote playgrounds as an active component in enlivening community space. Solomon's book demonstrates how to alter the status quo by allying data with design. Recent information from the behavioral sciences indicates that kids need to take risks; experience failure but also have a chance to succeed and master difficult tasks; learn to plan and solve problems; exercise self-control; and develop friendships. Solomon illustrates how architects and landscape architects (most of whom work in Europe and Japan) have already addressed these needs with strong, successful playground designs. These innovative spaces, many of which are more multifunctional and cost effective than traditional playgrounds, are both sustainable and welcoming. Having become vibrant hubs within their neighborhoods, these play sites are models for anyone designing or commissioning an urban area for children and their families. *The Science of Play*, a clarion call to use playground design to deepen the American commitment to public space, will interest architects, landscape architects, urban policy makers, city managers, local politicians, and parents.

Serious Play Monica Obniski 2018-01-01 A lively exploration of eclecticism, playfulness, and whimsy in American postwar design, including architecture, graphic design, and product design This spirited volume shows how postwar designers embraced whimsy and eclecticism in their work, exploring playfulness as an essential construct of modernity. Following World War II, Americans began accumulating more and more goods, spurring a transformation in the field of interior decoration. Storage walls became ubiquitous, often serving as a home's centerpiece. Designers such as Alexander Girard encouraged homeowners to populate their new shelving units with folk art, as well as unconventional and modern objects, to produce innovative and unexpected juxtapositions within modern architectural settings. Playfulness can be seen in the colorful, child-sized furniture by Charles and Ray Eames, who also produced toys. And in the postwar corporate world, the concept of play is manifested in the influential advertising work of Paul Rand. Set against the backdrop of a society that was experiencing rapid change and high anxiety, *Serious Play* takes a revelatory look at how many of the country's leading designers connected with their audience through wit and imagination.

Central Park's Adventure-Style Playgrounds Marie Warsh 2019-11-20 In New York's Central Park, some of the playgrounds constructed as part of the midcentury experimental "playground revolution" still remain. In *Central Park's Adventure-Style Playgrounds*, Marie Warsh tells the engrossing history of these playscapes built in the 1960s and 1970s, exploring their connections to the art, recreational design, urbanism, grassroots movements, and child-development theories of the period. She further details the Central Park Conservancy's efforts decades later to preserve and renew these playgrounds. So-called adventure-style playgrounds featured interconnected forms including pyramids, mounds, and steps, and basic materials such as water and sand, encouraging new levels of creativity and interaction. By the end of the 1970s, ten of Central Park's twenty-two existing playgrounds—formerly paved, sterile, standard-equipment-filled lots dating to the 1930s—had been transformed according to the new design ideals. With time, deterioration prompted concerns about safety, and much of the equipment was removed. However, community interest led the Central Park Conservancy to update and preserve the playgrounds that remained in the park. Building on successful aspects of the playgrounds, designers incorporated new technologies, materials, and equipment that reflect contemporary ideas about children's play and approaches to urban park management. They also developed strategies to better integrate them into the landscapes of the park. Today, Central Park's adventure-style playgrounds represent significant works of renewed modern landscape architecture as well as models for new thinking about playground design.