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There is a real need to develop support mechanisms and systemic change to allow optimum conditions for infant and childhood growth that is not based around the requirements of older systems, largely built around the creation of wealth. These systems have been based around philosophies that in practice make no allowance for the patience required to attend to the needs of human individuality. Measuring how far infants, children and adolescents fall short of the requirements expected of an average, healthy person perceivably required in the workplace, is the product of a system seeking short term economic glorification. Such a system bases its educational processes around the practice of collecting together infants and children for the purpose of regimentation as a basic and overriding learning model at a time in their lives when children require the opposite scenario in order to develop as creative participators in a broader twenty first century economy. Regimentation of the collected and using the same rigid methods and number systems to control systemic failure and success is a process that has been based around an industrial model of education designed to produce workers whose deliberations do not rise above the level of the mundane. This situation is unfair on the individual seeking early opportunity as a global citizen and these methods no longer apply in a digital age or indeed a digitally based economy.

#### **4. Conclusion**

If a human being has a right to freedom, then each person has a right to have provided for them a rich analogue based environment within which to be nurtured and to grow. Infant and childhood development proceeds in a guided and unsteady way through trial and error. Progress is observable and at times spasmodic. As the child's sense receptors encounter analogue wavelengths, intricate details of sound, image, taste touch and smell bring unique knowledge to the individual who exercises an innate and learned capacity to respond. One response that an infant discovers is the ability to make marks.

Making sounds, touching and movement constitute other responses. Mark making becomes a progressive and a refining process as individual capacity strengthens, eventually allowing the drawing of shapes that emerge from initial scribbling. These shapes and symbols linked with other sensual exposure and brain activity become the basis of literacy requirements in society.

It must be stated here that there are many unanswered questions regarding the role that scribbling and drawing plays in the development of the infant. However, this universal human phenomenon, like breathing and other involuntary infant acts must have a function. In the case of scribbling and drawing, this function is linked to initial feelings of contact and control in the child's world. Scribbling and drawing is also linked to the development of a spatial awareness in the development and creation of symbols that, as has already been stated, are directly aligned to literacy and other forms of communication.

Digital technology creates boundless opportunities for children who have been nurtured through exposure to analogue experiences. When suitably schooled, these children (more likely as slightly older human beings), can engage in a digitally based global system that does not place limits, such as mediocre expectation, on their growth within a digital environment. The constructive use of digital technology, therefore, requires children to have well-developed analogue sensibilities. Infant and child development that is predominantly based around screen and digital technology alone affects the developing human body differently to a body engaged in sorting out and responding to analogue stimuli. Digital technology requires bodily responses to be passive and for functions and reactions of the body to be a life support system that develops quick hands for mouse, keyboard and other such mechanical functions, as well as quick eyes for the screen. Therefore, the body is not as involved in kinetic movement and response, especially those actions in the natural environment that work together with intellectual pursuit to develop imagination, creativity and inventive pursuit in both the analogue and digital environments.

#### **5. References**

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