Counter argument to argument for “Teaching arts and Humanities to Children”.

Name

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Class

Date

Counter argument to the argument for “*teaching arts and Humanities to children*”

*P1: Children need more time to play than study at tender ages for better development.*

*P2: Voluminous studies reduce time to play and affect biological and physical development.*

*P3: Art and humanities are more voluminous than science and mathematics and overloads children in early childhood stages.*

*C: Therefore, children should not be introduced to arts and humanities at very early stages of development.*

The first premise introduces the important alternative to too many studies in ECE. It mentions that play is important. Science shows that there should be a balance in class time studies, play, and assessment and rest (Johnson, Celik, and Al-Mansour 265-274).

The second premise mentions how too much study will affect the given ECE deliverables. In most cases, rest time remains constant and assessment is not affected. With voluminous studies, therefore, something has to be foregone. Play is foregone to allow children to absorb the high volumes in academics (Johnson, Celik, and Al-Mansour 265-274).

But what is the voluminous study the previous premise refers to? The third premise describes the fact that art and humanities are the voluminous studies. In most cases, arts and humanities are theoretical. While science and mathematics get more practical with technological advancement and educational revolution. Art and humanities are seen as the main voluminous studies at ECE academic levels (Johnson, Celik, and Al-Mansour 265-274).

The conclusion is derived from the premises. It supports the fact that arts and humanities are voluminous, and voluminous studies reduce playtime and affects positive development, both physically and biologically. It, therefore, suggests that arts and humanities should not be introduced to children at ECE stages (Johnson, Celik, and Al-Mansour 265-274).

Strongest argument against “*teaching arts and Humanities to children*”

The strongest argument is presented in the first and third premises. They bring up the argument that play is important in children’s development at tender ages, and it is reduced by voluminous studies. The other premises also provide the facts that Arts and humanities are more voluminous than science and mathematics, and reduce play time for children. The initial argument argued that arts and humanities are essential in learning how to interact and be more creative. This argument counters it, seeing to it that children gem more play time than academic overloading (Johnson, Celik, and Al-Mansour 265-274).

Points for *teaching arts and Humanities to children*

1. Arts enhance creativity
2. Humanities enhance human interactions and social life (Johnson, Celik, and Al-Mansour 265-274).

Points against *teaching arts and Humanities to children*

1. Arts and humanities are voluminous and time consuming studies.
2. Voluminous studies reduce play time, yet play time is essential for a child’s growth and development.

The strongest objection and a defense

The strongest objection is that ECE educators should not introduce Arts and Humanities in children’s early stages of learning because it overloads children and reduces their play time; which is, in turn, essential for positive physical and biological development (Johnson, Celik, and Al-Mansour 265-274). It can be defended with facts that only little arts and humanities should be introduced at ECE, and that time can be balanced, to reduce time for other studies, assessment, and retain rest and play time (Notgarnie 22).

References:

Johnson, J., S. Celik, and Monirah, Al-Mansour. "Play in early childhood education." *Handbook of Research on the Education of Young Children, 3rd ed. New York: Routledge* (2013): 265-274.

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Notgarnie, Howard M. *Critical thinking skills of United States dental hygiene students*. University of Phoenix, 2011.