

7

Brave New Worlds and Rhapsody Renewed: New Rationalities, New Institutions and Old Ideas

Chapter Outline

Introduction	123
Freud and psychoanalysis	124
Susan Isaacs: child observation, psychoanalysis and play	126
Piaget and developmentalism	128
John Dewey and the child-centred philosophy of education	131
Sir William Hadow and primary schooling with progressive accents	134
Further reading	139

7

Brave New Worlds and Rhapsody Renewed: New Rationalities, New Institutions and Old Ideas

Reflection:

Do you think educators have responsibilities beyond just catalysing or facilitating learning? What if a child's 'joy of discovery' is not roused by the stimuli we offer?

Reflection:

Why do ideas rooted in science seem to exert so much purchase on our thinking?

Reflection:

Look back at the passages from Rousseau's *Emile* in Chapter 1. Are there similarities between Dewey and what Rousseau proposes about how the teacher should unobtrusively facilitate the child's learning?

Education and Constructions of Childhood

Reflection:

Examine the brief biographies of William Forster (1870 Elementary Education Act – Chapter 6), Herbert Fisher (1918 Education Act – Chapter 6) and Sir William Hadow; Can you identify any similarities in their family, intellectual and social connections? Does this suggest that ideas concerning the *Child* and childhood had become the property of a particular cultural elite and also explain how they gain a hold on the imagination of the educational establishment? (see Chapter 2) Will elites always shape education?

Reflection:

Many of these ideas rest on the presumption that it is important to identify and establish the right conditions for a good childhood so as to ensure growth to healthy adult maturity. Is this an argument for childhood as a state of 'being' in its own right or the futurity of 'becoming'? Can we have *being* without *becoming* or vice versa?