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
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?
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?