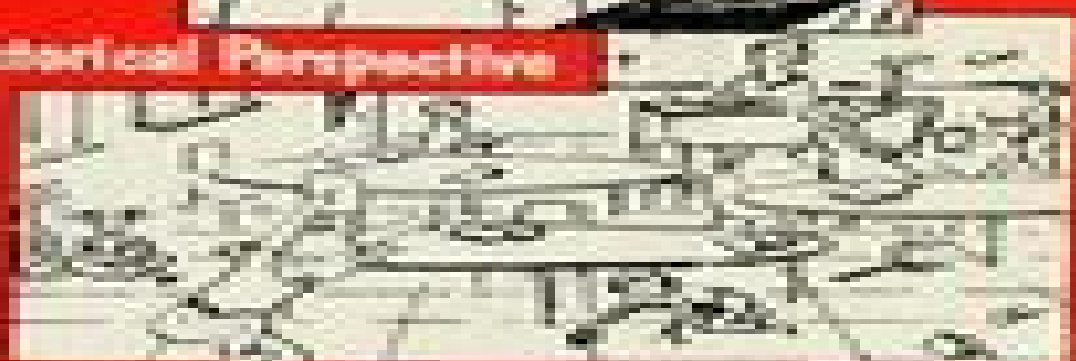


REGULATED CHILDREN

**LIBERATED
CHILDREN:**

Education in Psychohistorical Perspective

Edited by
Barbara Finkelstein



Regulated Children Liberated Children Education In Psychohistorical Perspective

Michael O'Loughlin



Regulated Children Liberated Children Education In Psychohistorical Perspective:

Regulated Children/liberated Children Barbara Finkelstein,1979-01-01 *Psychodynamic Perspectives on Working with Children, Families, and Schools* Michael O'Loughlin,2012-12-08 With the push toward accountability and test performance in schools there has been a decline in emphasis on creativity imagination and feelings in schools Psychodynamic Perspectives on Working with Children Families and Schools is designed for students and professionals who are interested in restoring such values to their work with children There is an absence of psychoanalytic ways of thinking in conventional professional discourses of schooling With a few notable exceptions the discourses of child development classroom management early childhood education special education school psychology and school counseling have constructed notions of children and schooling that are often behaviorist instrumental and symptom focused Curriculum too often focuses on acquisition of knowledge and behaviors discipline is conceptualized as compliance and symptoms such as anger school resistance etc are pathologized and reacted to out of context children s special needs are often conceptualized instrumentally and children with complex psychological symptoms are delimited depersonalized or simply removed Professionals who work with children psychodynamically draw on diverse frameworks including the work of Anna Freud the long tradition of the Tavistock Clinic in London e g Anne Alvarez Susan Reid Margaret Rustin Frances Tustin etc the writings of Klein Winnicott and their colleagues French analysts e g Piera Aulagnier Didier Anzieu Laurent Danon Boileau Fran oise Dolto Maud Mannoni and Catherine Mathelin and Italian infant child analyst Alessandro Piontelli This work is valuable but often inaccessible to school professionals because the writing is somewhat specialized and because there is no tradition of teaching such work in professional preparation in those fields This collection is theoretically grounded in that the authors share a commitment to valuing children s emotions and understand the usefulness of psychoanalytic approaches for enhancing children s lives It is laden with examples to invite into this discussion those students and professionals who value these ideas but for whom this book may be their first introduction to progressive educational ideals and psychodynamic ways of working with children Psychodynamic Perspectives on Working with Children Families and Schools provides an introductory volume to open the door to the possibility of introducing psychodynamic frameworks to education and human service professors and school professionals and professionals working with children *The Oxford Handbook of the History of Education* John L. Rury,Eileen H. Tamura,2019-06-17 This handbook offers a global view of the historical development of educational institutions systems of schooling ideas about education and educational experiences Its 36 chapters consider changing scholarship in the field examine nationally oriented works by comparing themes and approaches lend international perspective on a range of issues in education and provide suggestions for further research and analysis Like many other subfields of historical analysis the history of education has been deeply affected by global processes of social and political change especially since the 1960s The handbook weighs the influence of various interpretive perspectives including

revisionist viewpoints taking particular note of changes in the past half century Contributors consider how schooling and other educational experiences have been shaped by the larger social and political context and how these influences have affected the experiences of students their families and the educators who have worked with them The Handbook provides insight and perspective on a wide range of topics including pre modern education colonialism and anti colonial struggles indigenous education minority issues in education comparative international and transnational education childhood education non formal and informal education and a range of other issues Each contribution includes endnotes and a bibliography for readers interested in further study

Tradition, Change, Creativity Riccardo Steiner, 2018-04-24 A companion volume to *It is a New Kind of Diaspora* Taking up where that book leaves off it traces some of the consequences of the emigration of German and Austrian psychoanalysts to London particularly in the context of the British Psycho Analytical Society's Controversial Discussions The first part of the book Tradition and Change traces some general issues related to the Discussions in particular drawing on documentary sources from the Archives of the British Psycho Analytical Society The second part focuses on one crucial issue in the Discussions the differing interpretations formulated about the psychic life of babies during the first six months of life Throughout this section and the rest of the book the author constantly stresses the larger social and political contexts within which psychoanalysis exists The last part examines the legacy of the Discussions in the work of one of the most distinguished Kleinian analysts Hanna Segal and in particular her work on creativity and aesthetics

The Boundaries of Freedom of Expression & Order in American Democracy Thomas R. Hensley, 2001 On Monday May 4th 1970 members of the Ohio National Guard fired 61 rounds of bullets into the Kent State University students protesting about the invasion of Cambodia This work develops the ideas of the first symposium on American democracy established to commemorate the tragedy

Feeling Power Megan Boler, 2004-11-23 First published in 1999 Megan Boler combines cultural history with ethical and multicultural analyses to explore how emotions have been disciplined suppressed or ignored at all levels of education and in educational theory FEELING POWER charts the philosophies and practices developed over the last century to control social conflicts arising from gender class and race The book traces the development of progressive pedagogies from civil rights and feminist movements to Boler's own recent studies of emotional intelligence and emotional literacy Drawing on the formulation of emotion as knowledge within feminist psychobiological and post structuralist theories Boler develops a unique theory of emotion missing from contemporary educational discourses

Minor Knowledge and Microhistory Sigurdur Gylfi Magnusson, David Olafsson, 2016-10-04 This book studies everyday writing practices among ordinary people in a poor rural society in the 19th and early 20th centuries Using the abundance of handwritten material produced disseminated and consumed some centuries after the advent of print as its research material the book's focus is on its day to day usage and on minor knowledge i.e. text matter originating and rooted primarily in the everyday life of the peasantry The focus is on the history of education and communication in a global perspective Rather than

engaging in comparing different countries or regions the authors seek to view and study early modern and modern manuscript culture as a transnational or transregional practice giving agency to its ordinary participants and attention to hitherto overlooked source material Through a microhistorical lens the authors examine the strength of this aspect of popular culture and try to show it in a wider perspective as well as asking questions about the importance of this development for the continuity of the literary tradition The book is an attempt to explain the nature of the literary culture in general how new ideas were transported from one person to another from community to community and between regions essentially the role of minor knowledge in the development of modern men

Dependent States Karen Sánchez-Eppler, 2005-09 Because childhood is not only culturally but also legally and biologically understood as a period of dependency it has been easy to dismiss children as historical actors By putting children at the center of our thinking about American history Karen Sánchez-Eppler recognizes the important part childhood played in nineteenth century American culture and what this involvement entailed for children themselves *Dependent States* examines the ties between children's literacy training and the growing cultural prestige of the novel the way children functioned rhetorically in reform literature to enforce social norms the way the risks of death to children shored up emotional power in the home how Sunday schools socialized children into racial religious and national identities and how class identity was produced not only in terms of work but also in the way children played For Sánchez-Eppler nineteenth century childhoods were nothing less than vehicles for national reform Dependent on adults for their care children did not conform to the ideals of enfranchisement and agency that we usually associate with historical actors Yet through meticulously researched examples Sánchez-Eppler reveals that children participated in the making of social meaning Her focus on childhood as a dependent state thus offers a rewarding corrective to our notions of autonomous individualism and a new perspective on American culture itself

The First U.S. History Textbooks Barry Joyce, 2015-08-27 This book analyzes the common narrative residing in American History textbooks published in the first half of the 19th century That story what the author identifies as the American creation or origins narrative is simultaneously examined as both historic and mythic in composition It offers a fresh multidisciplinary perspective on an enduring aspect of these works The book begins with a provocative thesis that proposes the importance of the relationship between myth and history in the creation of America's textbook narrative It ends with a passionate call for a truly inclusive story of who Americans are and what Americans aspire to become The book is organized into three related sections The first section provides the context for the emergence of American History textbooks It analyzes the structure and utility of these school histories within the context of antebellum American society and educational practices The second section is the heart of the book It recounts and scrutinizes the textbook narrative as it tells the story of America's emergence from prehistory through the American Revolution the origins story of America This section identifies the recurring themes and images that together constitute what early educators conceived as a unified cultural narrative Section three examines the sectional bifurcation and eventual re

unification of the American History textbook narrative from the 1850s into the early 20th century The book concludes by revisiting the relationship between textbooks the American story and mythic narratives in light of current debates and controversies over textbooks American history curriculum and a common American narrative

Life at Four Corners
Carol K. Coburn, 1992-11-30 Defined less by geography than by demographic character Block Kansas in many ways exemplifies the prevalent yet seldom scrutinized ethnic religion based community of the rural midwest Physically small the town sprang up around four corners formed by crossroads Spiritually strong and cohesive it became the educational and cultural center for generations of German Lutheran families Block provided a religious and cultural oasis a welcome transition for German Lutheran immigrants faced with a new language and unfamiliar customs Yet the tight bond between an ethnic society and a religion that shunned Americanism and the English language paradoxically slowed the transition and maintained a culturally isolated community well into the twentieth century In Life at Four Corners Carol Coburn analyzes the powerful combination of those ethnic and religious institutions that effectively resisted assimilation for nearly 80 years only to succumb to the influences of the outside world during the 1930s and 1940s Emphasizing the formal and informal education provided by the church school and family she examines the total process of how values identities and all aspects of culture were transmitted from generation to generation Few ethnic or community studies have focused on a village community that defined itself less by geographic boundaries and more by ethnic and religious identity writes Coburn The community's strong religious and ethnic identity coupled with its homogeneity and rural isolation provided a unique educational environment that was total ongoing and more pervasive than in most rural settings or ethnic urban environments This book is clearly and engagingly written It opens a window on the inner life of an early rural settlement in Kansas and allows the reader to understand the values fears and beliefs of this important group of settlers The author offers insight into the intersection of several variables including gender religion and region Glenda Riley author of The Female Frontier A Comparative View of Women on the Prairie and the Plains

On the Record Re Japan, 1993 Foundations for Research
Kathleen B. deMarrais, Stephen D. Lapan, 2003-10-03 Designed for introductory research courses in the professional fields and social sciences this text acquaints students and beginning researchers with a broad view of research methodologies and an understanding of the assumptions that inform each of these approaches More experienced researchers will also find the book useful in acquainting them with methodologies and theoretical frameworks that are new to them The text is distinguished by its avoidance of using the discreet categories of qualitative and quantitative methods to organize the chapters While some chapter authors rely more on one or the other many employ multiple methodologies to investigate particular problems and questions Further the book is not organized into single contradictory positivist interpretivist categories of research chapter authors often situate methodologies within a variety of and sometimes multiple theoretical positions particularly as these approaches are shaped by the historical context of social science research Focus points in

Foundations for Research Methods of Inquiry in Education and the Social Sciences research ethics intertwined relationship of theory and research design systematic examination of ways to design and implement high quality trustworthy research across varying research designs specific methods for implementing research within various frameworks pedagogical strategies

The Well of Being David Kennedy, 2012-02-01 In this wide ranging work David Kennedy undertakes a philosophically grounded analysis of the history of childhood the history of adulthood and their interrelationship Using themes and perspectives from the history of childhood mythology psychoanalysis art literature philosophy and education the author locates the experience of childhood across all stages of the human life cycle and thereby weighs its transformative potential for human culture He offers a nuanced approach to child study that raises issues about how adults see children and how children see themselves which could lead to a qualitatively different system of teacher preparation a system that views the child as participant rather than object in the structure of social reproduction This sweeping review of conceptions of and approaches to childhood yields a profound vision of what schooling should be like

Playing to the Crowd F. Burwick, 2011-11-03 The first study of the productions of the minor theatres how they were adapted to appeal to the local patrons and the audiences who worked and lived in these communities

On the Record Pamela Fields, 1997

The Labyrinths of Literacy Harvey J. Graff, 1987

Boys at Home Ken Parille, 2011-05 In this groundbreaking book Ken Parille seeks to do for nineteenth century boys what the past three decades of scholarship have done for girls show how the complexities of the fiction and educational materials written about them reflect the lives they lived While most studies of nineteenth century boyhood have focused on post Civil War male novelists Parille explores a broader archive of writings by male and female authors extending from 1830 1885 Boys at Home offers a series of arguments about five pedagogical modes play adventure corporal punishment sympathy shame and reading The first chapter demonstrates that rather than encouraging boys to escape the bonds of domesticity scenes of play in boys novels reproduce values associated with the home Chapter 2 argues that debates about corporal punishment are crucial sources for the culture s ideas about gender difference and pedagogical practice In chapter 3 The Medicine of Sympathy Parille examines the affective nature of mother daughter and mother son bonds emphasizing the special difficulties that boy nature posed for women The fourth chapter uses boys conduct literature and Louisa May Alcott s Little Women the preeminent chronicle of girlhood in the century to investigate not only Alcott s fictional representations of shame centered discipline but also pervasive cultural narratives about what it means to be a man Focusing on works by Lydia Sigourney and Francis Forrester the final chapter considers arguments about the effects that fictional historical and biographical narratives had on a boy s sense of himself and his masculinity Boys at Home is an important contribution to the emerging field of masculinity studies In addition this provocative volume brings new insight to the study of childhood women s writing and American culture Ken Parille is assistant professor of English at East Carolina University His articles have appeared in Children s Literature Tulsa Studies in

Women's Literature Papers on Language and Literature and Children's Literature Association Quarterly *The Origins of Public High Schools* Maris Vinovskis, 1985 There has been considerable debate about the process of and the underlying motivation for the expansion of public education in nineteenth century America Interpretations which focused on the role of reformer like Horace Mann or on the demands by workers for more public education have been criticized by revisionists who see education being imposed upon an uninterested and unwilling populace by capitalists seeking to maintain a docile labor force during industrialization Here Maris A Vinovskis challenges that revisionist view employing sophisticated social science methodology in a work sure to be welcomed by all historians of American education The revisionist view of the nature of educational changes rests heavily upon the now classical study by Michael Katz of the abolition of the public high school in Beverly Massachusetts in the mid nineteenth century An especially detailed analysis of education in Beverly is made possible by the unique availability of a list of the voters who supported or opposed the public high school in 1860 Katz used this information to demonstrate that the workers strongly opposed the public high school which he claimed has been established by a small group of the leading capitalists not only to provide educational opportunities for their own children but also to help restore community harmony which was being eroded by the economic transformation of the town Vinovskis's study of the origins of the Massachusetts antebellum public high school reanalyzes the establishment of the Beverly Public High School within the broader perspective of the other educational developments occurring in that community as well as in the Commonwealth as a whole The results raise serious questions about Katz's depiction of the timing of and the reasons for the creation of that institution in Beverly This reanalysis of the vote to abolish the high school also suggests a very different interpretation of events in Beverly than the one presented by Katz By expanding the number of factors used in this study as well as employing recently developed techniques of statistical analysis the importance of the opposition of the workers to the public high school is minimized while the differences in the needs and resources among the school districts in that community become more important factors Vinovskis's reexamination does not find that the struggle over the Beverly Public High School is primarily a class conflict as suggested by Katz and other revisionists instead it reveals the complex process by which towns expanded their public school offerings and allocated scarce educational funds to elementary and high schools His work offers an important contribution to our understanding of the development of American public school education in the nineteenth century *Teachers* Martin Lawn, Senior Research Fellow in the Department of Education Martin Lawn, Gerald Grace, Professor Gerald Grace, 2012 This book examines the experience and politics of teachers work questions of teacher appraisal and the struggles of the teachers action of 1984-86 A major section of the book charts the changing power relations between organized teachers and the State in Britain from 1900 to the late 1980s The contributors to this volume write from a variety of perspectives including conflict theory socio historical analysis feminist analysis diary based ethnography and interview based research With its sensitivity to this range of perspectives and its bringing together of the

experimental aspects of teaching as well as its class gender and political relations this book is an authoritative source for courses in education sociology history and social policy **The City and Education in Four Nations** Ronald K.

Goodenow, William E. Marsden, Peter Clark, 2003-12-04 The City and Education in Four Nations is a response to a long standing need for the placing of urban educational study in broader comparative contexts both historical and international This volume offers an account of the historical educational experiences of four major English speaking countries opening up new research agendas in a variety of fields An international team of contributors has been assembled combining historical and educational expertise and the work should interest scholars in a number of disciplines including urban history urban and comparative education social and public policy social and cultural history and the history of education

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