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Sommario/riassunto	It has been suggested that the dominance of 'progressive' education after 1945 led to a backlash against permissive attitudes to pupils in both Western Europe and the United States. But British child-centred education, in alliance with developmental psychology, actually shaped a more restrictive and pessimistic image of childhood. Drawing on an extensive range of sources that illuminate teaching practice, from school logbooks to oral histories, this book will be crucial not only for historians and sociologists of modern Britain, but for education professionals and policy-makers.