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EDUCATION an American problem



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Introduction

Something is wrong with our schools. Students are dropping out at a high rate; those who remain are increasingly involved with drugs and protest actions against the schools, or have been psychic dropouts for years, merely going through the motions of what they are sure is an irrelevant experience. Teachers are organizing and, for the first time, becoming involved in massive, often successful strikes against school administrations. Communities are demanding that schools start serving their needs and wishes; and administrators, in classic bureaucratic style, although slow to act, are quick to offer a variety of confusing and often contradictory solutions to 'the problem'.

But beyond the universally accepted propositions that the schools are bad and should be changed, lies open territory. Explanations and solutions are diverse and evasive and have become the focus for heated divisions and debates. Are Sputnik and "Johnny Can't Read" causing our troubles? Probably not anymore. Perhaps it's the beatniks, hippies, and juvenile delinquents. Or racial problems. Do teachers need more adequate training and a higher professional status? Or do they merely need smaller classes?

Some critics argue that more rigid controls over students are needed; others say that we need less. Freedom from pressure, some say, will solve the system's problems; others claim that it is too much freedom too early that is causing the problems we already have. If the schools were integrated, one group tells us, we would have gone a long way toward solving the most pressing problems of our schools; another group is quick to answer that the neighborhood school must be preserved at any cost. More creative curriculum materials, automation, or a return to the three Rs; bussing to large comprehensive schools or decentralization; punishment or positive reinforcement --- which?

This confusion about solutions is intensified by the fact that in the mythology of America, education is prominent as a panacea for individual and social problems. More education, different education, special education -- this will surely cure all your ills; this will give you a chance to change. Thus, educational critics, offering widely different alternatives, are finding themselves best-selling authors with large and committed followings. John Holt, Paul Goodman, Carl Bereiter, James Conant -- all different, all with their respective popular audiences.

The educational system exists to serve the social and political system. There's no way of affecting one without the other feeling it. Those of us who are close to schools are finding that issues we once considered 'school problems' are, in fact, societal problems which are merely relected in the schools, as well as in most other institutions (e.g. the problems of alienation and dehumanization). To be effective in working for change in the schools, either as model school builders, organizers, or innovative teachers, we must understand that close relationship between society and the schools. John Dewey, early in his career, attached a great significance to educators as agents for change. He came to realize later in his life that the schools were ultimately shaped by society, and he became an active socialist.

This is not to say that as teachers we cannot be effective organizers or innovators. There are good possibilities for change in the educational system, and for getting people into motion around the issue of the schools. People are currently working for creative alternatives inside and outside the system, and some are organizing in the profession and in the communities that the schools are supposed to be serving. But it is important to understand what our limits as professionals are, and to know how much we can initiate around the schools, and how much work we'll have to do in other areas.

It is hoped that this Guide will offer those who are interested in this kind of work an introduction to the history, philosophy and specific problems of contemporary education, as well as indicating some of the sources which people in education will find continually valuable. The Guide gives a very brief and general summary of the literature in the field of history and philosophy of American education; and a more detailed discussion and bibliography covering five issues important to society and contemporary education: (1) control, (2) poverty and race, (3) technology, (4) youth, and (5) attempts to teach. Sections in each section are divided under books, articles, and films in accordance of importance. The sections are neither mutually exclusive nor all-inclusive, and I have tried to indicate where some of the sources overlap.

This Guide is neither a final, rigid statement on the state of education nor a blueprint for how to be a radical teacher. It is simply one contribution to a growing movement of people dedicated to radically changing American society and humanizing its institutions.

History and Progressivism

HISTORY

There have been a number of adequate histories written about American education. It will serve our purposes to begin with the foundations of the public school system in the middle and late nineteenth century. Reading articles and speeches by the leaders of the public school movement, we begin to understand that these men had certain personal and social biases and motives for what they preached and fought for; that some of these motives are certainly questionable; and that, in fact, there is nothing at all sacred about the institutions of the schools.

Curti, Merle, The Social Ideas of American Educators. Pageant Books, 1959.

A well-documented history dealing in depth with some of the early American educators, leaders of the public school movement, and later reformers. Of particular importance are the sections on Horace Mann and the involvement of business interests in the formation of the schools.

Callahan, Raymond, Education and the Cult of Efficiency. U of Chicago, 1962.

Studies the forces that shaped public school administrations, showing in what ways they patterned themselves after existing business administrations, and what was lost in the process.

Bailyn, Bernard, Education in the Forming of American Society. U of North Carolina, 1960.

Essentially a criticism of the way American educational history has been written. Not a comprehensive history, but offers a creative direction which could be helpful for future histories.

THE PROGRESSIVE MOVEMENT

Progressivism was essentially a response to the crisis brought about in this country by the development of big, centralized industry in the late 19th century. It attempted to deal with the problems of growing technology and industrialism and the corresponding lack of democracy and freedom in our mass society. It is important to study and understand progressivism because of the impact it had on the schools; it is important to study what happened to progressivism because it is a classic example of the co-optation of reformist ideas by the threatened powers, and the perversion and use of these ideas for completely different goals than those for which they had originally been intended.

In this section, John Dewey is undoubtedly the most important person to read. Some criticisms of progressivism, and the work of a few of Dewey's disciples are also included.

Cremin, Lawrence, The Transformation of the School. Knopf, 1961.

The most thorough documentation and research of progressivism and its results. Not an extremely thorough analysis, but a necessary book for anyone interested in the field.

Dewey, John, Experience and Education. Macmillan, 1938. (Also by Dewey: Democracy in Education. The Free Press, 1966)

A comparison between traditional and progressive schools.

Dewey, John and Evelyn Dewey, Schools of Tomorrow. Dutton, 1915.

Deals with the applications of progressive educational principles and techniques to a number of different schools in the 1930s.

Mayhew, Katherine C. and Anna C. Edwards, The Dewey School. Appleton-Century, 1936.

Two teachers in Dewey's early Chicago experiment describing the school in detail.

Goodman, Paul, Compulsory Mis-education. Vintage Books, 1962. Chapter 3.

A brief but sharp analysis of progressivism and the 'new progressivism' (free schools).

Philosophers

APOLOGISTS

The apologists for the system go a long way toward explaining why the educational system operates as it does, and how

we can expect it to develop in the future. Not all of these writers support the system as it is; but they all support the underlying assumptions of the present educational system. They are the interpreters, supporters, or popularizers of the educational power people. Rather than hide the inhumanities of the system, they rationalize and propagandize for it. John Gardner was president of the Carnegie Corporation; until recently, he was Secretary of Health, Education, and Welfare. In the late 1950s both James Conant, past president of Harvard University, and Hiram Rickover, a retired admiral, had large popular followings. Rickover argued that our schools needed drastic changes and should be overhauled to look more like the English or Russian school system; Conant said that the system should remain essentially as it was and that only minor repairs were needed. Conant has kept publishing and has remained popular; Rickover has fallen into relative obscurity.

Conant, James, Slums and Suburbs. Signet Books, 1961. (Also by Conant: Shaping Educational Policy. McGraw-Hill, 1964; The Education of American Teachers. McGraw-Hill, 1963.)

Funded by the Ford Foundation, Conant undertook a study of the schools, and has published a number of books dealing with the study since the late 1950s. Conant's popularity makes him an important person to read. He argues strongly for the 'weeding out' process in order to, among other things, find the 15% 'academically talented'.

Gardner, John, Excellence. Harper, 1961.

This is a poor book, but worth reading because of Gardner's recent Secretaryship and importance. He, too, believes in 'the great sorting-out process' which will force people into different positions in society and create an elite for leadership.

Rickover, H. G., American Education--A National Failure. Dutton, 1963.

Rickover describes the problems of our educational system from a 'conservative' point of view. He argues for tighter controls, more tests, higher standards, etc. He believes our school system needs such changes as national, standardized tests and rigid control from the top. He is more valuable because he accurately describes the current philosophy of our system, and represents one still popular view of how it should change.

CRITICS

There are a number of critics working in specific areas of education. Many of these will be listed under the various topic divisions of this Guide which seem most relevant to their work. This section includes only those critics who deal primarily with the educational system as a whole, or specifically the educational environment. Some of these are most interested in the public school system, others are concerned with organizing communities or teachers. Very little has been written about organizing in the schools. I have included what I could find about it because I believe it is important as a radical teacher to avoid isolating yourself in the classroom. Isolation and attempts to be creative or 'hip' with the kids is a tempting role -- it's easier and much less dangerous. But if significant changes are going to be made, we must be spreading and organizing in a number of areas. (If you are particularly concerned with organizing, see also the section on race and poverty.)

I have also included a few selections from psychiatry and psychology, two closely related fields which have important implications for educators.

Books

Holt, John, How Children Fail. Pitman, 1964.

This is part of a journal kept by Holt over many years as a teacher. It is one of the most perceptive, insightful books written about the effects of our educational system on children, and is invaluable background for the classroom.

Neill, A. S., Summerhill--A Radical Approach to Child-Rearing. Hart Publishing Co., 1960. (Also by Neill: Freedom, not License; and The Problem Teacher)

Neill is the father of the radical movement, or the new progressivism, in education. This book is a description of the school he has run in England for over forty years, and of some of his views on education and child-rearing. Neill is most important as an innovator and popularizer who was the catalyst for much of what is happening today.

Cooper, David, Psychiatry and Anti-Psychiatry. Levistock Publications, 1967.

David Cooper is one of a small group of psychiatrists working on the problems of insanity and madness from a societal, rather than an individual, point of view. This book describes an experimental hospital that Cooper directed in Britain dealing with schizophrenics. His results find more fault with the profession, the family, and society, than with the 'patient'.

Articles

'Radical Private Schools--a dialogue between A. S. Neill and Mario Montessori', This Magazine is About Schools, vol. 1, Issue 1, April 1966. (Box 876, Terminal A, Toronto 1, Ontario, Canada); editor, Bob Davis.

An interesting talk between two well-known experimental educators. Exposes some of the important differences between the two.

'Revolt in the Desert', by Henry Miller, in This Magazine is About Schools, Vol. 1, Issue 3, Winter 1967. Miller's insightful recollections of his own years of formal schooling.

Davis, Bob, 'A Grease Called Freedom - Trends in Ontario Education', in This Magazine is About Schools, Vol. 1, Issue 3, Winter 1967.

A good critique of establishment-run experiments in Ontario's educational system.

Szasz, Thomas, 'The Psychiatrist: A Policeman in the Schools', in This Magazine is About Schools, Vol. 1, Issue 3, Winter 1967.

An important analysis of the role of psychiatrists, social workers, and advisors in our schools.

'Public Education' (available from JOIN Community Union, 4533 W. Sheridan Rd., Chicago, Ill.).

This is a textbook for political education prepared by the staff of a grass-roots, poor white community organization.

Additional Material

Goodman, Paul, Compulsory Mis-education. Vintage Books, 1962.

A brief, sharp critique of American schooling from pre-school through graduate school.

'Suspended Teacher Turns Defense into Attack', by William A. Price, in National Guardian, 11 March 1967.

Part of the story of a Newark public school teacher who was able to organize in his community and use his firing as part of that organizing effort.

'The Free School Idea', Anarchy #73. Freedom Press, 17a Maxwell Rd., London, SW6, England.

A collection of articles on the idea of free education. Includes George Dennison's article on the First Street School in New York.

'Turn Toward Children', by Terry Robbins and Bill Ayers, in Steve Weissman, ed., Beyond Dissent, Papers from the New Left. Doubleday, forthcoming.

A criticism of some of the popular literature on education, and a description of two community schools started as alternatives to the system.

Henry, Jules, Culture Against Man. Random House, 1963.

A good analysis of the harm schools do to children.

The Urban School Crisis. League for Industrial Democracy, 112 E. 19th St., New York, N.Y. 10003.

An anthology of essays on the problems of the schools by Paul Goodman, Patricia Sexton, and others. Includes Christopher Jencks' essay, 'Education: Cultivating Greater Diversity', which deals with how a truly free, democratic school system might look.

Issues

CONTROL

This is another area in which little material is available, but it is important to find out who controls the schools if you plan to work to change them.

On the national scene groups like the Defense Department, the Labor Department, and the President's Commission on Manpower have a tremendous amount of influence and power concerning the schools.

They're fairly subtle about wielding their power, but simply by offering draft deferments, scholarships or jobs to certain kinds of people with certain kinds of training, they can change entire curricula, direction of 'manpower flow', etc.

On the local level, it's worth looking into how the board of education is established, whether they initiate projects or simply follow the lead of influential administrators, and how the board is connected to local elites. The structure and power of the PTA and local teachers union are also important to consider in determining the politics of local education.

'Where It's At - A Research Guide for Community Organizing', by Jill Hamberg (p. 62). Radical Education Project, Box 625, Ann Arbor, Mich. 48107.

A complete guide for researching all aspects of the schools (or, taking the book as a whole, just about anything else), with a view toward organizing.

McNamara, Robert, speech delivered to the VFW on 23 August 1966 in New York. Available from the Defense Dept. Tells some of the ways the Defense Department and other national agencies control education. Very proud and open about the extent of Defense Department influence in the schools.

RACE AND POVERTY

The question of whether society is going to educate poor and black children has been one of the biggest social issues of recent times. This section deals with some of the assumptions that led to the movement for integration of the schools and what the results of that movement have been. Some of the selections attempt to re-evaluate that goal of integration in light of past experiences and recent findings. There are also selections which give insight into life and education in the ghettos. Unfortunately, I couldn't find any decent material on Headstart. The assumptions of Headstart programs are, for the most part, narrow and destructive. They assume that something is wrong or 'deprived' in one group of children and that changing them early, so that they can fit into the schools as they exist, is a good thing to do. My piece in the Harvard Educational Review is one answer to that assumption.

Books

Equality of Educational Opportunity (The Coleman Report), Dept. of Health, Education and Welfare.

and
Racial Isolation in the Public Schools, The US Commission on Civil Rights.

These two documents give statistical evidence of the results of the movement toward integration of the schools. They raise important questions about the viability of integration in the near future.

Malcolm X, Autobiography. Grove Press, 1964.

The story of the life of one of the most important contemporary black leaders. The book gives important insights into ghetto life, what it means to be black, and the difficulty of becoming a man in America.

Brown, Claude, Manchild in the Promised Land. Signet, 1965.

Also offers a first-hand look at American ghettos, but essentially a weak book. The black man's Horatio Alger.

Kohl, Herbert, 36 Children. The New American Library, 1967.

The exciting story of a sensitive teacher's experience in a Harlem school for one year. Kohl's failures and successes, his observations and analysis are important for teachers who are dealing with poor or Negro children. This book could also be considered under the section on teaching, because it deals largely with his attempt to teach under near-impossible conditions.

Hayden, Tom, Rebellion in Newark. Vintage, 1967.

The story of the Newark rebellion by a first-hand observer. This selection is included because of my belief that it is impossible to attempt to understand schools or society today without taking the phenomenon of ghetto uprisings into consideration.

Articles

'Freedom Schools', by Florence Howe, Harvard Educational Review, #35, 1965.

One of the few written accounts of the freedom school movement, which took place in the South at the height of the civil rights movement.

'Teaching Under Siege', by Marion Malcolm, This Magazine is About Schools (Box 876, Terminal A, Toronto 1, Ont., Canada), Vol. 1, Issue 4.

An interview with an old-time civil rights workers who is currently involved in the militant Mississippi Headstart program, Child Development Group of Mississippi (CDGM). She describes the project and some of the political implications of this work.

'The Controversy over I.S. 201', by Preston Wilcox, Urban Review, July 1966.

A description of the organizing that took place around a Harlem school and the results and implications of that action.

'The NYC UFT and I.S. 201', Teachers Freedom Party, Radicals in the Professions Newsletter, Vol. 1, No. 2, December 1967. (Published by Radical Education Project, Box 625, Ann Arbor, Mich. 48107.)

A more recent and very sharp analysis of the I.S. 201 controversy. This journal is worth getting as it often deals with issues relevant to teachers and schools.

Films

'A Chance for Change', available from Contemporary Films, 267 W. 25th St., New York, N.Y. \$10 a showing or \$150 a print.

This is a 45-minute film about the Child Development Group of Mississippi. It deals mainly with the actual program being developed.

'Struggle for Ourselves', available from Contemporary Films.

A fifteen minute film on the community action and organizing aspects of CDGM

Additional Material

Hentoff, Nat, Our Children Are Dying. Viking Press, 1966.

The story of Dr. Elliott Shapiro, the former principal of a Harlem school, who tried a number of unorthodox techniques to effect a change in his school.

Harvard Educational Review, February 1968.

A collection of articles responding to the Coleman Report and attempting to answer the question, 'Where do we go from here?' Contributors include Moynihan, Day, Santini, and Coleman.

Sexton, Patricia Cayo, Education and Income. Viking, 1961.

Sexton's sociological analysis indicates the poor quality of education offered to the poor.

Kozol, Johnathan, Death at an Early Age. Houghton Mifflin, 1967.

Kozol describes his experience as a Boston teacher and the events which led up to his being fired. It is essentially an attack on segregation with a naive, unconvincing analysis and offers little of value for teachers.

Eddy, Elizabeth M., Walk the White Line. Anchor, 1967.

Makes important observations of what schools are likely to succeed or be important in our ghettos.

Hickerson, Nathaniel, Education for Alienation. Prentice-Hall, 1966.

A book that attempts to show that often the institution can be blamed for an individual's failure in our schools.

CDGM literature, Child Development Group of Mississippi, 800 Vincent Bldg, 203 W. Capitol, Jackson, Miss. 39201. Large body of material dealing with all aspects of this pre-school program. This could also be important for the section on teaching.

Integrated Education, 343 S. Dearborn St., Chicago, Ill. 60604; editor, Meyer Weinberg.

A magazine devoted to integration of the schools. Carries progress reports on integration as a regular bi-monthly feature.

TECHNOLOGY AND THE SCHOOLS

Automation is becoming increasingly important to the form which schools will take. It would not be desirable, even if

if were possible, to reverse the trend and to do away with automation altogether. Automation could become an important and conclusive part of creating a more liberating, humane kind of education. The frightening current tendency is for automation to take on an existence and importance of its own, independent of its uses or functions, or of the environment in which it exists. This section shows some of the creative and humane forms an automated system might take as well as some of the dangerous trends we hope to avoid.

Books

Fuller, Buckminster, Education Automation. Southern Illinois U Press, 1962.

Fuller offers a good criticism of education as it exists today and of some of the negative trends in the development of technology and automation. He also shows how technology could be an important positive contribution to the development of a decent educational system.

Ellul, Jacques, The Technological Society. Knopf, 1964.

A good criticism and analysis of the dangers in the developing influence of technology on society.

McLuhan, Marshall, Understanding Media: The Extensions of Man. McGraw-Hill, 1965.

A revolutionary book dealing with man in the modern world. Contains many implications for education (particularly chapters one through seven).

Articles

'A Schoolman's Guide to Marshall McLuhan', by John M. Culkin, S.J., Saturday Review, 18 March 1967.

A good interpretation and analysis of McLuhan's work, particularly as it deals with the schools.

'Technology is Knocking at the Schoolhouse Door,' by C. E. Silverman, Fortune, August 1966.

Deals explicitly with the influence of big business on the schools and what their interests are likely to be. An overview article showing some of what we can expect in the way of a business-school partnership.

'Electronics and the Psychic Dropout', by Marshall McLuhan, This Magazine is About Schools, Vol. 1, Issue 1, April 1966 (Box 876, Terminal A, Toronto 1, Ont., Canada).

Deals specifically with the problems of the schools and some of the recent hopeful signs.

Films

'Fahrenheit 451', director Francois Truffaut (catalogue available from Brandon Films, 200 W. 57th St., New York, N.Y. 10019).

Truffaut's nightmarish vision of the dehumanization that technology seems to be moving us toward. Raises questions about the control of men's minds through control of media. This is also a novel by Ray Bradbury.

Additional Material

Weiner, Norbert, The Human Uses of Human Being. Anchor, 1950.

One of the earliest books outlining the potentialities of machines that can think.

'The Triple Revolution', Liberation, 5 Beekman St., New York, N.Y. 10038.

A brief statement describing the forthcoming changes in the nation's economy and social relations brought about by automation and cybernation. The Triple Revolution suggests a program for coping with these changes.

Huxley, Aldous, Brave New World.

Describes a frightening future society which certain current tendencies make increasingly believable.

Marcuse, Herbert, One-Dimensional Man.

Marcuse isolates some fundamental tendencies inherent in all industrial societies that can lead to oppression of individuals and the inability of people to be free.

Skinner, B. F., Walden Two. MacMillan, 1948.

Skinner's fictional account of what Utopia would be for him. This is one of the most frightening current tendencies in contemporary psychology, tremendously popular, and with a lot of implications for teaching.

Orwell, George, 1984. Harcourt, Brace, 1949.

A good book to re-read now that we're less than two decades away.

YOUTH

Being young in this society isn't easy. To be young means to be subject to a high degree of oppression, to have almost no rights, to be patronized and invalidated in almost all you do. It is hard to find someone who will take you seriously, who will treat you as another human being with other human needs, desires, hopes, talents, opinions. And it is hard, because of this, to grow into a very developed or sensitive adult.

This section includes selections by young people, as well as some sensitive observations by adults who believe that 'kids are only newer people'.

Books

Friedenberg, Edgar Z., The Vanishing Adolescent. Dell, 1959. (Also by Friedenberg: Coming of Age in America and The Dignity of Youth and Other Atavisms.)

Friedenberg writes sensitively about adolescents. He finds in their actions and their statements a substantial indictment of the schools and society as it exists for them.

Goodman, Paul, Growing Up Absurd. Vintage, 1960.

A brilliant analysis of youth and the societal causes for their disaffection.

Stembridge, Jane, I Play Flute. Flute Publications, Box 109, Tougaloo, Miss., 1966.

A collection of poems, many of which deal with the world of young people.

Articles

'The Student as Nigger', Jerry Farber, Los Angeles Free Press, 3 March 1967; reprinted in many places.

Farber likened the condition of young people in this country to the conditions of black people in a racist society. The comparison is biting and frighteningly accurate.

'High School Protest - Toronto', This Magazine is About Schools, Vol. 1, Issue 1, April 1966 (Box 876, Terminal A, Toronto 1, Ont., Canada).

An interview with four student leaders who took part in high school strikes around issues from building conditions to freedom of the press.

'The Walkout at Northern', David Gracie, New University Thought, Vol. 5, No. 3, Spring 1967.

A description by a local minister of a successful high school strike in a Detroit Negro high school.

'The Sunset Strip', by Edgar Z. Friedenberg, New York Review of Books, 9 March 1967.

A summary of the famous 'Sunset Strip riots' in the fall of 1966.

'Our Contemptuous Hairdressers: Ceremonies of Humiliation in School', by Edgar Z. Friedenberg, This Magazine is About Schools, Vol. 1, Issue 2, August 1966 (Box 876, Terminal A, Toronto 1, Ont., Canada; also available from REP, Box 625, Ann Arbor, Mich. 48107).

A short piece dealing with the lack of rights of young people.

Films

'400 Blows', director Francois Truffaut (catalogue from Brandon Films, 200 W. 57th St., New York, N.Y. 10019).

The story of a Paris youth and the forces which made him delinquent.

'The Loneliness of the Long-Distance Runner', director Tony Richardson (catalogue from Brandon Films).

A boy in a home for delinquents who finds the courage to stand up to authority.

Additional Material

Musgrove, Frank, Youth and the Social Order. Indiana U Press, 1964.

The British counterpart of Friedenberg. This is a well-documented work and a good introduction to the literature.

Kelley, Earl C., In Defense of Youth. Spectrum, 1962.

Kenniston, Kenneth, The Uncommitted: Alienated Youth in American Society. Harcourt, Brace and World, 1965.

By a series of extensive interviews with Harvard undergraduates, Kenniston argues that a good deal of the 'youth alienation' is motivated by the moral revulsion many individuals feel towards the society around them. Alienation is not simply a personality defect; it is a system-generated condition.

TEACHING

Creative teaching attempts are constantly being made within the context of the public schools as well as in experimental and model schools. Some of these attempts have most recently received wide attention and acclaim. In discussing teaching techniques, however, we must remember the fate of the progressives and other experimental curriculum developers: their technique has been co-opted and used for ends that they had hoped to work against. All teaching must exist in a context; it is never completely independent of the environment around it. We should be aware, therefore, of the limits and possibilities of developing 'humane' teaching techniques. As we find ways to do this, we must simultaneously work for an environment in which good teaching can exist.

Books

Ashton-Warner, Sylvia, Teacher. Simon and Schuster, 1963.

Sylvia Ashton-Warner has taught Maori Indians in New Zealand most of her life. This book, partly in diary form, deals mainly with her 'organic approach' to teaching. This approach has had a profound influence on all innovative educators.

Holt, John, How Children Learn. Pitman, 1967.

Holt is a sensitive, important observer of children and of how they fail and learn. This book, also in diary form, is indispensable to classroom teachers.

Bruner, Jerome, Toward a Theory of Instruction. Harvard, 1966.

At least one book by either Bruner or his forerunner, Jean Piaget, should be read, mainly because of their popularity and apparent influence. Bruner offers some valuable insights into the practice of teaching, but he is extremely limited by his faith in the American school system and his 'scientific' method of research.

A good companion to this book is John Holt's review of it in the 19 April 1966 issue of New York Review of Books, and an exchange between Bruner and Holt in following issues.

Mearns, Hughs, Creative Power: The Education of Youth in the Creative Arts. Dover, 1929.

Mearns is a lover of children who believes that they should be encouraged to experiment and express themselves through the arts. He developed this method years ago in experimental classes at Columbia.

Articles

'The Primary School Revolution in Britain', by Joseph Featherstone, New Republic, 19 August, 2 and 9 September 1967. An important report on creative trends in British early elementary education. It is encouraging to discover that a lot of what is important to radical educators here is being implemented as part of the regular program in Britain.

'Mini-Schools: A Prescription for the Reading Problem', by Paul Goodman, New York Review of Books, 4 January 1968. A short statement of why teaching is failing under present conditions.

'The Year They Taught the Telephone Directory', by Merrill Herman and Sidney B. Simon, This Magazine is About Schools, Vol. 1, Issue 2, August 1966 (Box 876, Terminal A, Toronto 1, Ont., Canada).

A satire on the absurdity of traditional teaching.

Further Important Sources

The Children's Community, 616 Felch St, Ann Arbor, Mich. 48103.

The Children's Community is an experimental school for 4-8 year olds in its third year of operation. Available for \$1 are a curriculum guide and an assistant's handbook.

The American Summerhill Society, 5 Beekman St., New York, N.Y. 10038.

A federation of schools which style themselves after Neill's Summerhill (Neill says he has no connection with them). They publish a monthly bulletin.

The Newark Community School, 212 Chadwick, Newark, N.J.

Available are a proposal for the establishment of the school and an after-school program proposal for \$2. A shortened version of the proposal appeared in the August 1967 issue of Liberation and is available from REP, Box 625, Ann Arbor, Mich. 48107.

The Roxbury Community School. Wendy Goodale, 10 Brookford, Boston, Mass.

A community school in the ghetto of Boston which grew out of a community organizing effort. A proposal is available.

The Everdale Place, RR #1, Hillsburg, Ontario, Canada.

A free high school held on a farm near Toronto. Pamphlets and proposals available. These good people also publish This Magazine is About Schools.

The First Street School, New York City.

One of many good schools to fold for lack of funds. George Dennison, one of the teachers, has had a beautiful article on the school published almost everywhere, including Issue 3 of This Magazine is About Schools (Winter 1967)(Box 876, Terminal A, Toronto 1, Ont., Canada)(also available from REP, Box 625, Ann Arbor, Mich. 48107).

Green Valley, Box 606, Orange City, Fla. 32763.

A Summerhill-style school run by George von Hilsheimer, who is also involved in Humanitas and the American Society of Humanistic Education. There are a number of brochures and pamphlets available on child-rearing, migrant education and free schools from George.

Shire School. Helen Garvey, 925 Church St., San Francisco, Cal.

A free school for 100 children of all backgrounds currently holding classes in a San Francisco park. Newsletter available. Also an article appeared in Radicals in the Professions Newsletter (available from REP, Box 625, Ann Arbor, Mi.)

New School for Children, 27 Dudley, Boston, Mass.

An experimental elementary school with children of various backgrounds.

New Curriculum Developers.

When I first got hold of the Cuisenaire rods, I was excited by the possibilities for open-ended discovery and manipulation by kids. And I've seen them used for the most part in exciting and creative ways. One day I happened to be in a public school classroom where the rods were being used. The teacher allowed the children only fifteen minutes with the rods, only half the children actually used the rods (the other half watched), and they all had specific tasks they had to do (no free play). This taught me an important lesson: materials are not in themselves the answer to problems in the schools. Creative materials can be used in the dullest, most restricting and crushing ways. (Beware of professionalization!)

These would be good people to write for creative materials and techniques:

Educational Development Center, 55 Chapel St., Newton, Mass.

Bank Street College of Education, 216 W. 14th St., New York, N.Y. 10011.

Cuisenaire Co. of America, Inc., 9 Elm Ave., Mt. Vernon, N.Y. 10550.

The Madison Project, Webster College, Webster Groves, Mo.

