

'Compulsion in education means disunion, it means humiliation and rebelliousness.' Martin Buber.

LIBERTARIAN TEACHERS' ASSOCIATION - Bulletin No.2
August, 1966.

Herewith the second bulletin. Those who received the first duplicated sheet (May, '66) will note that this effort is somewhat larger if nothing else. An apology to American Australian and New Zealand reader(s) for the rather insular nature of the contents. This production does not purport to be a magazine, as yet, merely a compilation of information and all material that has been sent in for inclusion. Everything intended for circulation - and perhaps a few things not so intended - has been included.

We have been promised an article on the educational situation in New Zealand and would be delighted to hear also from America and Australia. Perhaps some American readers have information on the three public (state) school teachers from Tucson, Arizona who taught without pay because they refused to sign a loyalty oath (story from 'Peace News' 18th Jan, 63) or the woman who successfully campaigned against compulsory prayers in American schools. Maybe readers in Chicago could send an account of the University of Chicago Sonia Shankman Orthogenic School (described in Bruno Bettelheim's book 'Love Is Not Enough') or Summerlane School - or the work of Mary D. Smith in New York?

Those of us who have been involved in producing this bulletin feel the need to raise the question of funds.... even stamps would be a help. Obviously this is a question that needs to be discussed if further bulletins or leaflets are to be produced.

Reading Group are prepared to duplicate leaflets etc. for the L.T.A. on condition that groups or individuals will provide the necessary money.
(Contact Alan Ross, 116, Belmont Road, Reading, Berks)

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Additional copies of this bulletin are available from
P. Ford, 102, Stotfold Road, Arlesey, Beds.
Please send material for third bulletin to this address.

but AFTER 30th October all correspondence to :

82, North Road, Highgate, London, N.6.

PROPOSALS, IDEAS, INFORMATION

The following two accounts of the possible activity and function of the Libertarian Teachers' Association have been received.

From Alec Taylor (July '66):-

My conception of a Libertarian Teachers' Association is a body which studies and attempts to foster systems of education, training and instruction which give the greatest scope for variations of behaviour, and creative achievement. As for the most part this would have to be done within the framework of 'state' schools, the main direction of thought should go into how this might be adopted. Some possible lines of work might be:-

- 1) How to escape from the role of oracular teacher and the 'holy' text book. This attitude is not easy to supplant, and a more open questioning attitude difficult to acquire.
- 2) Study the role of the prefect. They might become 'social workers' instead of 'police'.
- 3) A study of examinations which could change the present concern with level to one of individual difference.
- 4) Members of groups could develop means of controlling conflict within the group without appealing to an external authority.
- 5) To initiate constructive projects rather than simply offer negative 'anti-authority resistance'. Creative vandalism (see 'Anarchy' 61) offers possibilities.

Basement Flat 1A.,
10, St. George's Ter.,
London, N.W. 1.

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From Michael Anthony (June '66):-

Libertarian experiments and successes in the field of education have had but slight influence on educational methods. I would give two reasons to account for this:

- 1) Lack of good and meaningful publicity in circles closely connected with state education.

2) Libertarian movements have an essential tendency towards sectarianism. This has resulted in isolated experiments in small private schools or by individual teachers working within the state system.

Excepting these two basic deficiencies I feel that the L.T.A. should:

1) Compile a register of teachers or intending teachers wishing to work along libertarian lines. This register could be used for filling posts, courses, meetings and any other general information.

2) Direct a publicity movement in universities, colleges of education, schools, etc. This could take the form of distributing book lists, offering speakers and publicising theories and facts relevant to libertarian education.

3) By subscription and growth, the L.T.A. should act as a defence against possible 'victimisation' of teachers. In fact the L.T.A. might gain the status of a union and thus be able to apply pressure to aid and extend progressive schools and colleges of education. Its power could also be used in areas in which the state education authorities show less interest, i.e. maladjusted children.

Although the aims should be revolutionary rather than reformist the L.T.A. could and should be open to a comparatively wide range of viewpoints. This could easily be done by the Association agreeing to certain basic principles which all members could subscribe to and work towards. Children, free from guilt and fear, would benefit from differing viewpoints among the adults in their school community. .

c/o The Vicarage,
Sherston Magna,
Malmesbury,
Wilts.

LEAFLETS

Paul Robertshaw suggests that 'the L.T.A. produce a series of leaflets on related topics, e.g: Exams, Homework, the alleged 'character-building' potentialities of competitive games, Religious Education (Teachers and pupils have rights here which they either do not know of, or are afraid to use), Prefects, Streaming.' Other possible themes may occur to readers. Paul and his associates in Tynemouth have prepared a leaflet on 'Punishment in Schools' (text reprinted in this bulletin) and they hope that this will be made use of by activists in other areas. He comments on it that 'one could add local or extra material if desired.

In our view it is of particular relevance to Secondary Modern/Comprehensive or Technical Schools.' They hope to distribute it at selected schools in the Tynemouth area at the beginning of next term. (Paul's address : 55, Percy Park, Tynemouth, Northumberland.)

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A ROOM FOR MEETINGS

John and Susie Powlesland of Kirkdale School, London, S.E. 26, have very kindly offered the use of a room for meetings. In a letter, Jacquetta Benjamin comments that the room will hold twenty, 'more than twenty would probably find themselves huddled in a corner on the floor.'

WHAT MEETINGS?

When are we to hold the first meeting? And to discuss what? Perhaps people who feel that they could attend a meeting in London (and indeed, others who could not attend particularly readers abroad) in September/October would write in their proposals for an agenda. (to 102 Stotfold Road, Arlesey, Beds, England.)

Do we need to devise formal 'Aims and Principles'?

Do we want 'Officials'?

Do we want an edited journal beyond the scope of an occasional bulletin? (With reference to this, it seems that a subsequent bulletin/journal could be printed rather than duplicated, at very little extra cost).

Could other groups produce the bulletin?

WHAT ABOUT FUNDS?!

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NEWS OF PROPOSALS AND ACTIVITIES LISTED IN THE FIRST BULLETIN. (April '66)

Arlesey.- the bibliography for a libertarian philosophy of education is proceeding. Suggestions for inclusion have been received from Dave Poulson, Brian Leslie and Francis Ellingham. We also hope to have ready the text of our leaflet for trainee-teachers by the beginning of the next term.

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Ilford Libertarian Group need about £20 to be able to start duplicating their pamphlet on Education. (Information from Del Foley, c/o 212 Vicarage Road, Leyton, London, E.10.)

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PUBLIC SCHOOLS

We listed in the first bulletin a proposal for a leaflet relating to the situation of public-school inmates. This was originally suggested by Guy Gladstone. Are you still there Guy, and is anything happening?

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STUDENTS AT COLLEGES OF EDUCATION

Could other students write an account of their colleges (see Alistair Rattray's article on Chorley) from a libertarian viewpoint? Such information would be useful for people trying to choose a college.

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POINTS FROM LETTERS

From Francis Ellingham:

".....I see little hope in discussions, study groups, or the publication of journals and leaflets, unless these lead to the establishment of small, independent schools of the kind described by Krishnamurti in his chapter 'The School' ('Education and the Significance of Life', pp. 85 - 99, Gollancz, 1955). Right education is obviously out of the question within the framework of our present so-called educational system....."

From Roger Oppenheim (University of Auckland, N.Z.):-

".....As a former teacher in the N.Z. system (10 years in primary schools up to 1964) I have a fair acquaintanceship with N.Z. conditions and would be prepared to write an article on this should you get to the stage of having a publication. I suppose that it's possible that some comrades may be tempted to accept the N.Z. Government's recruiting campaign at face value in which case they should be told what the situation is here....."

From Jacquetta Benjamin (Kirkdale School, S.E. 26):-

".....I think this is the only school left (apart from Summerhill) which has not made lessons compulsory, and we have been surprised at the lack of support. Where do libertarian parents send their children? Perhaps they approve in theory, but don't dare to try progressive education in practice. Anyway if any of your 'members' (?) would like to visit a progressive school in action they would be welcome....."

(If you do intend to visit the school write to Jacquetta at the school first or ring SYD.0149. Are there any other schools which do not present their lessons as compulsory? Do any readers know of others?)

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CHORLEY TRAINING COLLEGE.
(reprinted in part from 'Freedom' 9th Oct '65)

Most colleges throughout the country are authoritarian establishments. Puppets of the governing university and dedicated to perpetuating the dictatorial type of regime which exists in most schools today.

Chorley Day Training College, situated in the middle of Lancashire is an exception. Luther Kenworthy, the Principal and all the tutors are dedicated supporters of the type of education found only in A.S. Neill's Summerhill School and maybe a handful of others. In the college, which caters mainly for mature students (!), everyone - catering staff, tutors and students - is on an equal basis. There are positively no orders and attendance at lectures is voluntary. They would do away with formal examinations if it were possible but unfortunately exams are a condition of the College's existence. But even the examinations are not approached with the usual formal educationalist's ideas of cramming knowledge into empty skulls. Lecturing is kept to a minimum and free discussion of ideas is encouraged as a substitute with the tutor acting in the role of a psychiatrist directing conversation into the most useful channels and enlarging the most important points. He marks and criticizes any essays which the student may wish to write.

The College is quite exceptional and is as free and informal as it possibly can be, whilst still remaining within the State's educational system. This is necessary if the College is to get the vital cash and produce certificated teachers.

The aim is to produce the type of teacher who will in time revolutionise the present system of education and give our children the freedom that they need in schools; teachers who understand what a free education means in practice as well theory, and who understand how mentally crippling our present schools are.

In a recent letter, Alistair comments:

Basically the situation in the College is as I described it (above), but I would prefer now to shift the emphasis somewhat. The College is expanding very rapidly and there has been a huge intake of new tutors, even since I arrived. Although all are broadly speaking for progressive education, not all have the same understanding of freedom or even 'progression'. However, on the organisational side things are unaltered. Attendance at lectures is voluntary - no orders at all - no one can be forced to work although what is preached is 'liberty without licence'. Thus last year a tutor suspended three students from his lectures who had literally done no work for two years. This was accepted as admissible as he was prepared to take them back to his

lectures once they showed preparedness to cooperate with him. Had they not done the work they would have failed the course. All three managed to catch up on their own in a term-and-a-half and have now passed their finals. The tutor must have freedom as well as the students.

Alistair Rattray,
35A., Devonshire Road,
Chorley, Lancashire.

'In all branches of (health) education the refutation of fallacies takes longer than the spreading of new knowledge.' From 'Sex and Society' - Alex Comfort.

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SCHOOLS OF INTEREST WITHIN THE 'STATE' SYSTEM

There are at present, three unstreamed secondary schools in England:

David Lister Comprehensive School, Hull, Yorks.
(Headmaster: Mr. A.W. Rowe.)

In a letter to 'The Observer' the Headmaster described the school as having a 'thorough-going non-streaming policy' and wrote that 'David Lister School began as an entirely unstreamed school throughout and will continue to be so.'

Vauxhall Manor School for Girls, London.
(a County Complementary School) (Headmistress: Miss J. Ingram)
This school is also entirely unstreamed.

Woodlands Comprehensive School, Coventry, Warwickshire.
(Headmaster: Mr. D. Thompson.)
This School is unstreamed in the Junior forms and is gradually extending this policy to the other forms.

Other Schools:

Margaret Tabor Secondary School, Braintree, Essex.
The Headmaster has abolished prefects 'so as to encourage the pupils to be responsible for themselves'.
(Information from 'Anarchy, 21')

Sherwood Primary School, Surrey.
(Headmistress: Miss Horsburgh) in
An account of this school appears in 'Id' 15 (Journal of the Summerhill Society).
(8)

Student teachers contemplating work in primary schools may be interested to know that there are a number of unstreamed 'progressive' primary schools in Stevenage, Herts.

(Any news or views about the above schools, or of other 'State' schools not listed would be valuable. Do any readers know of any 'non-uniformed' secondary modern or comprehensive schools? The issue of uniform is about to loom large again with the change-over to the comprehensive system.)

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'Although the adult is necessary for the education of the children this relationship must be shaped in a completely new way. The children's community ought to be able to acquire the capacity to manage its own affairs, and even in a certain sense to manage its own process of education, only having adults there to learn from, to borrow from and, in a sense, to use. Some attempts at modern pedagogy recognize all this but their attempts are limited by the whole social framework. We have a crisis in education in this respect.'

From 'The Crisis of Modern Society' Paul Cardan.

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NEW BARN S C H O O L

New Barns is an independent school for emotionally disturbed children, established by the Homer Lane Trust. It occupies a victorian mansion in Toddington, Gloucestershire. The Chairman of the governing body is Mr. David Wills and the school seeks to embody, although not necessarily to imitate, the approach to 'maladjusted' children and adolescents exemplified in the work of Homer Lane at the Ford Republic and Little Commonwealth. Hence a form of shared responsibility is being developed between all members of the community, both child and adult.

The school opened only about a year ago and it was not expected that the full complement of thirty children would be achieved until about mid-summer this year.

A few months ago a friend and I had the opportunity of spending a weekend at the school, at the invitation of the Principal, Mr. John Cross. Before making any comments it is essential to say that a visit of only a day or two is quite inadequate experience on which to base judgements, hence I have tried to avoid making any. On arrival we were invited to involve ourselves as much as we could in the activities going on in the school and grounds. This gave us plenty of

opportunity to talk to the children and adult staff. A point which the Principal emphasised in conversation with us was that it was a great mistake to believe that work in a school like New Barns offered an escape from problems and difficulties. He felt that if a teacher could not cope successfully with the problems of work in a 'normal' school for 'normal' children there was no reason to suppose that such a person would be any more successful in meeting the demands made by emotionally disturbed children in a non-authoritarian regime. He agreed that 'success' in a 'normal' school should not be judged in conventional terms.

The system of shared responsibility at the school is developing gradually and it seems that the staff are hoping that the children will 'encroach control' in extended areas. A 'food and diet committee' now plays a part in regulating meals and, just before our visit, a 'gardens and grounds committee' had been formed. At the time of our visit the dormitory arrangements were still in the hands of the house-staff but members of this staff hoped that there would soon be a suggestion from the children at the weekly school-meeting for the formation of a committee to assume organising responsibility for this.

Lessons are presented to the children as compulsory; although in the case of a child displaying aversion, it seems that no pressure would be used to make him attend. Perhaps 'compulsory' is an inappropriate word to use when in fact no means of compulsion are used or contemplated. On each 'school' day there is a flexible period of two hours or so in the afternoon in which the children can choose from among a variety of group activities - including gardening, pottery and cookery. We were told that cookery was probably the most popular with both sexes.

The school has fine grounds with tall climb-able trees, a stream used for swimming and boating, and a large area of rough grass in which groups of children can camp out independently. There are two ponies - obviously very much appreciated by the children, a corgi, a cat with six toes and a double tail, and some ex-battery hens happily readjusting themselves to ideal free-range conditions.

On the Sunday morning just before we left, a group of four boys decided that they wanted to go and fly their kites on a hill about eight miles from New Barns. A staff-member was consulted, approved their project, and they prepared pack-lunches. We were able to give them a lift, as the hill was on our return route. The following Monday I was able to contrast the casual confidence and trust shown towards these 'maladjusted' boys with the typically fear-based attitude of adults dealing with 'well-adjusted' adolescents. At lunchtime an ice-cream van parked opposite our mixed sec-mod. school gates. A group of girls asked the teacher on duty if they

(10)

could go over to it. They were refused permission to cross the traffic-free road. The teacher was of course merely enforcing a school-rule. It will be a significant day when Homer Lane's ideas reach schools such as this.

P.Ford.

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'CANE A BOY AND INCREASE HIS SMOKING'

(From 'New Society' No. 131 1st April, 1965)

Does caning stop smoking? In 1962 J.W. Palmer, of the Medical Research Council Epidemiological Research Unit, Cardiff, interviewed 147 boys from the three senior years in a secondary modern school, of whom 23 had been caned for smoking during the preceding year. Interviews were secret, each boy being asked how much he now smoked and how much he had smoked a year ago. In 1964 police records for the district were examined to find which boys had committed offences: 38 boys had delinquent records. (British Journal of Preventive and Social Medicine Vol.19., No.1)

In 1961, 60 per cent were non-smokers, 15 per cent smoked less than five cigarettes per week, 15 per cent from five to fourteen, 5 per cent from 15 to 24, and 5 per cent, more than 24. In 1962 the comparable figures were 72 per cent, 9 per cent, 8 per cent and 4 per cent. Boys who had been caned for smoking had been and still were markedly heavier smokers than boys who had not been caned. Delinquents smoked more than non-delinquents. But taking all boys together, more decreased than increased their smoking over the year. Both non-delinquent and delinquent groups smoked less. Only the caned group showed an increase.

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'Social influences on the educational system are always stronger than educational influences on society, and it would be naive to expect modifications to the structure of secondary education to have any radical effect on the structure of society as such.'

From 'Towards a Lumpenproletariat' by 'G'-'Anarchy 17

(II)

1-02-11

LEAFLETS

The following is the text of the previously mentioned leaflet prepared by Paul Robertshaw and associates.

PUNISHMENT IN SCHOOLS.

Have you ever thought why there is punishment in schools?

DO YOU KNOW that the School Authorities have the power 'to administer reasonable punishment' (Such as detention, lines, caning, extra P.E., or Homework etc.) 'For purposes of upholding their rules and discipline'?

DO YOU KNOW that the Courts have decided that caning for smoking outside a school outside hours is reasonable?

DO YOU THINK you should be punished for eating in class, for being late, for asking your neighbour the answer to a question, for.....?

DO YOU KNOW that before 1944 parents had the right to say that their child was not to be punished?

DO YOU KNOW that the Education Act 1944 (passed by a Con/Lab Coalition) has taken away that right?

DO YOU KNOW that this Act of Parliament makes it an offence for you not to go to school? Education is no longer a right, it has become a duty to the State. Why?

DO YOU KNOW that in certain cases you can be taken away from home by the Local Authority for absenteeism?

WHY IS THIS SO?

Could it be that the purpose of punishment to enforce their rules and their discipline is to prepare you to accept the whims of authority after you leave school, whether in the shape of foreman or manager, sergeant or statesman?

This leaflet is published by the Libertarian Teachers' Association. The L.T.A. believes that schools should be places where you learn what you want to, in your own time and in Your own way.

PLEASE PASS THIS ROUND YOUR TEACHERS AND FRIENDS.

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1-02-12

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The texts of two other leaflets are available - ~~but for~~ reasons of economy cannot be included in this bulletin. The first, 'An Open Letter to Educators - Sexual Education and Human Fulfilment.' is available from Mr. E. Petrakis, address below.

The second 'Freedom in Education' was used by members of Reading Libertarian Group, and provoked considerable reaction in Reading. The full text of this is available from Alan Ross. (Address at back.)

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TWO CONFERENCES

News of two conferences (one of them in session at the moment!) :-

International Study Conference: 'Education for a World Without War'. 1st to 7th August, 1966. Warsaw, Poland. Sponsored by War Resisters' International and World Council for Peace.

Writing on 24th June, the Assistant Secretary of W.R.I. wrote: 'Until now papers have been submitted by Sir Herbert Read on 'Prerequisites of Peace', and David Wills on 'Persuasive Discipline'.'

The Second Conference - a Symposium on the Education of Tomorrow - 'Our Future Schools'. (Account taken from 'Id' 15) 'The Summerhill Society is promoting at Easter, 1967, a highly worthwhile weekend conference to debate the future educational pattern in Britain. Guest educationist of high repute will speak, including Neill himself.

This should prove a golden opportunity to translate the outstanding achievements of Summerhill into practical approaches in state schools.

The lectures will be followed by individual groups meeting to discuss the practical implications. The final session will be a panel consisting of the previous speakers, answering questions from the floor.

Fuller details will be available later. If you can help in any way - from washing up to chairing a discussion group - please get in touch with me at : 7, Delamain Road, Liverpool, 13, (Tel. Stoneycroft 6070).

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'Social and individual discipline exists when it is recognised that rational humane and democratic means are being used in working for commonly agreed purposes. Can we say that the conditions under which so many of our 'undisciplined' children live convince them and their parents that our society really cares about all its members? Mr. Michael Duane, from letter in 'Sunday Telegraph'

'THE EDUCATION SERVICE AND NUCLEAR ATTACK'

A Ministry of Education Circular with this title, addressed to all Local Education Authorities, appeared on our staff-room wall in May. It is a document of extreme obscenity and should certainly be kept out of the hands of children. It refers euphemistically to 'an emergency' and contains among others this classic understatement: 'children would run risks on their way to and from school.' Did you know that 'in the event of emergency, teachers might be asked to help in dealing with members of the public attending emergency feeding centres, in the issue of ration cards, in the work of rest centres, in arrangements for dispersal or in carrying out other Civil Defence duties.'? We are also informed that 'Some teachers have been specially trained as Scientific Intelligence Officers.' Do you know anyone who has?

Could the Libertarian Teachers' Association compose an alternative circular? Or perhaps others can devise more striking responses than this.

P.F.

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"NEW LIFE"

"NEW LIFE" is a challenging, practical magazine which explores new ideas and new ways for creative living. It links up, in a spirit of fellowship, all constructive minded individuals and groups seeking to improve the quality of human relations and everyday living. "New Life" encourages a do-it-yourself approach and reports on intentional communities, co-operative ventures and social/educational experiments in various countries. We believe in a fraternal way of life and invite you to join us in this adventure in goodwill, mutual aid and human solidarity.

Send your subscription (12/- for six issues) by postal order or money order made out to: Mr. E. Petrakis, 45 Plimsoll Road, London, N.4. (Specimen copy 2/6)

'Learning is possible only when there is no coercion of any kind.'

From 'Life Ahead' by J. Krishnamurti.

(14)

1-02-14

Libertarian Teachers' Association

Revised address list. (alphabetical order.) The main purpose of printing this list is to enable individuals to make direct contact.

.....

Michael Anthony, c/o The Vicarage, Sherston Magna,
Nr. Malmesbury, Wiltshire.
Tony Attwood, 128, York Road, Broadstone, Dorset.
Jacquetta Benjamin, c/o Kirkdale School, 186, Kirkdale,
London, S.E. 26.
John and Susie Pewlesland, (address as above.)
Bob Blakeman, 52, Weldon Ave., Weston-Coyney, Stoke-on-Trent.
Brian Bridge, 32, Walley's Drive, Basford, Newcastle, Staffs.
Albert R. Brimicombe, 28, Brue Road, Lincoln.
Chris Bullock, 9, Inglewood Terrace, Leeds 6, Yorks.
Vincent Burton, 93, Brinkburn Drive, Darlington, Co. Durham.
Peter Cadogan, 5, Acton Way, Cambridge.
Marshall Colman, 131, London Road, Stanmore, Middx.
David Eynon, c/o Norwich College of Education, Keswick, Norwich
Peter Ford, 102, Stotfold Road, Arlesey, Beds.
Guy Gladstone, Upper Flat, 6, High St., Whitstable, Kent.
Richard Graham, 9, Brompton Grove, Wembley, Middx.
Maureen Healy, 52, Compton Avenue, Brighton, Sussex.
Jim Huggon, 173, Kingshill Ave., Northolt, Middx.
Geoffrey Leigh, 18, Mount Road, Wimbledon Park, S.W. 19.
Peter le Mare, Trent Park College of Education, Cockfosters,
Hertfordshire.
Brian Leslie, 242, Amesbury Avenue, London, S.W. 2.
Philip Lord, 35/36 Bedford Square, Brighton, Sussex.
Mike Mitchell, 3, Bakewell Road, Droylesden, Manchester.
Dave Poulson, 164, Queen's Drive, Newton-le-Willows, Lancs.
Jane Moynihan, 32, Shephall Lane, Stevenage, Herts.
Peter Neville, 12 South Grove, Erdington, Birmingham, 23.
Keith Nussey, 135, Kentwood Hill, Tilehurst, Reading, Berks.
Roy Pateman, 41, Bearhill Road, Ducklington, Witney, Oxon.
Bryn Purdy, 1, Epping House School, Hertford, Herts.
Emmanuel Petrakis, 45, Plimsoll Road, London, N.4.
Alistair Rattray, 35A, Devonshire Road, Chorley, Lancs.
Paul Robertshaw, 55, Percy Park, Tynemouth, Northumberland.
Alan Ross, 116, Belmont Road, Reading, Berks.
Gwillim Scourfield, 19, Elm Road, Biggleswade, Beds.
Nick Sheridan, 24, Paulton Square, London, S.W. 3.
'Tonk', 24, Malpass Drive, Nr. Bebington, Wirrall, Cheshire.
Mike Western, Royal Oak Bungalow, Whitechurch Hill, White Arch,
Berks.

continued/

Jim Hardy 3, Vallansgate
(15) Stevenage Herts

1-02-15

Abroad:-

Crania Davidson, 63, Winfield, San Francisco, California, U.S.A.
Roger Oppenheim, Dept. of University Extn., University of
Auckland, Auckland, New Zealand.

Joffre Stewart, 6114, S. May Street, Chicago, Illinois, U.S.A.
Barry Sturman, c/o Post Office, Lake Grace, Western Australia.
(Joffre Stewart has sent 51 other addresses from the Chicago
area.)

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Society for the child - Child for society?

".....What changes in the environment are needed to
bring up children so that their chance to lead the good
life is greater; and what methods of bringing up children
are necessary to help them live the good life whatever
their environment may be?"

From 'The Informed Heart' B. Bettelheim.

"The meaning of education is the drawing out from the
individual of his or her potential for living in harmony
with society"

From 'Freedom' editorial 'Education for
Freedom'. 27th March, 1965.

"We can have justice or we can have a technological
society, we cannot have both. But it would seem that
the ideal of justice is the greatest obstruction to the
spread of techniques, and other human techniques
(education, vocational guidance and training, propaganda)
break down this resistance by glorifying technique and
by identifying justice with the will of the state.

Many put their hope in progressive education and it
is disconcerting to find M. Ellul saying that it
produces a condition of "joyful serfdom". Yet I
think he is right. The aim of progressive education
is to produce happy well-integrated individuals, and
the corresponding assumption (made by Maria Montessori,
among others) that if men are happy society will be
good by no means follows. "This means that - despite
all the pretentious talk about the aims of education -
it is not the child in and for himself who is being
educated, but the child in and for society. And that
society, moreover, is not an ideal one, with full
justice and truth, but society as it is." "

From review of Jacques Ellul's book :
'The Technological Society'. Reviewed by
Peter Lumsden in 'The Catholic Worker' 6/65