

## Deschooling Society Ivan Illich

Catholic priest and radical social critic Ivan Illich is best known for books like *Deschooling Society* and *Medical Nemesis* that skewered the dominant institutions of the West in the 1970s. Although commissioned in 1961 by American bishops to run a missionary training center in Cuernavaca, Mexico, Illich emerged as one of the major critics of the missionary movement. As he became a more controversial figure, his center evolved into CIDOC (Centro Intercultural de Documentación), an informal university that attracted a diverse group of intellectuals and seekers from around the world. They came to Illich's center to learn Spanish, to attend seminars, and to sit at the feet of Illich, whose relentless criticism of the Catholic Church and modern Western culture resonated with the revolutionary spirit of the times. His 1967 article, "The Seamy Side of Charity," a harsh attack on the American missionary effort in Latin America, and other criticisms of the Church led to a trial at the Vatican in 1968, after which he left the priesthood. Illich's writings struck at the foundations of western society, and envisioned utopian transformations in the realms of education, transportation, medicine, and economics. He was an inspiration to a generation of liberation theologians and other left-wing intellectuals. In *The Prophet of Cuernavaca* Todd Hartch traces the development of Illich's ideas from his work as a priest through his later secular period, offering one of the first book-length historical treatments of his thought in English.

For two years, beginning in 1988, Jonathan Kozol visited schools in neighborhoods across the country, from Illinois to Washington D.C., and from New York to San Antonio. He spoke with teachers, principals, superintendents, and, most important, children. What he found was devastating. Not only were schools for rich and poor blatantly unequal, the gulf between the two extremes was widening—and it has widened since. The urban schools he visited were overcrowded and understaffed, and lacked the basic elements of learning—including books and, all too often, classrooms for the students. In *Savage Inequalities*, Kozol delivers a searing examination of the extremes of wealth and poverty and calls into question the reality of equal opportunity in our nation's schools.

The medical establishment has become a major threat to health, says Ivan Illich. He outlines the causes of iatrogenic diseases.

*Deschooling Society* Marion Boyars Publishers

The transformation of schooling from a twelve-year jail sentence to freedom to learn. John Taylor Gatto's *Weapons of Mass Instruction*, now available in paperback, focuses on mechanisms of traditional education which cripple imagination, discourage critical thinking, and create a false view of learning as a byproduct of rote-memorization drills. Gatto's earlier book, *Dumbing Us Down*, introduced the now-famous expression of the title into the common vernacular. *Weapons of Mass Instruction* adds another chilling metaphor to the brief against conventional schooling. Gatto demonstrates that the harm school inflicts is rational and deliberate. The real function of pedagogy, he argues, is to render the common population manageable. To that end, young people must be conditioned to rely upon experts, to remain divided from natural alliances and to accept disconnections from their own lived experiences. They must at all costs be discouraged from developing self-reliance and independence. Escaping this trap requires a strategy Gatto calls "open source learning" which imposes no artificial divisions between learning and life. Through this alternative approach our children can avoid being indoctrinated—only then can they achieve self-knowledge, good judgment, and courage.

In a work with profound implications for the electronic age, Ivan Illich explores how revolutions in technology affect the way we read and understand text. Examining the *Didascalicon* of Hugh of St. Victor, Illich celebrates the culture of the book from the twelfth century to the present. Hugh's work, at once an encyclopedia and guide to the art of reading, reveals a twelfth-century revolution as sweeping as that brought about by the invention of the printing press and equal in magnitude only to the changes of the computer age—the transition from reading as a vocal activity done in the monastery to reading as a predominantly silent activity performed by and for individuals.

This volume is a comprehensive critique of the radical tradition in educational theory. It traces the development of the key ideas in radical literature from Rousseau to the present day. Two opening chapters set Rousseau's educational views and arguments in their political perspective, and subject them to an extended critical treatment. Subsequent chapters provide detailed analyses and examination of the ideas of A S Neill, Paul Goodman, Ivan Illich and Everett Reimer, Charles Weingartner and Neil Postman. Each author is treated separately but certain common themes and ideas are extracted and considered without reference to any particular author. Amongst others, the concepts of nature, learning, hidden curriculum and the relativity of knowledge are examined; at the same time broader arguments about the degree and nature of freedom that should be provided to children, deschooling and assessment are pursued.

Diskussion om hvorvidt uddannelse i det nuværende system er lig offentlig skolegang med en uønskelig ensretning

When originally published in 1965 this book reflected some of the new thinking among philosophers regarding the role of the discipline in its investigation of central issues in education. The essays are grouped into four major sections: *The Nature and Function of Educational Theory*; *The Context of Educational Discussion*; *Conceptions of Teaching*; and *The Essence of Education*. The concepts dealt with are of the first importance to any practical or theoretical discussion in education and the editor provides a generous introduction to the essays to aid the reader in his analysis of the issues.

Schr. betoogt dat energieverbruik boven een zeker maximum niet leidt tot meer welvaart, maar tot onrechtvaardige maatschappelijke verhoudingen.

The text of Ivan Illich's article on deschooling prefaces the critical response of active educators. Bibliogs

A classic in the philosophy of education, considering the fundamental purpose and function of schools, translated into English for the first time. This classic 1971 work on the fundamental purpose and function of schools belongs on the same shelf as other landmark works of the era, including Ivan Illich's *Deschooling Society*, Paulo Freire's *Pedagogy of the Oppressed*, and John Holt's *How Children Fail*. Nils Christie's *If School Didn't Exist*, translated into English for the first time, departs from these works by not considering schooling (and deschooling) as much as schools and their specific community and social contexts. Christie argues that schools should be proving grounds for how to live together in society rather than assembly lines producing future citizens and employees.

Fully updated and revised, the second edition of *New Learning* explores the contemporary debates and challenges in education and considers how schools can prepare their students for the future. *New Learning, Second Edition* is an inspiring and comprehensive resource for pre-service and in-service teachers alike.

Originally published in 1993, *Silencing Ivan Illich* fell out of print when the original publisher went out of business in 1995. The author, David Gabbard, states that the book was pivotal in the evolution of his understanding of schools. Delving into Foucault's work to forge a methodology, he wanted to understand the discursive (symbolic) forces and relations of power and knowledge responsible for the marginalization of Ivan Illich from educational discourse. In short, Illich was "silenced" for having committed the heretical act of denying the benevolence of state-enforced, compulsory schooling. In *Silencing Ivan Illich Revisited*, Gabbard revisits the text as a means of opening the question of what schools should be. Inspired by Slavoj Žižek's call for a Positive Universal Project, the book provides an alternative vision of what our species ought to be doing in the name of collective learning.

A collection of 12 articles dealing with institutional authority and its inadequacies.

"Each of the four essays printed here was written for a specific occasion and together comprise only the smallest selection from a larger corpus questioning commodity and energy-intensive economies. The essays are presented thematically instead of chronologically to offer a better view of the sweep of Illich's argument. In the first two, "War against Subsistence" and "Shadow Work," Illich reveals both the ruins on which the economy is built and the blindness of economics which cannot but fail to see it. The second two essays, "Energy and Equity" and "The Social Construction of Energy," unearth the nineteenth century invention and subsequent consequences of 'energy' thought of as the unseen cause of all 'work' whether done by steam engines, humans, or trees. The science of ecology relies on this assumption and, as Illich explained, unwittingly fuels the addiction to energy. The close dance of energy consumption and economic growth is characteristic of not just industrially geared societies. After all, energy consumption steadily increases even in so-called post-industrial societies, fueling the fortunes of Google and Apple no less than Wal-Mart"--

In *The Rivers North of the Future* David Cayley has compiled Ivan Illich's moving and insightful thoughts concerning the fate of the Christian Gospel. Illich's view, which could be summed up as the corruption of the best is the worst, is that Jesus' call to love more abundantly became the basis for new forms of power in the hands of those who organized and administered this New Testament. Illich also explores the invention of technology, the road from hospitality to the hospital, the criminalization of sin, the church as the template of the modern state, and the death of nature. Illich's analysis of contemporary society as a congealed and corrupted Christianity is both a bold historical hypothesis and a call to believers to re-invent the Christian church. With a foreword by Charles Taylor. Ivan Illich (1926-2002) was a brilliant polymath, an iconoclastic thinker, and a prolific writer. He was a priest, vice-rector of a university, founder of the Centre for Intercultural Documentation in Cuernavaca, Mexico, and author of numerous books, including *Deschooling Society*, *Tools for Conviviality*, *Energy and Equity*, and *Medical Nemesis*.

In the eighteen years since Ivan Illich's death, David Cayley has been reflecting on the meaning of his friend and teacher's life and work. Now, in *Ivan Illich: An Intellectual Journey*, he presents Illich's body of thought, locating it in its own time and retrieving its relevance for ours. Ivan Illich (1926–2002) was a revolutionary figure in the Roman Catholic Church and in the wider field of cultural criticism that began to take shape in the 1960s. His advocacy of a new, de-clericalized church and his opposition to American missionary programs in Latin America, which he saw as reactionary and imperialist, brought him into conflict with the Vatican and led him to withdraw from direct service to the church in 1969. His institutional critiques of the 1970s, from *Deschooling Society* to *Medical Nemesis*, promoted what he called institutional or cultural revolution. The last twenty years of his life were occupied with developing his theory of modernity as an extension of church history. Ranging over every phase of Illich's career and meditating on each of his books, Cayley finds Illich to be as relevant today as ever and more likely to be understood, now that the many convergent crises he foresaw are in full public view and the church that rejected him is paralyzed in its "folkloric" shell. Not a conventional biography, though attentive to how Illich lived, Cayley's book is "continuing a conversation" with Illich that will engage anyone who is interested in theology, philosophy, history, and the Catholic Church. This comprehensive anthology features classical readings on the Sociology of Education, as well as current, original essays by notable contemporary scholars. Assigned as a main text or a supplement, this fully updated Sixth Edition uses the open systems approach to provide readers with a framework for understanding and analyzing the book's range of topics. Jeanne H. Ballantine, Joan Z. Spade, and new co-editor Jenny M. Stuber, all experienced instructors in this subject, have chosen articles that are highly readable, and that represent the field's major theoretical perspectives, methods, and issues. The Sixth Edition includes twenty new selections and five revisions of original readings and features new perspectives on some of the most contested issues in the field today, such as school funding, gender issues in schools, parent and neighborhood influences on learning, growing inequality in schools, and charter schools.

A collection of writings from Dalmatian-Austrian philosopher, Roman Catholic priest, and radical cultural critic Ivan Illich. Focuses on Illich's shorter writings from his early publications through the rise of his remarkable intellectual career, making available works that had fallen into undue obscurity.

In this postscript to *Tools for Creativity*, Illich calls for the right to useful unemployment: a positive, constructive, and even optimistic concept dealing with that activity by which people are useful to themselves and others outside the production of commodities for the market. Unfettered by managing professionals, unmeasured and unmeasurable by economists, these activities truly generate satisfaction, creativity, and freedom.

Traces the historical evolution of written language, public literacy, and libraries; assesses the impact of the alphabet on thought processes and memory as well as society; and analyzes the potential effects of the current erosion of literacy on the future.

With over 70,000 copies of the first edition in print, this radical treatise on public education has been a New Society Publishers' bestseller for 10 years! Thirty years in New York City's public schools led John Gatto to the sad conclusion that compulsory schooling does little but teach young people to follow orders like cogs in an industrial machine. This second edition describes the wide-spread impact of the book and Gatto's "guerrilla teaching." John Gatto has been a teacher for 30 years and is a recipient of the New York State Teacher of the Year award. His other titles include *A Different Kind of Teacher* (Berkeley Hills Books, 2001) and *The Underground History of American Education* (Oxford Village Press, 2000).

In this stimulating volume of critical thinking, unconventional philosopher and historian Illich questions--and renounces--the modern certainties at the bedrock of our social, economic, and political institutions. Former California Governor Brown will tour and appear on national radio talk shows.

During the 1980s, Ivan Illich added another dimension to his thought through the study of Medieval history. In this volume he aims to demonstrate the extent to which the groundwork for the institutions that characterize our world today were laid in the twelfth century. Topics center on health, housing, school, language and literacy, peace and ethics.

Illich suggests radical reforms for the education system to stop its headlong rush towards frustrated expectations and inequalities.

First published in Portuguese in 1968, *Pedagogy of the Oppressed* was translated and published in English in 1970. Paulo Freire's work has helped to empower countless people throughout the world and has taken on special urgency in the United States and Western Europe, where the creation of a permanent underclass among the underprivileged and minorities in cities and urban centers is ongoing. This 50th anniversary edition includes an updated introduction by Donaldo Macedo, a new afterword by Ira Shor and interviews with Marina Aparicio Barbery, Noam Chomsky, Ramn Flecha, Gustavo Fischman, Ronald David Glass, Valerie Kinloch, Peter Mayo, Peter McLaren and Margo Okazawa-Rey to inspire a new generation of educators, students, and general readers for years to come.

For more than fifteen years, iconoclastic thinker Ivan Illich refused to be interviewed. Finally, in 1988, CBC's David Cayley persuaded Illich to record a conversation. This first interview led to additional sessions that continued until 1992 and are now gathered in *Ivan Illich in Conversation*. In these fascinating conversations, which range over a wide selection of the celebrated thinker's published work and public career, Illich's brilliant mind alights on topics of great contemporary interest, including education, history, language, politics, and the church.

This collection of essays is the third revised edition of Dr Krishna Kumar's UGC national lectures. It updates several issues in the context of recent concerns such as globalisation and external funding for education. Some of the issues discussed are the textbook, culture, learning by rote, failure of village primary schools, the merits of Gandhian ideas of education, and the interpretation of history.

[Copyright: 003a5ba3d5d7fbd973dbf74770edcc8](#)