



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.

Collection of essays challenging the power and mystery of the professions.

This paper re-examines Ivan Illich's ideas as expressed in his seminal work "Deschooling Society" from a 21st century point of view. It explores the validity of his ideas for our current education system. Illich's work was published at the time of a paradigm shift in curriculum theory which resulted in the development of Reconceptualization and Reproduction Theory. Therefore, the paper examines Illich's influence on Critical Pedagogy as the major theory of this paradigm shift. The purpose of this paper is to determine which aspects of "Deschooling Society" and Critical Pedagogy are useful for curriculum theory today and how they can be applied. The methodology used is theoretical analysis. The findings will show that all of Illich's concerns are still valid today, some so with increased urgency. However, they cannot be remedied today in the ways suggested by Illich when the work was originally published. The paper concludes by applying Illich's underlying notions of humanism and responsibility for oneself and others to curriculum theory today.

Original essays explore the thought and influence of philosopher, educator, social critic, and theologian Ivan Illich.

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.

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Illich suggests radical reforms for the education system to stop its headlong rush towards frustrated expectations and inequalities. Combines historical and economic perspectives to examine the economic existence of modern man, the war against subsistence, and shadow work--the underpaid work which is unique to an industrial economy

An insightful examination of the different work roles taken by each sex in traditional and modern societies.

In this provocative new book, respected Canadian journalist David Cayley compiles and reflects upon the thoughts of Ivan Illich, one of the 20th century's most visionary cultural critics. Illich believed that the West could only be understood as a corruption of the Christian New Testament. Cayley presents Illich's exploration of this idea, illuminating Illich's thoughts on the criminalization of sin, on how the Church has become a template for the modern nation-state, and how contemporary society has become a congealed and corrupted Christianity. These critiques are as timely and valuable as Illich's prescription for fixing them.

A comprehensive overview using an open systems approach Schools and Society: A Sociological Approach to Education, Third Edition, now published by Pine Forge Press, features original readings and article excerpts by leaders in the area of Sociology of Education. With a wide array of theoretical perspectives, a broad range of respected sources, and inclusion of both classic and contemporary studies, this comprehensive, integrated text addresses key issues in the field with a balanced presentation. Edited by Jeanne H. Ballantine and Joan Z. Spade, both of whom actively teach Sociology of Education courses, this text continues to offer theory, methods, and classical and current issues organized around the theme of the open systems approach to make both the pedagogy and presentation of material coherent for students. Thus, the book is not just a collection of articles but a presentation of a holistic view of educational systems. New to the Third Edition 32 new readings, 2 readings revised for this edition, and 19 articles previously included, all by early and contemporary noted scholars Expanded text introductions to each chapter provide a holistic view of the field Part introductions outline key issues in a given area of the field and explain the contributions made by the selections that follow Introductory questions to consider when reading each article encourage students to engage in critical thinking Conclusions to each part feature suggested projects for continued exploration of the topic Instructor Resources on CD are available to qualified instructors by contacting info@sagepub.com. These include class exercises, suggestions for videos, and other teaching tips. Intended Audience Used either alone or as a supplement, this integrated overview of Sociology of Education is geared toward upper-level undergraduate courses in Sociology of Education, Foundations of Education, Social Contexts of Education or related courses in departments of sociology and education. Contributor to the SAGE/Pine Forge ASA Teaching Innovations & Professional Development Awards Fund

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.

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