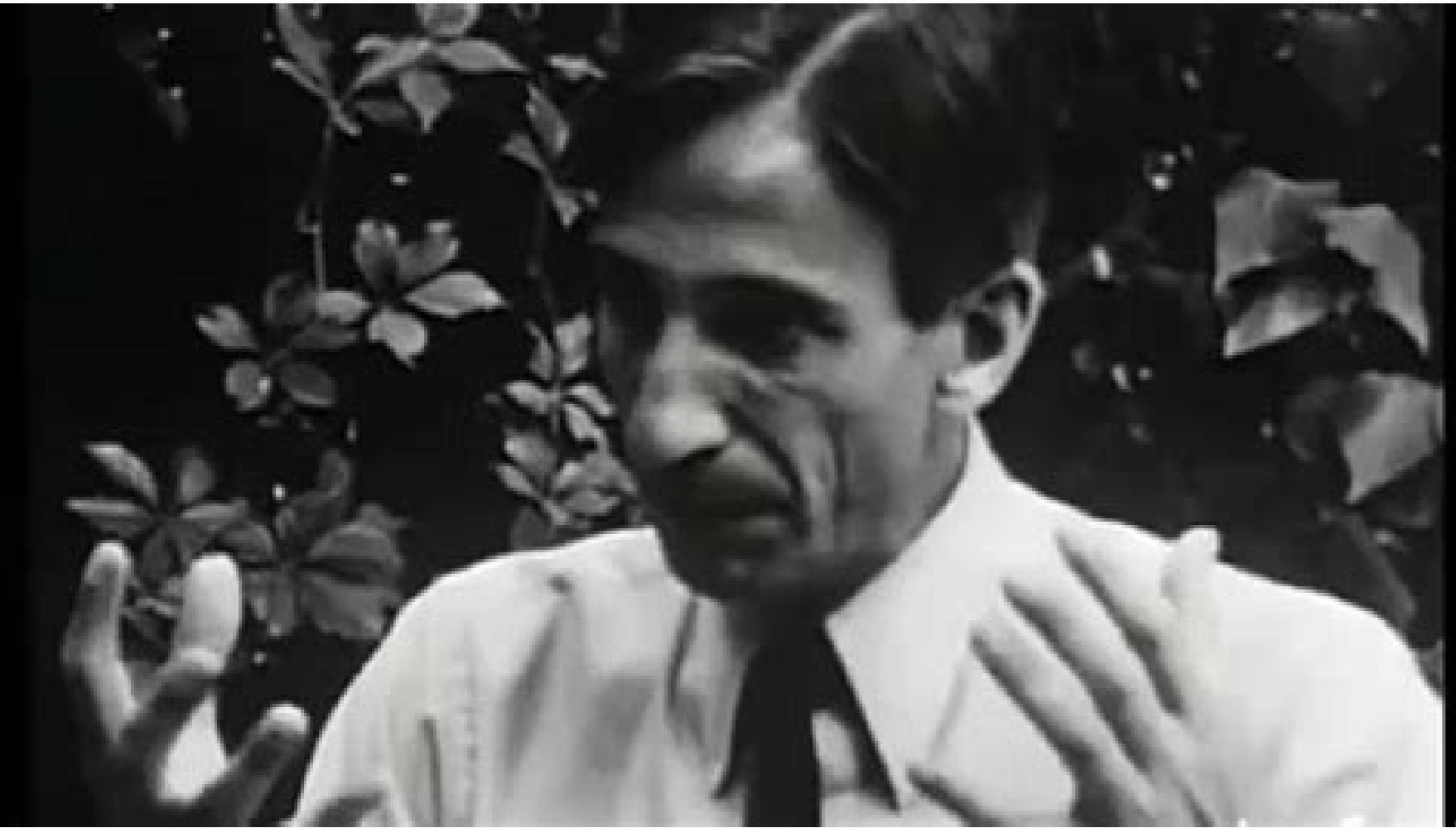


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Ivan Illich: Yet Again Revisited

by Dr Lance A Box PhD (Education)
Friday, 19 September 2014

Abstract

Ivan Illich published *Deschooling Society* in 1970. The concept of deschooling has moved on from Illich's initial definition. However, many of the ideas in his book are worth revisiting. This is a compilation of personal responses to quotes taken from Illich's ground-breaking work. This is not an academic piece with footnoting and a bibliography. It is reflective, making comments on the implications of what Illich proposed back in 1970. Many of the ideas have been fleshed out, and they are being applied to real educational contexts. However, I hope that some of these reflections are helpful to some people newly discovering the work of Ivan Illich. In his latter years Illich lost favour with many of his earlier followers. Be that as it may, many of his earlier ideas were good ideas, and deserve to be revisited from time-to-time.

Introduction

Ivan Illich's (1970). *Deschooling Society*. Cuernavaca, Mexico: CIDOC, is freely downloadable from: <http://www.preservenet.com/theory/Illich/Deschooling/intro.html>
The booklet is not very long, but is compact in its ideas. The following set of quotations were lifted from the above text, and the page numbers relate to this edition of his work. These comments appear as blogs at my blog site: <http://lanceaboxeducationresearch.com/>. They have been edited slightly, but most read as they were composed for the blog site.

The ideas of Ivan Illich were a jumping-off point for the ideas in my PhD dissertation which can be read at: https://www.academia.edu/7970729/Deschooling_Unschooling_Australian_Biblical_Christian_Education

Home-Based Education Is Education In Community, Not In Isolation

p. xix "Universal education through schooling is not feasible. It would be no more feasible if it were attempted by means of alternative institutions built on the style of present schools. Neither new attitudes of teachers toward their pupils nor the proliferation of educational hardware or software (in classroom or bedroom), nor finally the attempt to expand the pedagogue's responsibility until it engulf's his pupils' lifetimes will deliver universal education. The current search for new educational fountains must be reversed into the search for their institutional inverse: educational wells which lighten the opportunity for each one to transform each moment of his living into one of learning, sharing, and caring."

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United are included. Ma s since Questionenswered.net in 1971 the anarchist philosopher Ivan Illich publicly published a thin volume that defended the unthinkable: to free the world of schools. His arguments were so persuasive that the book caused many people to question the assumptions on which we base our ideas of education. Illich advocated
the substitution of schooling institutionalized by the "networks of opportunities" promoted by the community that would allow students to control their own learning and teachers offer their services in an entrepreneurial manner. As persuasive as their ideas were, they were not really practical given the technology of the 70s, but maybe Illich was
ahead of his time as today the World Wide Web has created opportunities for both students and teachers do exactly what he described. This article examines Illich's propositions in terms of his background in the free education movements of the last century and his potential in the global anarchic of the World Wide Web. De Sclariser La e " a e
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sifio analisadas to verify a reliability. Saiba mais about how customer support worksm na Amazon My mother recommended this short but very stimulating book. He read it decades ago and found it changing life. I wouldn't necessarily say the same, but I found it disproportionately interesting for its length. It is a critique of the formal and compulsory
education system originally published in 1970. My thoughts on this can be grouped approximately under three headings: answers to advanced theoretical points, reflections on my personal experiences with the educational system and thoughts My mother recommended this short but very stimulating book. He read it decades ago and found it
changing life. I wouldn't necessarily say the same, but I found it disproportionately interesting for its length. It is a critique of the formal and compulsory education system originally published in 1970. My thoughts on this can be grouped approximately under three headings: answers to advanced theoretical points, reflections on my personal
experiences with the educational system, and thoughts on how the book has aged. On the first front, I initially found the hostility of Illich to organize the education that is disconcerting. I had never read anything so critical not only of specific aspects of the education system, but of formalized education in principle. If it were ever fashionable in the
heterodox economy, this kind of criticism certainly is not now. In fact, the development economy emphasizes ed ed rilas arap aAv anu omoc nAicacude al Once I surpassed my surprise, however, I found sympathizer with many of the Illich points. In particular, this school trains children to be consumers and reproduces inequalities through
qualification control. In terms of his broader criticism of capitalism, I liked this deconstruction of the ideology of progress: not going where one can go would be subversive. The assumption that every satisfied demand implies the discovery of an even greater dissatisfied would be deluded as madness. Such information would stop progress. Do not
produce what is possible to expose the law of "revenue exploitation" as an euphemism for a growing frustration gap, which is the driving force of a society built on the co-production of services and the increased demand. I was particularly surprised by this. Having been written before the triumph of neoliberalism/end of history "in the 1980s. On the
other hand, I found some of Illich's bitter criticisms of teachers and less convincing teaching. Potentially because I've always found that schoolwork manageable? was one of those quiet kids who didn't talk much, but I did good at the exams. Although, in principle, I think it's ridiculous to the level at which future life possibilities are mediated by test
marks at an early age, it's also difficult to propose a better system as I try well. In fact, I systematically do better in exams than in class work. Apart from that, with what discussions about Illich about school really don't get involved are the potential purposes of education. I guess because you see learning as a completely open and self-directed
process, while "education" is inherently limiting and incorrect. Basically, I think your school critique goes to the extremes I found too libertarian, to thethata also made some very good points and demonstrating an interesting new number to challenge capitalism. A particular chapter made me reflect on postgraduate education and the doctoral process.

