

react angrily to the images of national guardsmen escorting black children to their schools while red neck whites shouted obscenities. Their own schools were as bad. What the written law didn't say, the unwritten laws of economics and culture did.

By the sixties the blight had turned to rage and the fires of Watts, Detroit and Newark made Selma, Birmingham and Little Rock seem mild. Schools became centers of conflict. The predominantly white school boards were confronted by angry groups of blacks whose frustration had reached the point of explosion. The suburbs, too, were facing new challenges. A growing dissatisfaction among the country's young manifested itself in ever increasing hair lengths, higher decibel levels in music and the language of the drug culture. Dropouts were no longer inner city poor but the sons and daughters of those who thought they had left the airless streets and decaying buildings behind.

Schools again were faced with either challenging or adapting to these social changes. The length of someone's hair might become a court case. The presence of men in a women's dormitory could cause a campus strike. The language of the culture had changed - the "juvenile delinquents" of the 50s became the "culturally deprived" of the 60s. In the 50s you might have been a "drop out," but by the 60s you were just "following the beat of a different drum."

Things were changing. Schools were frightened. Educators were in a quandary.

New Voices

From 3,000 miles away a few voices were being heard. It was A.S. Neill who sent the idea of Summerhill crashing on the shores of North America. The advocates of the British open school grew in number. John Holt told us why children failed, and Jonathan Kozol told us how inner city schools were destroying the minds they were supposed to help create. Neil Postman and Charles Weingartner took the 60s rhetoric and made teaching more than honorable - they made it subversive!

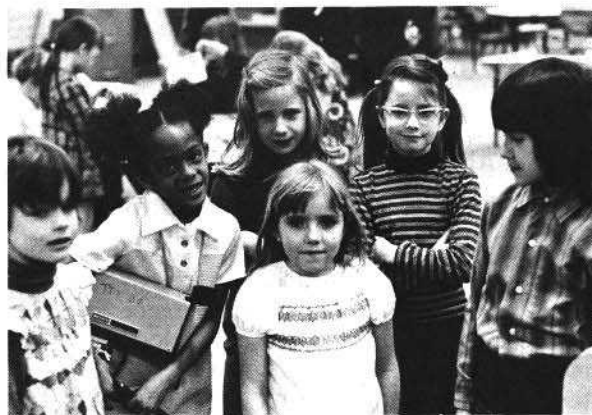
And Piaget helped us find out how kids learn and Bettelheim showed us that there were various ways to help kids learn. Ivan Illich got us thinking about just how radical we really were in our educational theory. Charles Reich tried to explain why this was all happening to us now. And Alvin Toffler got us to think about education in the future tense.

And sure enough schools changed. The schools that looked pretty much the same in 1900, 1920 and 1945, were different places. Yet there was a problem. Teachers were asked to teach with tools and methods that they were unfamiliar with. The young teacher walking into a room with 30 desks had limited metaphors and often became the image of those teachers they once beheld, an image they didn't like. It became necessary to learn about new tools and luckily there were a few around to make

us smart.

New Technologies

It didn't take educators very long to see the potential of new technology as applied to education. Television became a focal point for that concern. By the early 60s educational television was a reality. Organized with the best intentions, much of the programming failed as it was based on the premise that "if it's on a TV screen, kids will watch it." Educators either failed to recognize or ignored the impact of film and TV on children. And it's not that we weren't warned. George Gordon tried to come to grips with education through television, John Culkin taught us that films and television were equally important to watch and that it was important for kids to be involved in the process of making their own films and television. And, of course, Marshall McLuhan taught us that media was more than just print, radio, television and film.



Peter Haratonik

So now, you can walk into a school and you're not shocked by the sight of a TV monitor or the presence of a movie flickering on the screen. It is not unusual for kids to be making movies or producing a TV show. Elementary schools broke down walls. Graffiti-stained, ink-welled desks made their way into antique stores. High schools let down their own hair and allowed students to decide on what they wanted to learn and how they wanted to learn it. From the Parkway Project in Philadelphia to the Berkeley Public schools, from the New School in



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