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De-Schooling.

The 'de-schooling movement' was, rather "a general drift of thinking" (Lister, *Deschooling. A Reader*, xxxx) which flourished in the 1970s in advanced capitalist societies. A precursor of the movement was the American social critic, Paul Goodman, who published *Compulsory Miseducation* in 1962. In the UK, John Holt, who had written *How Children Fail* (1964), *How Children Learn* (1967), and *The Underachieving School* (1971), considered himself a 'de-schooler' from the early 1970s. This coincided with the publication of the work and author most identified with the movement, Ivan Illich's *De-Schooling Society* (1971), and also with Everett Reimer's *School is Dead* (1971). Reimer defined schools as "institutions which require full-time attendance of specific age groups in teacher-supervised classrooms for the study of graded curricula." The defining characteristics of de-schooling thinking are implicit in this definition. De-schoolers opposed the institutionalisation of learning, arguing that state-controlled socialisation inhibited the expression of individual freedom and creativity. Logically they could have no time for **credentialism**. There was a nonconformist zeal about their views: schools should be disestablished and secularised. "To identify schools with education," wrote Illich, is "to confuse salvation with the church." Whilst the movement might have seemed to be in alliance with the radical pedagogy of educationists in the Third World, such as Paulo Freire, there was an ambivalence in that the resistance to state intervention might be interpreted as a conservative inclination to retain the social status quo and to resist the potential of state schooling to counteract inequality.

247 words.