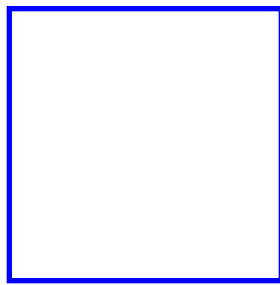
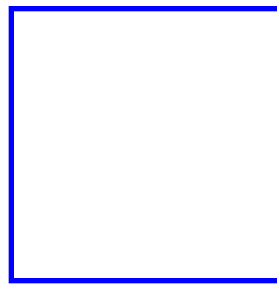


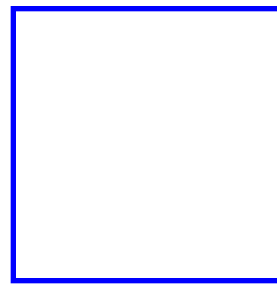
[Guide](#)



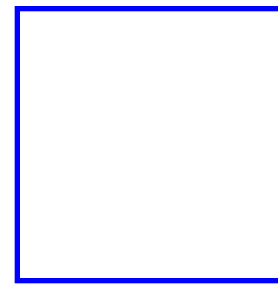
[Tools](#)



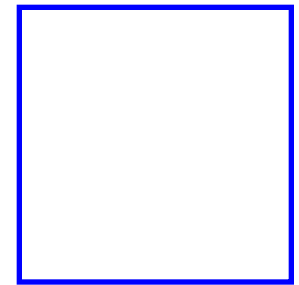
[Project Share](#)



[Currwikiulum](#)



[Theory](#)



[Values](#)

A Guide to Seeing Present Propaganda

How to Use the Guide

The level of detail in the guide is customizable.

+ [Click here to see an example of how it expands.](#)

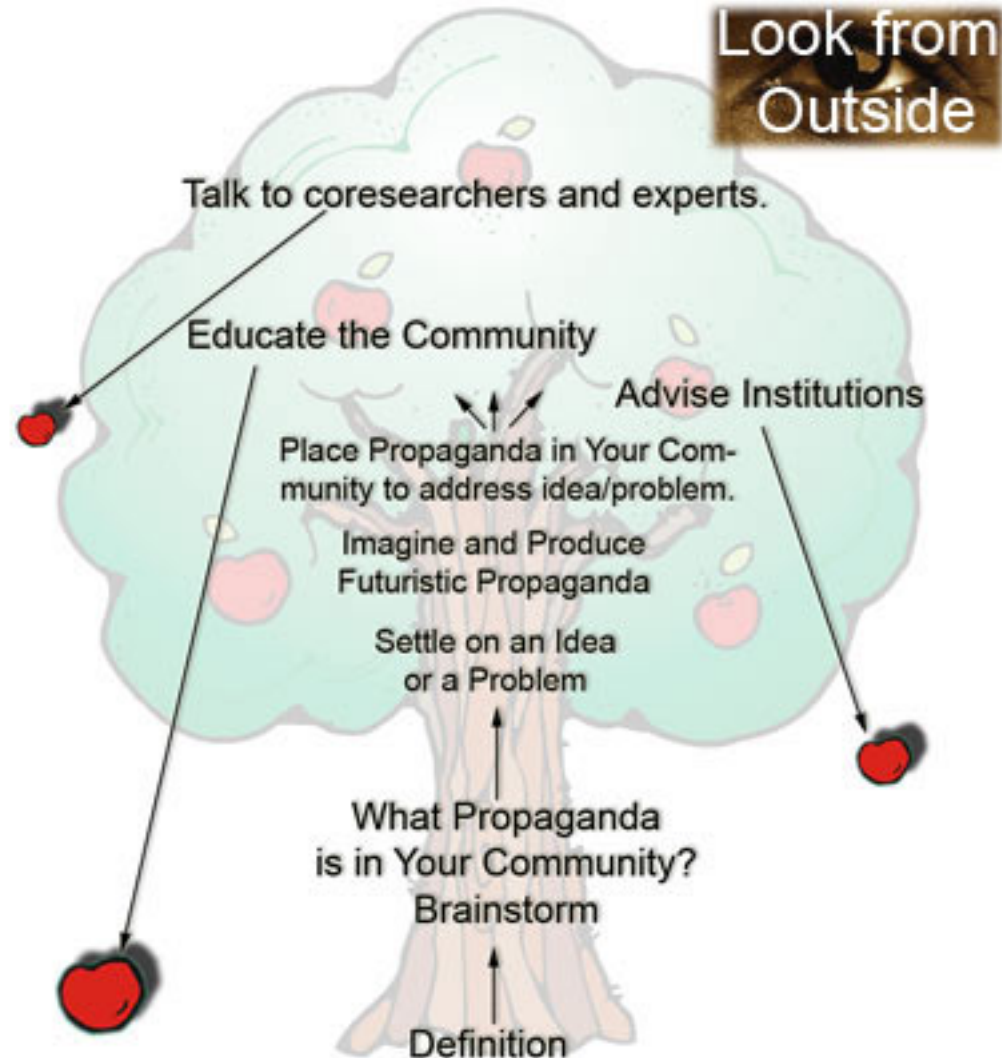
+ [There is no one size fits all way to learn.](#) So the bottom line is: use the guide any way you want. There is no required part. Just do the parts you think are important, and make up your own additions.

The Guide

- [Why do you want to learn about propaganda? Just think about what you want to learn and go with the flow or make a plan.](#)

- Check out some books at a local library or bookstore that talk about propaganda, or check with the internet or with a friend and then go from there based on what you learn.
- Try to find propaganda curriculums that match your preferred style of learning.
- [Take a look at the suggested guide created by the author of this webpage](#)

Here's a picture of the game plan. It starts at the bottom of the tree and goes up.



Definition

- Use your preferred way to find out the personal meaning the word "Propaganda" has to you.

You could use one or more of the following

- You might already be comfortable with the definition, so you can just write it down.

Maybe you have run into the word before. Do you remember the context it was used in? What do you think it could have meant? You might even go back to the time you saw the word if it was in a book that you have, or you could go back to the video, person, or cd you heard it from.

- Ask a trusted friend or an elder (An elder may not necessarily be older than you)

- A family member
- A friend
- Anyone who you think has a good understanding of the world
- A stranger with the same interests as you. You could even go online and try to find a discussion group or a chat room that either already has or wants to discuss the issue. That way you can find others with your same interest.

- Talk with a group and create lots of definitions of the word. Then distill down the definitions to what you think the interesting part is.

- Everyone can think of their definition and put it in a hat. Then you can draw them out and discuss them, writing down the parts you find important.
- You can just talk about it free form, but make sure everyone has a chance to talk.
- You can talk out the definitions while someone or everyone writes them in a communal place, like a chalk board. But make sure to think about equal access. One way to ensure equal access is to have everyone within arm's reach of the writing space. For example, sit around a piece of paper and give everyone a pen/marker.
- You can go around in a circle, letting everyone mention ideas they have. This is good if you have a quieter person in the group who might not speak up normally.

The following two methods have the limitation of not necessarily being tied to your local culture. Use them with caution and perhaps in combination with some of the above methods.

- Do a search for the word on the internet.

There are many strategies you can use to find the definition of the word on the web. You can just do a search for the word and then read it in context to get a feel for the meaning. You can search for the word and type the word *definition* next to it. You can find a website that claims to be an expert on propaganda, and then you can read their definition. Basically anything you can think of.

- Use your favorite internet search engine

Here are some examples of search engines:

- AllTheWeb.com
- AltaVista.com
- Feedster.com
- Teoma.com

You can also search any of these search engines for the word "search engine" if you want to find more.

- Look up the word in a reference book.

- Dictionary
- Encyclopedia

- Online Reference

- Wikipedia
- Merriam Webster
- Type dictionary or encyclopedia into your favorite

- search
engine

- AllTheWeb.com
- AltaVista.com
- Feedster.com
- Teoma.com

You can also search any of these search engines for the word "search engine" if you want to find more.

What Propaganda is Present in Your Community?

Use the definition of propaganda that you chose.

- Brainstorm propaganda that you already know of in your community

- Use categories of persuasive tricks/technologies to help guide brainstorm.

- Rhetoric.
 - Story Telling.
 - Seduction.
 - Books and pamphlets.
 - Impressive clothing / Uniforms.
 - Conventional mass media, such as print media, cinema, radio and television.
 - Presentation software and hardware with a data projector.
 - Subliminal advertising.
 - Computer simulation.
 - Computer and video games with deliberate presuppositions behind their scenarios.
 - Demographics and Targeted mailing lists and email lists.
 - Anything else you can think of that makes sense in your definition of propaganda.
- If you have a group, facilitate discussion with relevant image/media insertion.

Document some propaganda that exists in your community or that used to exist

- Research and produce your own piece of historic propaganda

- First: look at examples of historic propaganda in your community perhaps drawing on the experience of older people in the community, several databases, or the internet (preferably provided from local community's personal experiences)
- Second: produce a piece of historic'ish propaganda
 - using photoshop cut and paste, speech writing, pamphlet making, short video, or any other methods desired.

Make an Expert Piece of Propaganda

- Imagine and Produce Futuristic Propaganda

For example, Make 10 second video clip / series of a few photos with voice recording of someone stating a sentence. Can be chosen from the media, recorded in one's community, or any other source desired. Create a form of future propaganda using the video (interactive game/demo/simulation with Scratch, video alteration with emotional DJ). Discuss with others: who is it that's trying to influence opinions, who's opinions are being influenced, what techniques are used?

- Identify a situation and produce a real world action item in the form of propaganda to address it

Create your own piece of propaganda in your community (or technologically extended community) either supporting something you believe is positive, or countering something you don't believe in, and document it (in writing, video, pictures, speech, story book, etc.).

Educate the Community, Advise Institutions, and Start Dialogues with Peers and Researchers

- Educate the community

For example, engage the community in a film screening / public presentation at, for example, a local theater.

- Advise Institutions

Make recommendation on the laws governing the future modes of propaganda and changing the laws on the present state of propaganda.

- Start a Dialogue with Peers and Researchers

Contact senators, local officials, local independent media, local newspapers, peer school groups, area experts, and other sources of people who can start a dialogue.

Step Outside of this Guide

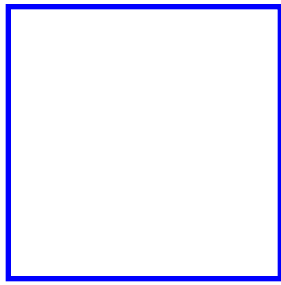
- Produce group recommendations or personal recommendations

For example, establish a set of guidelines for others to use in their propaganda. Recommend to Jay Silver how to continue to use or whether to perhaps abandon the production of the future of propaganda machine.

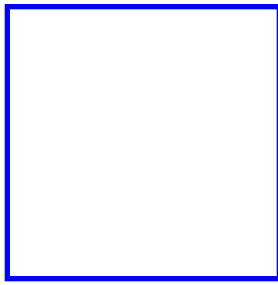
- Stop or Propagate this Guide

- You can make a neutral stand by stopping here.
- You can take action to stop this guide from getting into the hands of others by voicing your opinion in any of the ways you've learned how to.

- Tell friends
- Create your own propaganda item to funnel people to the website
- Make your own version of the curriculum and disseminate it
- Do the project again with friends



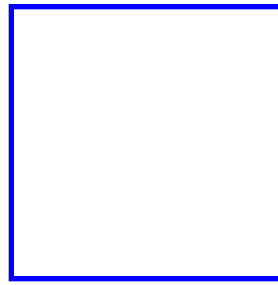
[Guide](#)



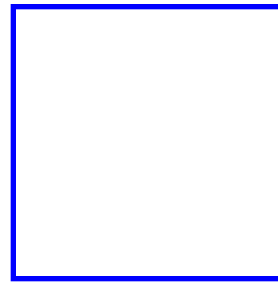
[Tools](#)



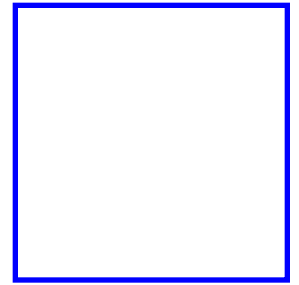
[Project Share](#)



[Currwikiulum](#)



[Theory](#)



[Values](#)

Tools

One Minute Video Tutorials

I have made video tutorials in the past that are fast and to the point, though they have been longer than 60 seconds. It seems to me that if someone wants to cut a shape out of one picture in a photo editor and paste it into another, there should be a 60 second tutorial that explains the process.

60 second Photoshop video tutorial for cutting and pasting:

I can imagine many other short tutorials that would be helpful in a guide such as the propaganda guide. They should be available on demand, and they shouldn't lump several skills together. Rather, they should focus on one useful skill. They should err on the side of being too fast rather than too slow to respect the learner's time. If there is any question as to whether the tutorial goes too slow, it's better to make it fast, and then make another version that goes into more detail.

The most important point made in the tutorial writeup is to write the tutorial in "show and tell" format. This follows an apprentice model of teaching: "When I want to do my project first I do this, then I do this and this," Rather than, "Step one: you should do this." I made the cut and paste tutorial specifically for this project.

How this tool contributes to a free and independent learning society

The one minute video tutorial implies a free and independent learning structure, because any learner (with internet) can access skill training on demand without any need for a teacher or a curriculum that tells how to apply the skill.

Future of Propaganda Machine

The basic machine is fully described at edj.notlong.com



The basic functionality of the emotional DJ is the ability to exaggerate or otherwise change facial expressions in real time video, without any 3D modeling. In addition to the functionality described there, I'd like to add a filter that improves or worsens skin quality and the ability to tweak the pitch of the voice. This final tool could be used to misrepresent or super-represent live or recorded speeches. I feel this sheds a new light on the propaganda of the present.

How this tool contributes to a free and independent learning society

The future of propaganda machine has many potential uses. I'll focus here on the uses for promoting free learning. Suppose I give the power of this new technology to learners only. New technology is daily made available exclusively to companies

and governments that can afford to pay high prices. To provide exclusive technology to those who don't normally receive it is one way to address the imbalance of power. Perhaps more important though is the inclusion of the learner in the development and evaluation of the usefulness and morality of such a tool. If I take this tool to a group of learners as a facilitator, and I ask them for their opinions as collaborators on whether this machine should be used and what it implies, then I am respecting the learner as a peer. To simply bestow a technology on someone is not necessarily helpful - many times hurtful.

Currwikiulum

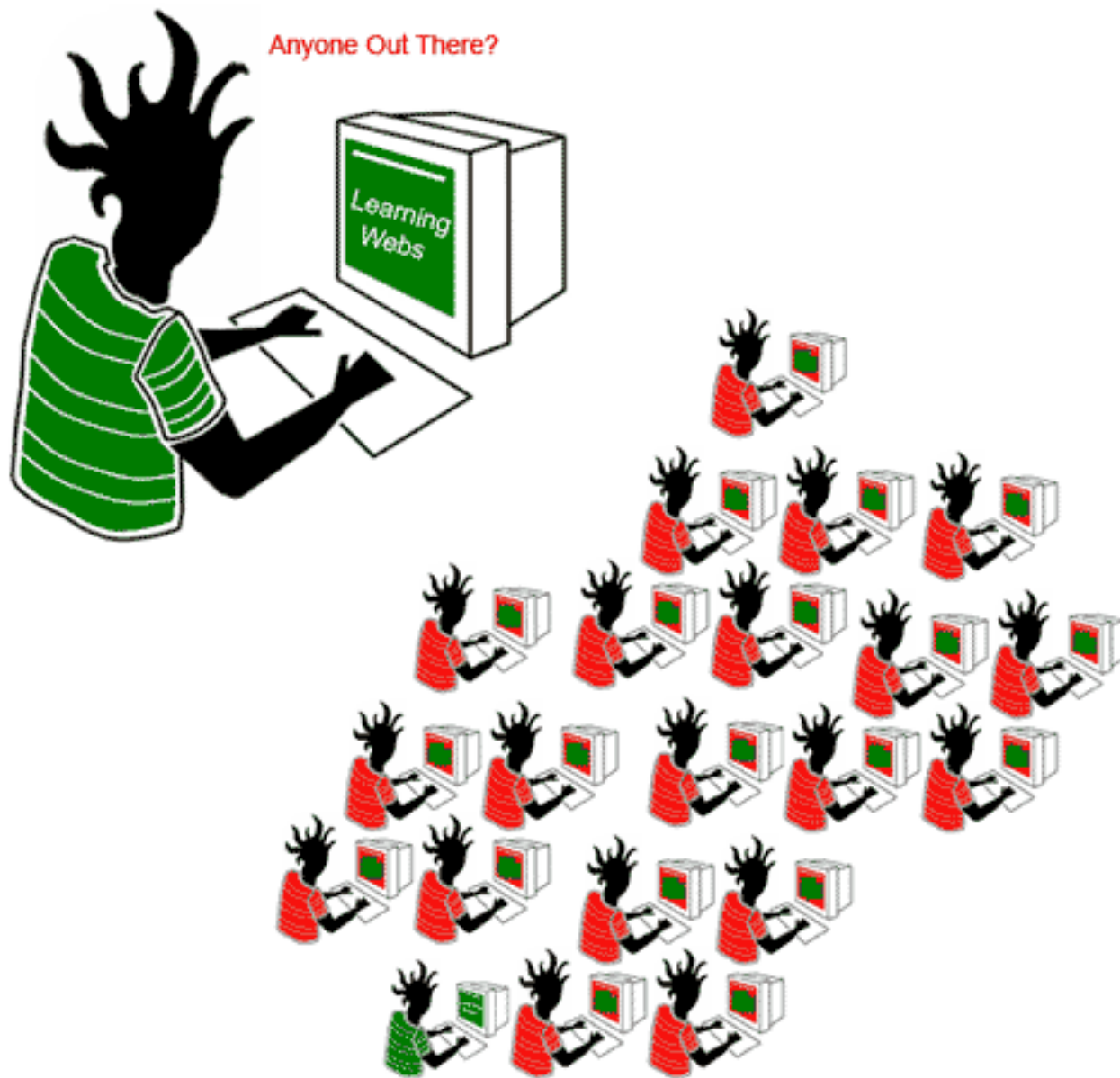
A *Currwikiulum* should never be mandatory and should always be flexible. If a curriculum is a [wiki](#), then it should have the property that the learner can always change what it says. The fact that you have the ability to fully change the text which states your curriculum is very powerful: You will never need to execute an action in the name of learning unless you choose to, because you can simply change the named action. The details will depend on whether you have your own personal copy of the wiki (arguably losing some value), but the important part remains: there can be no central authority that demands a fixed method for learning. While I have seen the words curriculum and wiki used together, I don't see any instantiations of an actual curriculum, or guide, that intends to be modified. I do, however, see wiki textbooks, which basically function as such. However, the emphasis seems to be on collaboration of teachers rather than learners in making the textbooks.

Diver

Diver is a collaborative online video markup application. It lets you mark certain parts of video by boxing in the relevant content spatially, and bracketing what's relevant temporally. Then the learner can make comments about the relevant portion of the video. This would be useful for groups to talk about video propaganda asynchronously, or just to organize themselves before a synchronous meeting. Diver is a project created at Stanford.

The following tools don't yet exist (to my knowledge) but easily could.

Instant Learning Web



Illich describes a world where learning peers are matched through common topic interest using a computer database. Today's equivalent would look something like [Tad Hirsch's Speak Easy](#), and would perhaps be implemented on an instant

messenger (IM).

Layer 1

The first layer of implementation would involve people who were logged on to their IM clients. It might be a plugin for existing clients or it could be a simple script running in a browser or as an extension to an extensible browser like Firefox. People who were interested in talking about a topic would be contacted if someone else was querying the same topic name and an instant text conversation would begin. This may not sound too different from IRC or discussion forums. But remember that

1. IRC is not one on one
2. IRC does not have accountability or social capabilities (see below)
3. Discussion Forums are not real-time

Layer 2

If people are logged in, they may not want to necessarily be bothered all the time. There should be very dynamic sets of rules that are user programmable to allow users to specify when they may be interrupted. For example, interrupt me if my mouse has moved in the last 10 minutes, it's a Friday, and the person who wants to chat has at least a 50% wish-to-talk-again rating by peers who I trust (see below for more on trust networks).

Layer 3

Finally, there should be some sort of ratings built in for the purpose of trust. The ratings may not even be outwardly visible, but it is important that people get matched up with peers whose discussions they value. For example, if there are 3 people online worldwide who want to discuss Thoreau, but one of them gets thumbs up from 4 others with tastes deemed similar to my own, then that is the person I am matched with.

Note: this should also work by mobile phone, though that implementation would come after the text implementation.

How this tool contributes to a free and independent learning society

If this tool were available, learners could link up at any time across the world to discuss any topic as long as there were two people interested in that topic.

Organic Brainstorming

It may be difficult for teachers to run organic classes. Indeed, there's nothing organic about classes at all. But if there were to be any kind of organic brainstorming done, it is made more difficult by many things. One is that there are no prepared slides or images to help stimulate thought in an organic brainstorming session. It would be nice to type a word and have an image be pulled from google images automatically. Then the typist can either accept or reject the image. Rejection results in the next image being pulled.

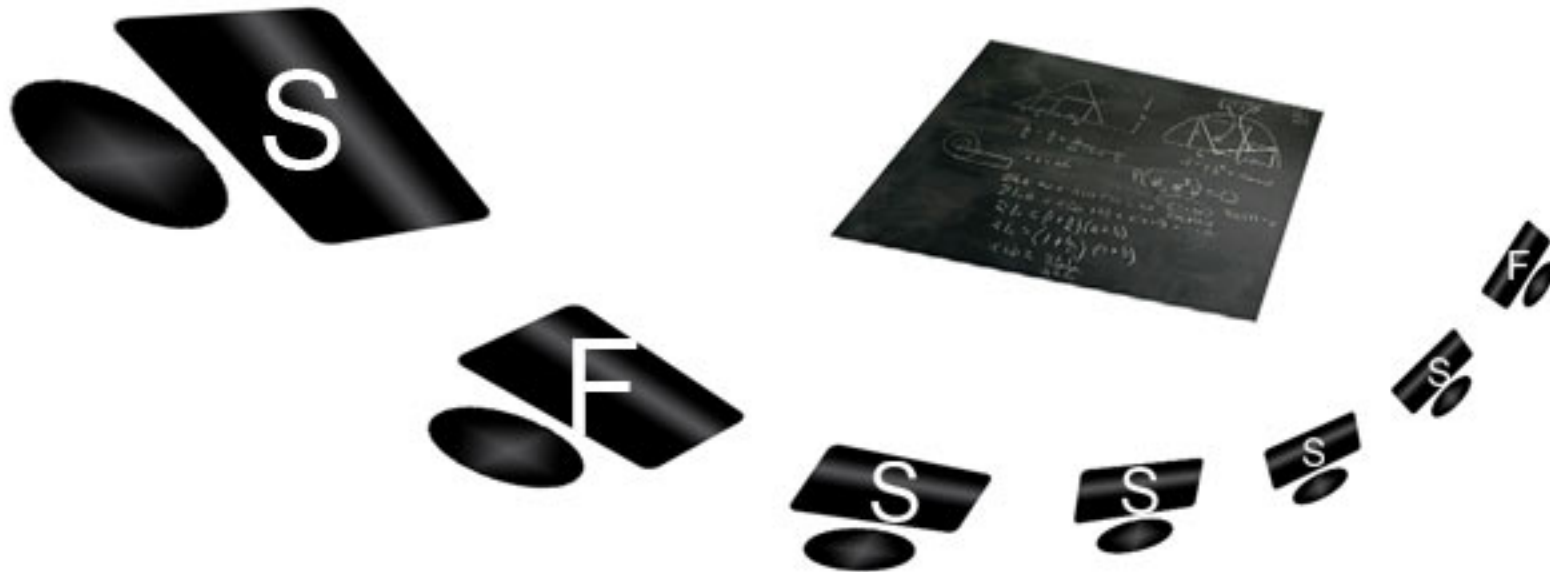
This program can be mimicked by placing some image search (like google images) next to some text/image word processor (like MS Word), and then just manually dragging images over.

How this tool contributes to a free and independent learning society

With this tool, it's more attractive to use organic brainstorming for visual learners.

Equal Board or Equal Point

If we're to have any kind of equality in the classroom (which may be impossible) we must start with equal architecture at a minimum. This applies to meetings and discussions also.



In the image, the F might stand for facilitator and the S for student/learner. This concept can be applied to powerpoint presentations, and may take the shape of a round table upon which images can be projected with all participants having equal access. A simple and effective mockup of this concept is to have a large piece of paper on the table and let everyone have a marker.

"Lou Gerstner of IBM went further, and declared that no presentation technology at all would be used in his office, but that proposals would have to be presented on a single overhead slide with a single color of marker."

How this tool contributes to a free and independent learning society

When used in schools, this architecture suggests democracy in the classroom. When used in voluntary meetings, it is still

suggestive in building equality into the physical state of interaction.

Help see group as one unit

Tools that help a classroom/teacher/facilitator see each other as one unit.

How this tool contributes to a free and independent learning society

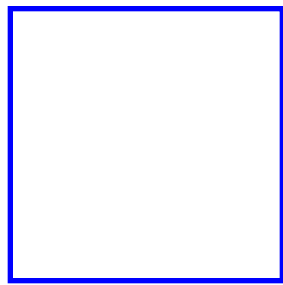
It is my belief that when I see my community as one unit, no different from myself, only then am I capable of treating everyone with pure love and respect.

Help see time as a nonfixed variable

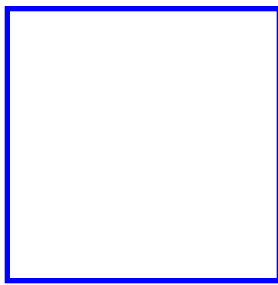
Tools that help a learner see time at all points along the axis more equally rather than really strongly exaggerating the importance of the present.

How this tool contributes to a free and independent learning society

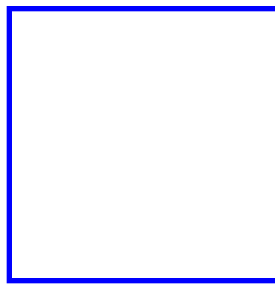
While I do recommend living in the now, it is often helpful to see the big picture so as not to get stick-and-carrot rewards confused with longterm fulfilling rewards. By looking far into the horizon, behaviorist motivators can be diminished.



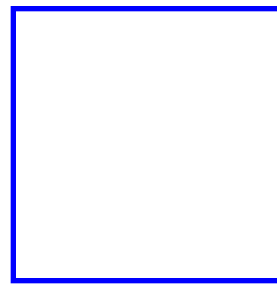
Guide



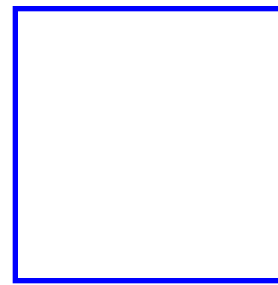
Tools



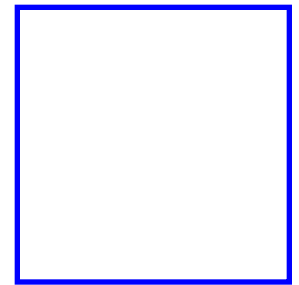
Project Share



Currwikiulum



Theory



Values

Theory

Primary Tangible Contribution: Guide and Supporting Tools

The primary tangible contributions of this work are the guide to learning propaganda and the supporting [tools](#). I intend the guide to work in many different situations:

- The guide should help a lone learner who has an interest in propaganda
- The guide should help an authoritarian teacher work through the difficult issues of propaganda in a typical classroom
- The guide should also help peers who have never met to come together and communicate around an issue

The guide should also function at all points inbetween. However, **in the case that the guide functions under the rule of forced learning, there are several mechanisms built into the guide that should suggest independent learning.**

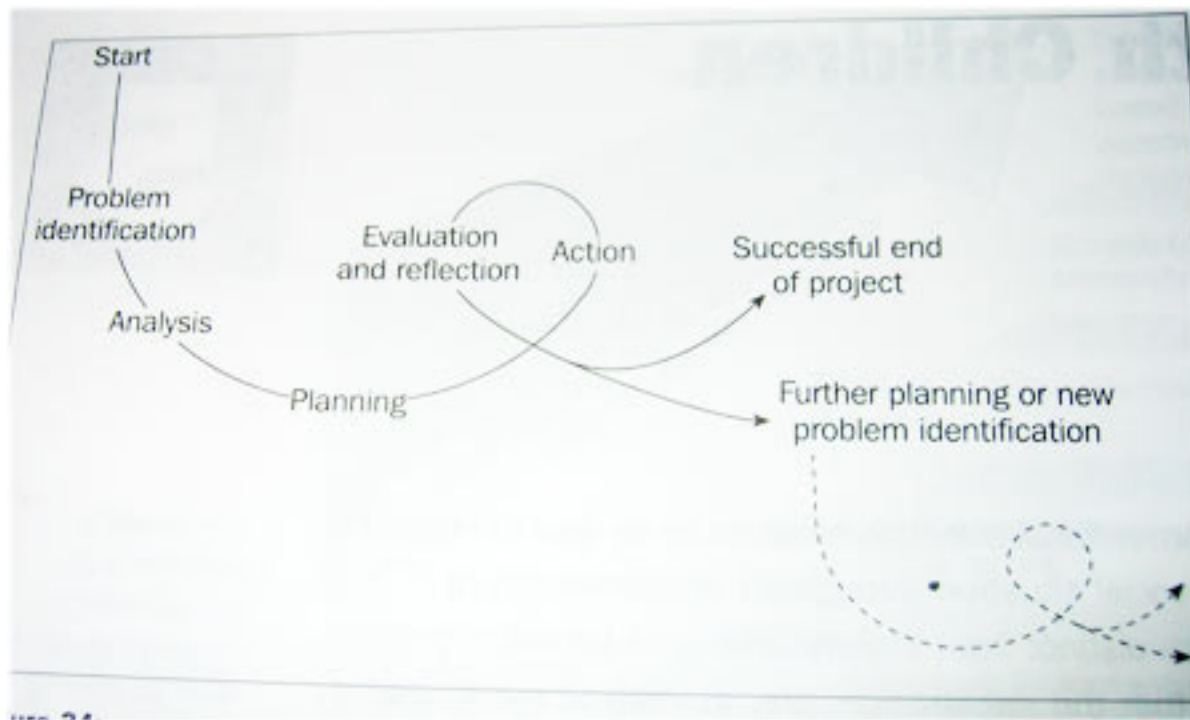
1. The expandable nature of the guide is the physical form that gives rise to the intended spirit: go off on your own unless you don't know how (and even if you don't know how maybe try it anyway). Then, when the learner needs some suggestions or guidance, the expandable guide acts somewhat like a facilitator would in real life - it gives a few suggestions and then sends the learner on her way until another dead end is reached. The immediate goal of the guide was to reproduce as many functions of a facilitator as possible in a form viewable on a web browser.
2. Throughout the guide there are some (and could eventually be many) references to the tools. The tools are embedded in the guide at places where they are likely to be useful. The assumption is that there's no

sense in recommending a tool unless the learner is looking for a recommendation (see [values](#)). The tools, like the guide, are intended to be useful in many settings, but when used in a structured or forced setting, they are intended to imply less structured and unforced settings by their nature. See tools for a discussion of how each tool gives power to the learner.

3. The portal page is a strong statement against forced learning. Two options are given. If the visitor tells the truth about why he has come to the page, then he will not be allowed to use the guide if he has been coerced into doing so. At first, this may seem contradictory to the goal of making a tool that is useful in obligatory schooling. However, I've balanced that goal against the stated value that forced learning is undesirable. It is still possible for a forced learner to use the guide. But when he does, the webpage will suggest to him that to do so is to go against the structure of the webpage. There is also nothing stopping an authoritarian from taking the guide out of context and using it. Still, the physical form of the webpage suggests to that particular authoritarian that she has gone against the theories espoused by the webpage's maker.

Temporal Structure of the Guide: The Starting Point

It's very difficult for me to say that any project should start from a concept, such as *propaganda*, rather than an idea or a problem, such as *we need to build a park*. In "Children's Participation" by Roger A. Hart, the following diagram is suggested for action-research.



Here is the simplified diagram for this propaganda guide.



“When children’s energies are recognized they are almost always in the form of social mobilization rather than participation. Social mobilization involves the activation of people to carry out a predetermined agenda.” From Children’s Participation by Roger A Hart p. 15

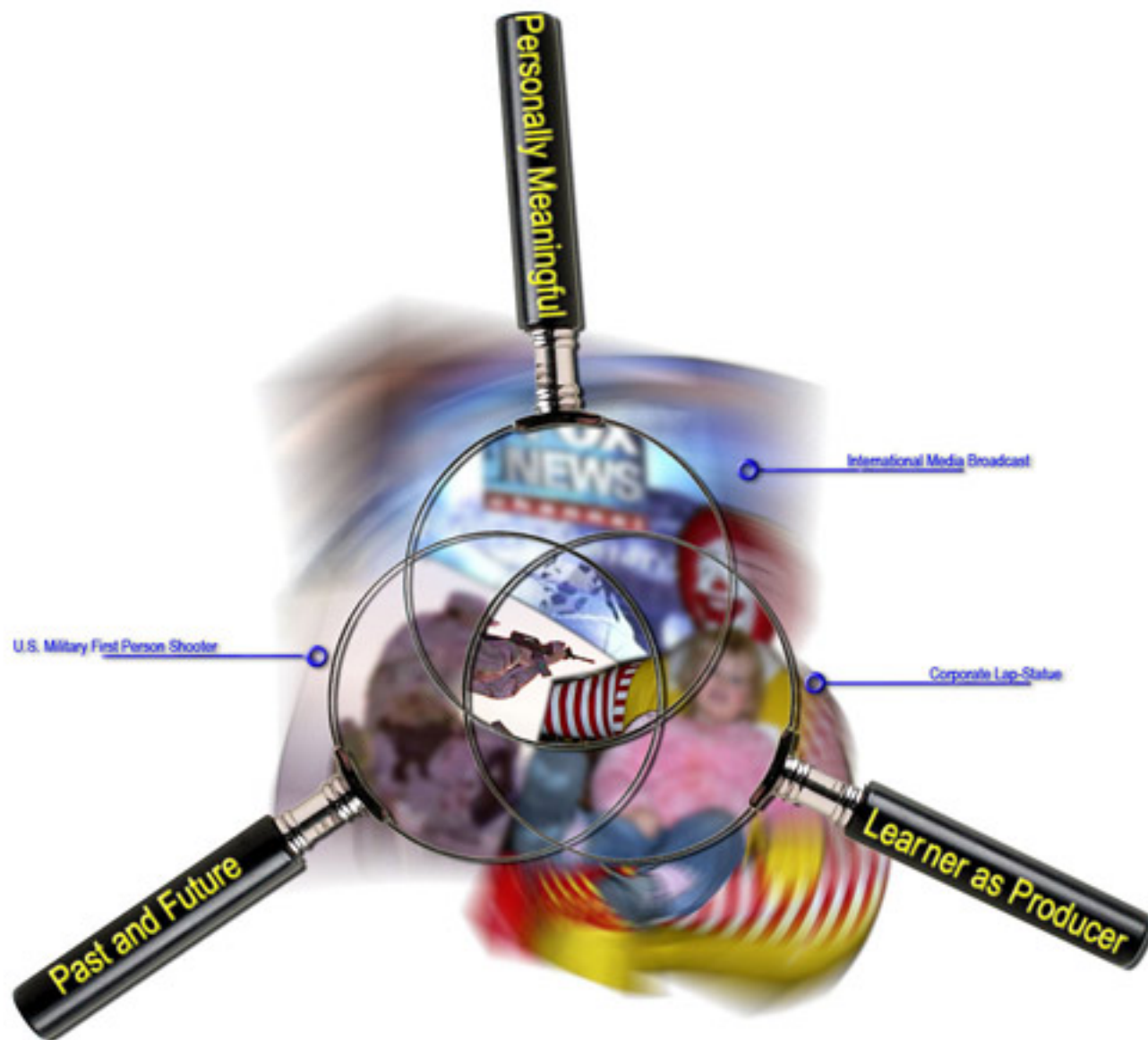
In young citizens' lives and in the lives of 18+ citizens, it is quite natural to start a project with an idea for improvement or the identification of a problem. I do feel, however, that there are certain topics that warrant special study by interested parties. Ivan Illich assesses this claim [\[Deschooling pg. 19-20\]](#) "Why cannot self-identification be based also on an *idea* or an *issue*?" He then answers himself: "It requires an authoritarian presence to define for the participants the starting point for their discussion." I agree with him on this issue, which is why I've struggled so hard to make a curriculum (which has devolved into a guide) about propaganda that doesn't need an authoritarian presence.

I feel that if a learner comes through genuine interest, with local peers or a distributed network of peers, to seek out the meaning of a concept, then that concept can have some flexible guidelines for study. Am I schooled to think this? In a schooled society, the learner initiated project may need to be rediscovered:

It's a matter of priorities. If I have two bricks in my hands, building a playground with some neighbors, don't bother me with some talk of a curriculum on propaganda. But if I sit, wondering what the missing puzzle piece is that makes sense of the world, wondering what my next step should be, even then just leave me be. Finally, however, if I come to you and tell you I am genuinely interested in learning how to see the intentions behind the messages in my world, then please give me some suggestions on where to start.

This is the tipping point where an issue or concept like propaganda becomes a problem statement or point of action. I believe that the subtleties and the blurriness of the present state of propaganda is actionable. But I also recognize that I traverse a dangerous terrain as I attempt to offer guidance without offering authority, especially on the delicate topic of propaganda.

Foundational Structure of the Guide: Lenses that Deblur Present Propaganda



The Future

Understanding the present is not the same as learning everything that's currently going on. The present moves forward with time, and new things emerge. To understand all of history up to the present is to understand the present only for epsilon time, where epsilon is arbitrarily small. The present immediately moves forward. There are so many reasons to argue for imagining the future of propaganda to understand the present.

1. You could argue that the present is the interpolation of the past and future.
2. You can say that imagining the future gives early hindsight on the present.
3. My favorite is that you can imagine that forging new paths can help people generalize to understand what other paths were forged anew by others.

Let me apply this last reason to a specific circumstance. Paper Tiger Television is advocating a curriculum that studies how the army recruits within the public school system. After going through such a curriculum, the learner will probably gain the intended knowledge, and it *is* important knowledge. But I argue that the learner will not be able to predict, head off, or recognize tricky recruitment tactics that have not yet been invented.

Learner as Producer

Let me just tell you a story. As I was making my [coke machine propaganda](#) while following my own guide, I started to notice something wild. I started to have all these deep thoughts about the implications of what I was doing. I was creating my own project, but not in the protection of class. Rather, I was out in the real world. I would have to argue for myself to strangers, deans, police, the FBI, or anyone else who might attack my intentions. This activated a whole other part of my brain which the learner-as-pawn model never would.

Personally Meaningful

To argue for learner as producer you might say "Teach a man to fish." Well I say, only teach a man to fish if he eats fish. There are many ways to increase the probability that a learning activity will be personally meaningful. But there's only one way to guarantee it - let the learner choose it, and let the learner start and stop at any time. It's a manifestation of freedom.

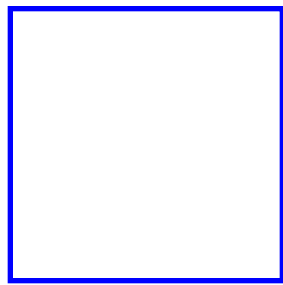
Where this guide fits in the bigger picture

You'll notice that the guide is just one sentence, which basically amounts to "study propaganda any way you like." If the learner doesn't know what to do based on these instructions, he's free to open up that suitcase/ umbrella statement, and see what's inside. I don't do a very thorough job of covering the various options, but I give a few to suggest that there ought to be a meta guide to this guide which is a collection of guides to studying propaganda. Further, the meta guide on learning propaganda may even have a meta guide which covers many select topics, and all skills for which guides can be attained. Similar structures, like encyclopedias

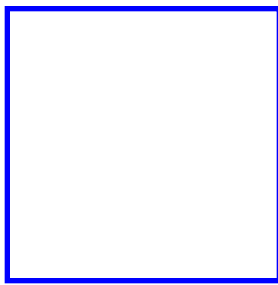
or howstuffworks.com, do exist, though they don't explicitly suggest a free learning culture.

The Author's Self-Known Biases

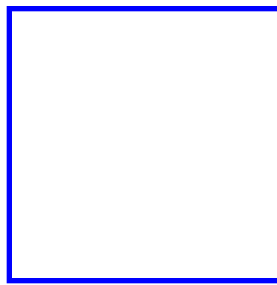
As stated on the values page, I believe that anyone who sets forward a plan such as the one contained in this webpage, ought to expose their known biases. The author of this curriculum, which is me, like all people, has certain tendencies and biases. I will tell you the ones I know about here, so that you can try to take them into account. The first and most important one is that I work at a place where my coworkers are very happy when people learn using the materials I've created, especially when younger people learn. Now I'll tell you a few other background things that might be important to know about me. I grew up in an environment where profit was looked down on. For example, my dad runs a nonprofit cooperatively owned health food store. I've lived almost all of my life in the USA. I spent some time in a religiously structured learning environment, followed by a typical USA learning environment, and then spent several years in an engineering learning environment. I started to become disappointed with engineering culture, and here I am today writing this handbook. So if you think some of these experiences put me in a position where you might want to look more carefully at what I say, please do so.



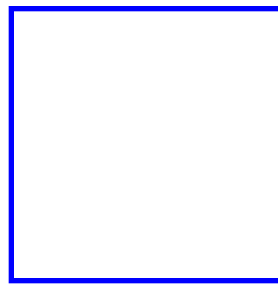
[Guide](#)



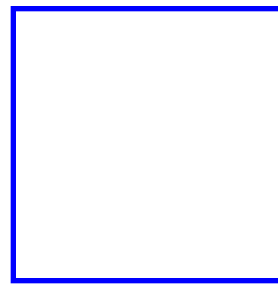
[Tools](#)



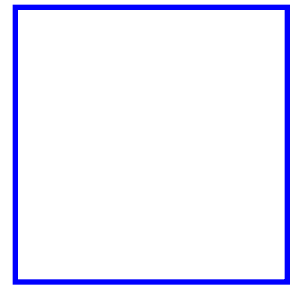
[Project Share](#)



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[Values](#)

Values

My Intention

I intend this entire project to tell a story of school reform. I hope the reader of this webpage, any teachers or learners who take up the curriculum, the professor who wrote the class, myself, my classmates, and those I interact with while thinking about this project are deschooled by the process. I hope that the very existence of this guide urges people to question their own ideas about obligatory school.

As I have recently stated in my personal statement when applying to my department:

I want to work on tools that can be used in a society where

(A) school is mandatory or

(B) people are free to learn as they choose

and everything in between. But when the tools are used by (A) they should plant seeds of (B).

I recently asked a friend of mine who's organic farming why he's doing it, and he said, "I'm fighting imperialism." When he said that I was inspired – my emotional jaw hung open. His answer seemed funny at first. But the more I thought about it, the more I realized that there are certain activities that emphasize the importance of people having the power. Some of the abstract goals intrinsic to independent organic farming are: placing the health of the individual before the optimization of calories produced per dollar (people before money), a constructionist approach to making a living, creating independent modes of production by not relying on scarce resources that are produced and marketed by large institutions (independent thinkers in a market). Imperialism in the broad sense has been defined as "the extension or imposition of power, authority, or influence." I would like

to contribute to technologies and paradigms that empower people and deemphasize the omniscience and power of oppressive institutions.

Knowledge vs. Motivation? And Influences in Student Liberation

Do you think that knowledge and motivation have to be pit against each other? I don't think it has to be that way. But I am worried that in order to maximize the amount of knowledge someone learns within a narrow discipline, you must trade off some of the motivation the person could have gained from having studied the discipline in a broader context. By studying the discipline more broadly and seeing how it impacts your community, you tend to care more about using the gained skills later in life. There must be a balance between knowledge and motivation, if not a bias towards motivation; what good is a skill without the desire to use it? This argument is the practical part of why I heartily accept the motto: That school is best which schools least, and when humans are ready for it, that school is best which schools not at all (*). Illich has been a big influence on these thoughts, and in the first paragraph of "Deschooling Society" he states the idea so succinctly that I won't try to outdo him:

Many students, especially those who are poor, intuitively know what the schools do for them. They school them to confuse process and substance. Once these become blurred, a new logic is assumed: the more treatment there is, the better are the results; or, escalation leads to success. The pupil is thereby "schooled" to confuse teaching with learning, grade advancement with education, a diploma with competence, and fluency with the ability to say something new. His imagination is "schooled" to accept service in place of value. Medical treatment is mistaken for health care, social work for the improvement of community life, police protection for safety, military poise for national security, the rat race for productive work.

[Illich](#)

If you're having a hard time digesting that dense statement, or you just want to hear it in story form, I think you can get a pretty good feel for the meaning through [this chapter of "The Teenage Liberation Handbook"](#) by Grace Llewellyn. Finally, if you can't believe such a deschooled place can exist in this society, take a look at [Sudval.org](#). It embraces many of the values of deschooling.

Expose Your Biases

It seems to me that if someone is to put forward a way of thinking that is considered at all radical, it's best that the author put forward her known biases. While the extent of biases is limitless, so that they can't all be listed, and although the

author is bound to be aware of only some of her biases, I still believe it is worthwhile to be upfront about them.

Organic'ness

Organic Curricula are Personally Meaningful in some ways, but the need for the insertion of organic'ness indicates a lack of natural setting. Organic'ness isn't something we should have to insert.

School Reform and the Politics of Engineers

The class that spurred this project is called “technological tools for school reform.” When I look at the title alone I’m not sure if the man behind the title wants me to focus on the technological tools or the school reform. Which is the end, the reform or the tools? There’s a common problem at MIT of not knowing if people or machines are the end goal. I decide firmly in this project that school reform is my aim with people and perhaps even the collective mind at the end. Reform, however, is still not a clear cut goal. Reform can mean anything from improvement to abandonment or even replacement of the current situation [m-w].

Learn From the Reggio People

We're living in the middle of a world where kids can't vote, parents hit kids if they want to, and we force kids to go to school. The last part is really striking to me. It doesn't sound so bad: compulsory education. But then I think it through to the current state of things, and I see that compulsory attendance combined with compulsory assigned classes combined with compulsory curriculum - which leads to something like a set of rules dictating every action of the day. I know this sounds extreme, but if the description is even a little true than I'm freaked out.

I feel that we can learn something about our approach by looking at the Reggio approach. The people of Reggio Emilia view the child as strong, rich in potential, powerful, competent, resourceful, curious, and loving. They see the child as having a tremendous desire to learn and the capability of constructing his own education. The child, in Reggio Emilia, is a researcher and is allowed to take a lead in his education. The child is encouraged to wonder, take notice, and make new relationships that allow him to reach a new level of understanding and development.

The child is not a future citizen. The child is a current citizen.

* sentence structure taken from Civil Disobedience, Thoreau