

Free At Last The Sudbury Valley School

The Sudbury Valley School ExperienceFree at LastStarting a Sudbury SchoolAbout the Sudbury Valley SchoolSudbury Valley School HandbookReflections on the Sudbury School ConceptThe Kingdom of ChildhoodAbout the Sudbury Valley School" And Now for Something Completely Different"Legacy of TrustThe View from InsideFree at LastAnnouncing a New SchoolAnd Now For Something Completely DifferentThe 1996 CollectionA Place to GrowThe View from InsideA Clearer ViewFree to LearnThe 1999 Collection Daniel Greenberg Daniel Greenberg Sudbury Valley School Daniel Greenberg Mimsy Sadofsky Mimsy Sadofsky Sudbury Valley School Press Sudbury Valley School Daniel Greenberg Michael Greenberg Daniel Greenberg Daniel Greenberg Sudbury Valley School Press Sudbury Valley School Press Daniel Greenberg Michael Greenberg Daniel Greenberg Peter Gray Sudbury Valley School Press

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the sudbury valley school in framingham massachusetts is a nontraditional private school founded in 1968 based on the idea that a child is a person worthy of full respect as a human being it aimed to create a nurturing environment in which the children themselves choose what they wish to do and schedule their time this book is a guide summarizing the various steps necessary to found a sudbury school based on interviews and information gathered from 14 schools and groups throughout the united states the first four chapters cover what kind of folks are founders what makes them interested how founder groups

get formed and characteristics important within the founders group the chapter on concrete steps to be taken includes understanding the philosophy formalization of status satisfying the appropriate educational authorities money matters site selection and promotion the next seven chapters address demographics staffing a sudbury school where students come from the nitty gritty of staffing a school developing a culture and keeping the school going classic errors and factors enabling success appendix 1 is a note from a founder who failed appendix 2 is a narrative history of a school that survived its first 4 years appendix 3 is another narrative of a school that is still going after 5 years appendix 4 entitled revolution or reform presents thoughts on the character strategy and destiny of the original sudbury valley school td

essays on the school by a former student and co founder of chicago sudbury school

inspired by an interpretation of the declaration of independence with particular emphasis on the cultivation and expression of individual human rights

a leading expert in childhood development makes the case for why self directed learning unschooling is the best way to get kids to learn all kids love learning most don t love school that s a disconnect we ve avoided discussing until this lightning bolt of a book if you ve ever wondered why your curious kid is turning into a sullen slug at school peter gray s free to learn has the answer he also has the antidote lenore skenazy author of free range kids in free to learn developmental psychologist peter gray argues that in order to foster children who will thrive in today s constantly changing world we must entrust them to steer their own learning and development drawing on evidence from anthropology psychology and history he demonstrates that free play is the primary means by which children learn to control their lives solve problems get along with peers and become emotionally resilient a brave counterintuitive proposal for freeing our children from the shackles of the curiosity killing institution we call school free to learn suggests that it s time to stop asking what s wrong with our children and start asking what s wrong with the system it shows how we can act both as parents and as members of society to improve children s lives and to promote their happiness and learning

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