MEDIA IN THE CLASSROOM

is the 'generation war' over?

generational antagonism
Social envy —— goods?
a form of class struggle
Style of being in the world

gay	dour
extravagant	contained
narcissistic	shy
timid	self-

generated culture

class culture.

the end of the work ethic:-
its pure form which was
methodism + respectability,
adapted v.c. to factory,
the industrial slum + the
habits of industrial work.

disintegrated by contrary forces

real structural class

culture-shock

resentment at the pace + direction of
change - in moral habits + responses,
in deference + authority, in sexual
+ physical modes of address

Conditions in the classroom contributing to product of formal vs informal curriculum, where the cultural gap exists within the classroom, & teaching role is crossed along with the dynamics accorded to traditional foci of authority, & where the pay-off (also helps in both cases) must regenerate the gap.

Not new - historically.

The valued cultural inheritance + tradition	Not but for a place but the industry skills required for the technical labour force
(A)	(B)

Previously, the gap in education for long periods accepted, A accepted as what the culture should be but actively resist, & people selected for (B) for the majority.

Thus the ed-system has indirectly reproduced the division of labour

Difference is lost the habit of difference - the social knowledge which defended the intellectual knowledge of A, & thus the leader, the procedure of its transmission - has itself been undermined & eroded.

Forms of non-communication in the classroom

Forms of schizophrenia in the leader & learner.

Exaggeration? — yes — you will recognize

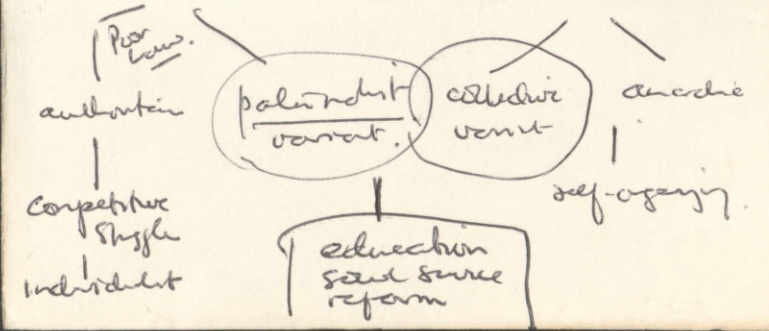
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Loss of values a good/bad thing?

work	laziness
thrift	spendthrift.
diligence	disrespectful
respectful	lazy
hardworking	rough
respectability	anarchic
routine	expressive
constrained	personalized.
impersonal	concrete
abstract	

- good, sound moral qualities.
- served the system
- the protestant ethic
- overlayed
- subsumsive

- self respect.
- assertive
- struggle + support
- a sense of personal relations.
- communitarian
- collective



classroom/school as arena for the symbolic struggle of social values, + the basis as the reproduction of conflict.

- changing technical requirements of our system
- the need to consume not to save.
- hence a modification in the social values + needs stemming from the socio-economic system.
- alternative needs + values generated in the other milieu
- position of women

the subordinate domestic role.

the liberated woman

the sexually oppressed object of women

- problems not coming from the youth, or the mass media or the conspiracies only: but from the system which educates ours

- needs in any sphere to redefine what the values/relationships/needs are?

- existing the in-between sphere - so that the problems of transfer, as yet unresolved in the wider society, appear in the classroom itself.

- the double paradox of the ~~Syrian~~ RUSLA:

  > a humane + meaning social advance in general

  > a problem of contact, role, management in particular.

(7)

Shift in the modes + organisation and structure of the school - most especially in the ROSLA

Schools have something to learn from the more advanced theory + practice of youth work.

not so constrained
more flexibility in which
working adopted the client
able to start based from
his base, experience
recognise the assets inside
their values.
the problems of identity, self
+ needs in the young person
in the open society

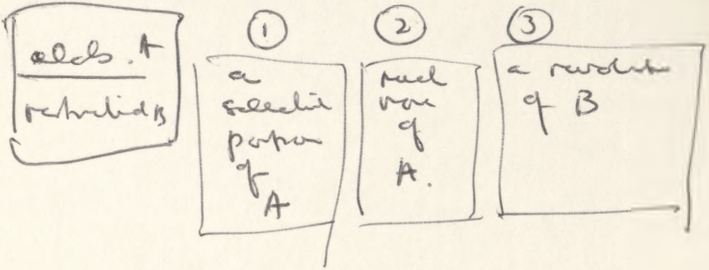
Exaggerated - yes; but of y. work
(its own constraints + limits)

Don't say this lightly:

reasons of knowledge

the knowledge is kept until

linguistic elaboration



Different uses for the ROSLA

- more academic | but more knowledgable

Yet, this could be done in 1 year.
It will need - and promote - a
thorough reflexivity of school curriculum
- a social revolution in education

NOT immediately on the cards -.

To begin the process by using the extra year to rethink prudently the purpose, ed, the modes of learning, the pacing of degree + self-choice + the ~~role~~ social context of the curriculum.

Social education is the priority.
Boundary for the base is exposure,
it is the situations they go to (relevance)
in the modes of participation
in the generation of new social problems

(10)

— reorganisation of social.

/

support of
the
Studies.

— defending the teacher against the
pressures to deliver the kids in
the old form to labour market

— new control over children

— shift in self role.

/ — support for
/ training

group
decision
+ definition.

|

case
worker

— new way of democratic
decision making

— subversive

- positive lead by heads, schools + ed. orders to hold the ring
  as teacher + q. when should the work go on.

- personal interest + comfort
  loving the differences
  the wider-thinker
  the habit of ability + difference

- not hardly the kinds that the law is a "free" amount.

- broadly some dead habits in the children.

men —— women.

supplied by school
clubs
value of workers

(12)

4. others – the ~~cultural~~ approach
to the culture of
knowledge.

– continuing education (Adult Ed)

learning, assessment,

flexibility of topics

flexibility of group relations