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Lib ED

for the
liberation of learning



A
do-it-yourself
guide



**A
do-it-yourself
guide
to the liberation
of learning
1989**

published by:

Libertarian Education

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Welcome to Lib ED's first pamphlet, A do-it-yourself guide to the liberation of learning.

Why such a guide? The answer lies in the ever-increasing repression of most educational institutions and the heavy attack that is being made on more open and non-authoritarian approaches to learning. Remember the 1970's when the Black Papers were laughed out of court. Only their authors and their friends and patrons took them seriously. Now they are all in government or calling the tune in the Department of Education and Science. Learners young and old are suffering the consequences of their prejudices as the implications of the new education and local government legislation become clear.

Libertarian educational ideas seem to offer a lot of hope and a continuing alternative to the current educational ideology. So we have included a few articles which may help to introduce people new to the ideas. Also, we include contact addresses of organisations and initiatives in Britain and abroad that campaign for the liberation of some aspect or aspects of learning. An index of articles from Lib ED magazine, going back over twenty years, and a wide-ranging bibliography conclude the pamphlet.

Lib ED is a termly magazine which examines radical ideas and practices in education. Between issues we produce a newsletter which provides an information exchange for the growing libertarian education network. Both the magazine and the network newsletter focus mainly on Britain but have an international perspective which reflects a developing exchange of ideas, news and ideas between Lib ED and many overseas contacts.

We hope you enjoy the D-I-Y guide and we welcome as much feedback as possible. The pamphlet will be updated annually, hopefully with readers help through suggestions for additional articles, material, contacts and resources. We also plan to publish a number of pamphlets looking at other libertarian educational ideas in more depth.

Happy reading and successful struggling.

Lib ED Collective, The Cottage, The Green, Leire, Leicestershire, LE17 5HL

LIBERTARIAN EDUCATION

A beginner's guide

A SORT OF PRETEND INTERVIEW WHERE YOU ASK REALLY NAIVE QUESTIONS AND WE PROVIDE INTERESTING, INFORMATIVE ANSWERS.

1. WHAT'S WRONG WITH ORDINARY EDUCATION ANYWAY?

It is anti-life, it is a systematic attempt to repress the natural instincts of the developing person. Play, fun, spontaneity and love are crushed and replaced by conformity and the fear of freedom.

2. BUT SOME PEOPLE LIKE IT.

Of course... a lot of ordinary, authoritarian education is simply building on the foundations laid by traditional authoritarian child-rearing. Even before entering school the child has been 'broken'. The child's personality develops as a projection of the parent's ambition - the rest is repressed - the child is polite, quiet, guilt-ridden and awaiting further instructions. It's not surprising that many of them want to be told what, when and how to learn.

3. WELL, WHAT'S THE ALTERNATIVE?

Freedom - freedom for people of all ages to learn what they want with teachers supporting the learning not directing it, no matter how subtly.

4. ISN'T THAT A BIT PIE IN THE SKY?

Not at all. It's not only practical but it exists. There are lots of schools and colleges around the world where there is freedom in education. In England Summerhill is probably the best known example.

5. ARE THEY ALL FEE PAYING PLACES?

Not entirely. In this country most progressive schools are outside the state system and exist by charging fees, but some like 'White Lion Free School' in London and The Sutton Centre in Nottingham are financed by local authorities. In other countries such as Denmark the state is more prepared to fund free schools and in those countries there is much less need to charge fees.

6. WELL WHAT OF THE REST? THEY WON'T CHANGE WILL THEY?

They are already changing, they are becoming more authoritarian. As the economy continues to decline the state is even less disposed to allow experimentation and creativity in schools. Cost-effectiveness and discipline is the order of the day. The need for the education system to meet the increasingly stringent needs of the state are more and more articulated. What schools do for (or to) the individual is even less considered.

7. IS THERE NO HOPE FOR MOST STATE EDUCATION?

Some - there are positive developments, the emergence of Black and Women studies, the provision of girl-only spaces, the widespread abolition of the cane, all demonstrate real gains for libertarians.

8. IS THIS LIBERTARIAN IDEA OF EDUCATION NEW, THEN? HAS IT DEVELOPED AS A CRITIQUE OF MODERN SOCIETY?

Yes and no - No it's not new in that schools have been criticised since they were first invented but the developed libertarian philosophy of education goes back about 200 years to William Godwin who wrote of the child as "an individual being with powers of reasoning, with sensations of pleasure and pain and with principles of morality... By the system of nature he is placed by himself; he has a claim upon his little sphere of empire and discretion; and he is entitled to his appropriate portion of independence." Since then many people including Tolstoy, Ferrer, A.S. Neill and Paul Goodman have developed the idea.

But it is also new in the sense that it continues to develop. We see Lib. Ed. in that tradition, updating the critique of authoritarian education as we also describe and encourage the libertarian alternative.

9. BUT IF LIBERTARIAN IDEAS ARE SO GOOD WHY HASN'T THE EDUCATION SYSTEM ADOPTED THEM?

Mainly because it is in the interests of some people to make sure that institutions don't develop along libertarian lines. People who profit from the willingness of others to be exploited and enjoy it. Most importantly the owners of capital who want workers who will not only work for less than their work gives the owner in profit but who will be grateful for the opportunity. Ultimately, though, so many of us gain a vested interest in the prevailing system that the majority are reluctant, at least initially, to see changes...

10. HOW CAN WE SUPPORT THE STRUGGLE FOR LIBERTARIAN EDUCATION?

Firstly by being critical - by questioning what the experts are telling us, whether the experts are teachers, journalists or parents. It is helpful if we can work in groups with other people in the same position. We can do this as women, kids, teachers, whatever, we don't need a political party. In fact the record of all the major political parties in Britain on Education is bad. The problem is that most parties think they know best how to organise people's lives. The libertarian idea is for people to control their own lives.

The struggle will mainly be local and small scale, around issues people feel strongly about. Talking to friends, reading, picketing, writing, organising might all be involved but in a way determined by those involved. Our role is to keep people in touch with the positive developments. To inform the struggle and encourage it along. Sometimes we must work in institutions and with people who seem oppressive, but we must try to keep in touch with our own feelings.

One of the Lib ED Collective discusses New Games

New Games aren't necessarily new - what is different about them is the style. Many of us have been playing New Games for quite a while, perhaps without realising it. So what are they?

First a bit of history. New Games originated in the states in the early 70's. Influenced by the Vietnam war, Stewart Brand came up with the idea of working out aggression in a 'safe' environment and invented the wonderfully named "Slaughter". 'Softwar' games caught on and, in conjunction with Pat Farrington, these New Games took in trust and non-competitive games. The success of the first New Games Tournament ensured their spread across America and the world. New Games UK is an organisation with the aim of promoting these games through information, equipment and training workshops.

I'm not going to go into great detail about the theory behind New Games here - for that you can contact New Games UK or work it out yourselves by playing them. As I said above, the difference between these games and traditional ones is the style. Most traditional games are based upon competition, exclusion and division; New Games are about co-operation, inclusion and unity. Let me explain.

First, they are about encouraging everyone to join in while allowing anyone to opt out. This is done by devising games which allow everyone to join in without the danger of being made to feel inferior, unsafe, merely tolerated or just plain stupid and putting no pressure on people to participate. New Games can be played by young, old, disabled, able-bodied, female, male and so on - all at once if that is who the group consists of. This is inclusion.

Second, New Games breaks down barriers of race, class, hierarchy, sex and so on. They can help us to be more relaxed with one another. Many games break down our fear of touch and help us realise that touch isn't necessarily sexual. They can also provide us with that feeling of being needed without stressful demands being made. All of this is very therapeutic.

They also provide a necessary compliment (antidote) to the usual competitive games we all know and love (hate). Too much stress is laid upon competition in our society. Many essentially non-competitive activities are made competitive, for instance geography in schools.

I am not against competition - indeed some New Games are competitive - but it is the over emphasis that is harmful. To have winners you must have losers "no matter how many socks they to pull up, belts they pull in or bicycles they get on" (John Butler). New Games prove that we can have fun without competing. "There is nothing wrong with competition in the proper proportion. Like salt it adds zest to the game and to life itself. But when the seasoning is mistaken for the substance, only sickness can follow." (George Leonard).

Fourthly, New Games are about having fun. The philosophy goes as follows - these games are fun, are not based on superiority/inferiority, embarrassment, exclusion, and so on, and so if you are not having fun it is your responsibility. They are about recapturing (holding on to?) the spirit of playfulness we all had when we were kids, about dropping our defences and playing for no other reason than enjoyment.

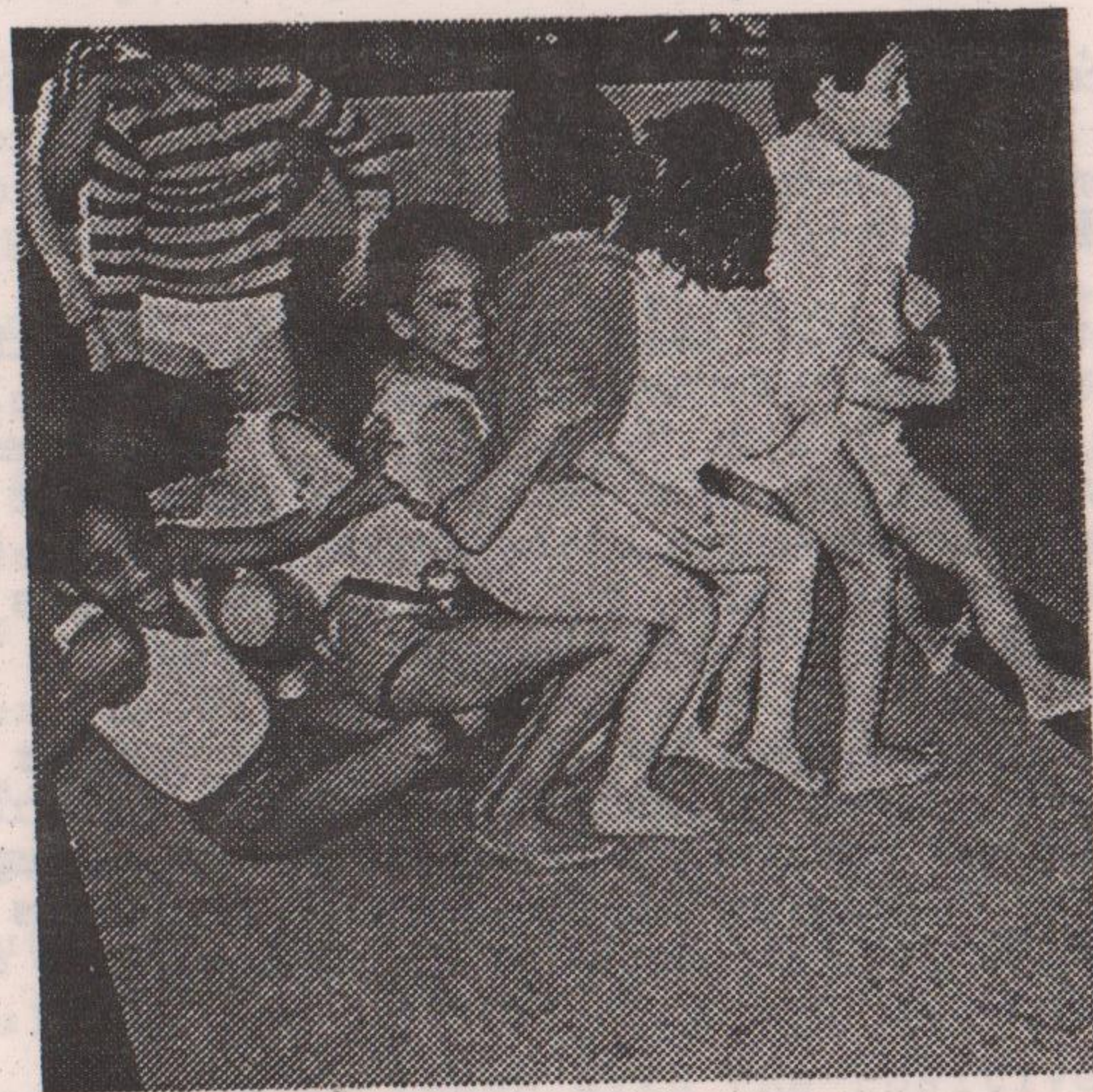
Fifth, New Games are about people. While there are basic games that can be played these can be modified by players to suit the needs of the group - in fact modifications are positively encouraged. We can bend the rules - which are kept to the bare minimum anyway - and so put people first. Cheating is out of the question as diversions from the rules tend to become the new rules. Certainly I have yet to hear someone complain of cheating.

Lastly, it's about equality. Everyone that takes part is equal, especially as no importance is attached to winning. Referees become co-players, players become referees. The only difference initially is the experience, confidence, and the willingness to take the risk. Once the game is going referees become virtually redundant.

If you are interested why not contact New Games UK, PO Box 542, London, NW2 3PQ. Or me, Clive, via the Lib ED collective.

SLAUGHTER - There are two teams, one without shoes and one without shoes or socks. There are two goals and two balls. The players must be on their knees to prevent it getting out of hand. The idea is to score by getting the ball into your opponents goal. Almost anything goes. If you are forced out of the playing area then you either drop out or you join the other side. The 'stop rule' applies. Game stops when everyone is exhausted.

SAY GOODBYE - Your dearest friend is going away and you've come to see her/him off. The farewell can be affectionate as you want. Hugs, tears and kisses are all in order.



Lib Ed looks at a small library founded by David Hoggett.

The Commonweal Collection

Libraries as we probably all know from experience can often be totally intimidating in their structure and organisation and completely impersonal as a result of underpaid and overworked staff. However, tucked away in a small but sufficiently spacious room in a corner of Bradford University's J.B. Priestley Library is the Commonweal Collection, a truly libertarian library.

As I walked into the Commonweal Collection, quite by chance whilst looking for the periodical section of the larger library, I found the subject classification really refreshing. It begins with non-violent action, moves through the peace movement and freedom struggle, to children and education and social decentralisation, and finishes with the sections on the good society, ecological crisis, world crisis and spiritual literature. Further the layout of the room with an abundance of comfortable chairs, good light and a range of alternative magazines and papers is very enticing.

The Collection's services

The Commonweal Collection is described by Paul Kellett, the part time co-ordinator of the collection, as a small library designed for any individual or group concerned with social change and non-violence. It actually consists of over 3000 carefully selected books and files of over 1000 magazines in the fields listed in the subject classification. Although small and tucked away it is very accessible if discovered. In the first place its scale makes it so, simply because it is easy to feel comfortable in there. Further the co-ordinator himself and other volunteers, mostly peace studies students from the university, are helpful and patient. But most important of all the services the Collection provides are considerable. Getting an external reader's card takes a matter of minutes. Furthermore any book, pamphlet or photocopy of a journal may be borrowed through the internal-library loan service of any public library. The Collection also has extensive and wide-ranging holdings lists in all its fields available by post. For example, I asked for the holdings list on free schools in the magazines held by the Collection between 1966 and 1975 (it has yet to be updated). Did you know, for example, that there is an article on the first London free school in the March 1967 edition of Anarchy or that there is an article on the Scotland Road free school in Peace News, 25th December 1970? So if you are looking for information about any field in the Collection's subject classification why not get in touch with them.

History of the Collection

The Collection is run by a voluntary working group on behalf of the Commonweal Trust. The Trust is independent of the university and not affiliated to any other body. Commonweal itself actually began, for the good of all as its name suggests, in the library of the Garthnewydd Community House in Merthyr Tydfil, an experiment in community living based on the social philosophy of Mohandas Gandhi. The Commonweal Trust was founded in 1963 and from the outset the Collection has depended on donations to the Trust. In the late 1960's the Collection operated from Cheltenham as a free-loan library, mainly postal, with links with individuals and groups active in the peace movement and other movements for social change throughout Britain and overseas. In 1975, with the death of its librarian and founder, David Hoggett, the trustees negotiated an agreement with the University of Bradford for the Collection to be brought to its present location where it is informally linked with the School of Peace Studies. The postal loan service has had to be suspended but that should not really hamper the Collection's accessibility too much because of all its other services.

The Future

Paul Kellett speaks optimistically about the Collection's future despite its reliance on donations. New books have been donated by publishers and the Quaker Peace Studies Trust and Lansbury House Trust Fund are among other financial benefactors. Further the Collection is trying to build stronger links with the wider peace and alternative society movements. We can but hope the initiative continues to thrive. It probably houses the largest single collection of libertarian literature in Britain. It has a strong ideology and is undoubtedly a haven for anyone especially interested in peace studies. Further its size, friendliness and accessibility offer a lesson to most other libraries and librarians.

Any correspondence, enquiries or donations should be addressed to:

Commonweal Collection
c/o J.B. Priestley Library,
University of Bradford,
Bradford,
West Yorkshire
BD7 1DP

Contact List.

This contact list is organised into three sections: GROUPS AND RESOURCES concerned at least in part with the promotion of the liberation of learning and from which a wide variety of libertarian educational material is often available; LIB ED GROUPS with contact addresses of members of the Lib Ed collective and some direct international links; SCHOLS OF INTEREST; schools, both in Britain and abroad, with a libertarian focus.

The list is by no means comprehensive and will be regularly updated. Lib Ed welcomes any additional contacts that readers may wish to send in.

Groups And Resources.

Britain.

Advisory Centre for Education
18 Victoria Park Square,
London E2
01-9804596

Advisory Service for Squatters
2 St. Pauls Road,
London N1
(info on how to squat and where
to contact the nearest squatters
group. They publish THE SQUATTERS
HANDBOOK)

Afro-Caribbean Education Resource
Project
Wyvil Road School,
Wyvil Road,
London SW8
01-627 2662

All London Teachers Against Racism and
Fascism
Panther House,
Room 216,
38 Mount Pleasant,
London WC1

Anarchist Student
c/o E. Grigg
Christchurch College,
North Holmes Road,
Canterbury CT1 1QU
(British student publication)

Animal Aid
7 Castle Street,
Tonbridge,
Kent TN9 1BH
(publishes OUTRAGE and a series
of useful leaflets highlighting
aspects of animal abuse)

Animal Liberation Front
BCM 1160,
London WC1N 3XX
(Determined to end all exploitation
against animals. Uses direct action
against individuals who abuse
animals - join by taking part)

Association for Curriculum Development
P.O. Box 563,
London,
N16 8XD
(An independent teachers network
involved in innovative curriculum
development, working to combat
racism and sexism, challenge prop-
aganda and produce learning mater-
ials which promote equality.)

Association of Teachers of
Mathematics (ATM)
Kings Chambers,
Queen Street,
Derby,
DE1 3DA

(Generally progressive, their
magazine Mathematics Teaching
has useful articles.)

Black and in Care
20 Compton Terrace,
London,
N1 2UN
01-226 7102

Campaign Against Military
Research on Campus (CAMROC)
190 Burdett Road,
London,
E3 4AA
01- 980 2455

Children's Legal Centre
20 Compton Terrace,
London,
N1
01-359 6251

Commonweal Collection
c/o J.B. Priestley Library,
University of Bradford,
Bradford,
BD7 1DP
(A small library designed for
anyone interested in libertarian,
anarchist and pacifist ideas.)

Education Otherwise
25 Common Lane,
Hemingford Abbots,
Cambs.
(For everyone who practices or
supports the right of children
to learn without schooling.)

Feminist Library
Hungerford House,
Victoria Embankment,
London,
WC2 N6PA
01-930 0715

Forest School Camps
110 Burbage Road,
London,
SE24 9HD
(A radical organisation that
arranges camps for children -
it's very decentralised.)

Free The Airwaves Campaign
BCM Box 1502,
London,
WC1N 3XX
(Committed to small scale open-
access revolutionary radio.)

Freedom
Angel Alley,
84b Whitechapel High Street,
London,
E1 7QX
01-247 9249
(Founded one hundred years ago it
continues to provide a lively forum
for all sorts of libertarian and
anarchist ideas.)

Gay Youth Help Service
37 Rosenthal House,
45 Rushey Green,
London,
SE6 4AR
01-698 2857

Human Scale Education Movement
Harton Manor Cottage,
Hartland,
N Devon,
EX39 6EL
(Draws on the Danish experience
and has considerable info about
the small schools.)

Housmans Mail Order
5 Caledonian Road,
London,
N1
(Suppliers of a wide range of
libertarian literature by post -
send for their catalogue of titles.)

In From The Cold
c/o 49 Cabrera Avenue,
Virginia Water,
Surrey,
GU25 4HA
(A libertarian magazine for people
with disabilities. Pressing alternative
images of disability from those curr-
ent in the media.)

International Assoc. for the Child's
Right to Play
Paul Soames, U.K Branch Secretary IP
Contact-a-Family,
15 Strutton Ground,
London,
SW1 P2HP

Leavers Experimental Arts Project
Legard Works,
Legard Road,
Highbury,
London,
N5 1DE
01-226 8025

Lesbian and Gay Workers in Education
BM Gayteacher,
London,
WC1N 3XX

Lesbian and Gay Youth Movement
BM G.Y.M
London,
WC1N 3XX
01-317 9690

Letterbox Library
5 Bradbury Street,
London,
N16 8JN
01-254 1640
(Specialise in non-sexist and
multicultural books for children.
For details of their free catalogue
write or phone.)

Libertarian Network of People
with Disabilities
c/o Townsend House
Green Lanes,
Marshfield,
Chi enham,
Wilts.

Minority Rights Group
29 Craven Street,
London,
WC2N 5NG
01-930 6659

Mukti
213 Eversholt Street,
London,
NW1
01-387 2777
(A twice-yearly magazine by and
for Asian women. As the Mukti coll-
ective says, it is concerned with
our struggles, our experiences,
sharing our ideas and creating our
own images. Published in Bengali,
Gujerati, Hindi, Punjabi, Urdu and
English.)

National Secular Society
702 Holloway Road,
London,
N19
01-272 1266

New Education Directory
15 Belle Vue,
Clifton,
Bristol,
BS8 1DB
0272-735091

New Games UK
11 Plato Road,
London,
SW2 5UP
(A registered charity and contact
network, they will supply lists,
books and equipment for co-operat-
ive games.)

New Grapevine
416 St. John's Street,
London,
EC1
01-278 9147
(Sex education and advice for young
people.)

New University
24 South Road,
Hockley,
Birmingham,
B18
021-551 1679

Outsiders Club
Box 42B,
London,
W1A 4ZB
01-499 0900
(A series of clubs around Britain
which aim to help people with
disabilities.)

Peace Education Project
Peace Pledge Union,
6 Endsleigh Street,
London,
WC1
01-387 5501

Play For Life
31b Ipswich Road,
Ncrwich,
NR2 2LN
(Promotes and supplies life affirmi-
ng toys and games. Write for catalo-
gue enclosing £1.)

Play Movement
c/o 97 Dale Street,
Lancaster,
LA1 3AP
0524-34439

Riff Raff Poets
c/o 84b Whitechapel High Street,
London,
E1

The Science Exploratory
Victoria Rooms,
Queens Road,
Clifton,
Bristol.

Scottish Civil Liberty Trust
146 Holland Street,
Glasgow,
G2 4NG

(Provides legal information and has
published a series of leaflets aimed
at young people in Scotland.)

Shocking Pink
Young Women's Magazine Collective,
55 Acre Lane,
Brixton,
London,
SW2

Society of Teachers Opposed to
Physical Punishment
18 Victoria Park Square,
London,
E2
01-980 8523

Steiner Schools Fellowship
Orlingbury House,
Lewes Road,
Forest Row,
Sussex,
RH18 5AA
01-242 4249

Teachers for Animal Rights
c/o Wanda Fejlidko,
Linwood Road,
London,
SW17

Woodcraft Folk
13 Rithartton Road,
London,
SW17
01-672 6031

(Kind of non-sexist, non-militarist
scouts and brownies.)

World Studies Journal
World Studies Teacher Training Centre
University of York,
Heslington,
York,
YO1 5DD
(Published quarterly, has some ideas
for maths topics.)

Workers Educational Association
9 Upper Berkeley Street,
London,
W1H
01-402 5608

Youth for Animal Rights
112-126 Camden High Street,
London,
NW1 0LU
01-485 5857

(More welfare than animal rights;
helpful contact for kids.)

Zoo Check
Cherry Tree Cottage,
Coldharbour,
Surrey,
RH5 6HA
(Campaigns against zoos and support
conservation projects which enables
wildlife to survive in the wild.)

International

Argentina

Grupo Impulso Libertario,
CC984,
2000 Rosario,
Republic of Argentina.

Australia

Connect,
12 Brooke Street,
Northcote 3070,
Victoria,
Australia.

Botswana

Foundation of Education with Production,
P.O. Box 20906,
Gaborone,
Botswana.
(Education for social change.)

France

Association Nationale Pour L'Education
Nouvelle,
1 Rue des Nefliers,
31400 Toulouse,
France.

Le CERISE,
77 Rue des Haies,
75020 Paris,
France.

Circule-Air,
Agence Informations Enfance,
29 rue Davy,
75017 Paris,
France.

India

ANKUR,
J-21, Hauz Khas Enclave,
New Delhi 110016,
India.
Tel: 661473.
(Society for alternatives in education.)

Italy

Centro Studi Libertari,
via Rovetta 27,
20127 Milano,
Italy.

Edizioni Anarchismo,
Casello Postale 61,
95100 Catania,
Italy.

Spain

CNT-Federacio d'Ensenyament de Catalunya,
c/Roger de Lluria,
123 Pral,
08037 Barcelona
Spain.
Tel: 215-13-64 or 215-19-83.

CNT-ATT-Ensenyament,
Calle Unio 16,
1-1 Barcelona 08001,
Spain.
Tel: 301-06-12.

Sweden

KRUT,
Torpedverkstaden,
Skeppsholmen,
S111 49 Stockholm,
Sweden.
(Critical Journal of Education)

SAC (Syndikalisterna),
Svenvagen 98,
11350 Stockholm,
Sweden.
Tel: 08-34-35-39.

U.S.A.

National Coalition of Alternative Community
Schools,
RDI Box 378,
Glenmore,
P.A. 19343,
U.S.A.
Tel: 215 4585138.

Lib ED Groups.

Britain

Lib ED magazine editorial address:
The Cottage,
The Green,
Leire,
Lutterworth,
Leicestershire,
LE17 5HL.
Tel: 0455 209029.

Lib ED distribution address:
3 Chapel Lane,
Hose,
Melton Mowbray
LE14 4JG,
Tel: 0949 60306.

Australia

c/o Roger Holdsworth & Pat Thurgood,
12 Brooke Street,
Northcote 3070,
Victoria,
Australia.
Tel: (03) 489 9052.

Schools of Interest.

Britain.

Bath Place School,
Bath Place Community Venture,
Bath Place,
Leamington.
(A 'school for the unschoolable'. Set up in
the late 1920's with local authority funding
for fifteen and sixteen year old young
people. Run on libertarian lines the school
is part of a broad community initiative.)

Blackcurent Free School,
54 Craven Street,
Northampton.
(A 1988 initiative begun as a Sunday School
but looking to develop into a day school.)

Kilquharney House School,
Castle Douglas,
Kircudbrightshire,
Scotland.
(A fee paying boarding school set up in
1940. Inspired by Summerhill.)

Hong Kong

c/o Lee Yuen Sen,
711 Park Yeung Lan,
Healthy Village,
North Point,
Hong Kong.

New Zealand

c/o Richard Bolstad
26 Southampton Street,
Christchurch,
New Zealand.

Kirkdale Free School,
c/o 11 Veronica Road,
Upper Tooting,
London,
SW17 8QL.
(A private free school set up in 1960.)

Lewisham Free School,
120 Algeron Road,
Lewisham,
London,
SE13 7AW.
(Still embryonic in 1988 but looking to open
as a full time state funded free school.)

Rowen House School,
Holbrook Road,
Belper,
Derbyshire,
DE5 1PB.
(Caters for 10 young adolescent women. State
funded and residential with a libertarian
ethos.)

Sands School,
48 East Street,
Ashburton,
Devon.
(Established in 1987 by ex-Dartington Hall
teachers. Fee paying day school but run on
libertarian lines.)

Summerhill School,
Leiston,
Suffolk.
(The oldest free school in the world!)

White Lion Free School,
57 White Lion Street,
London N1.
(Britain's oldest city free school. State
funded.)

International

Australia

Acrobatic Arts Community School,
P.O. Box 1101,
Wodonga 3690,
Australia.
(A school based around the
"Flying Fruit Fly Circus".)

Kensington Community High School,
393 Macauley Road,
Kensington 3031,
Australia.

Denmark

Det Frie Gymnasium,
Dambakken 9 - 11,
3460 Birkerød,
Denmark.

Tvind Hoschschule,
Dk - 6990 Ulfborg,
Denmark.

France

La Source, Ecole Nouvelle,
11 Rue Ernest Renan,
92190 Meudon Belle Oue,
France.

Oleron LEPMO,
St. Nazaire,
Paris,
France.

Japan

Global Free School,
525-3 Imazu-Machi Takasago-Cho,
Takasago City,
Japan.

Jiyu No Mori Gukuen,
Hanno,
Saitama,
Japan.
(Biggest free school in Japan.)

Nepal

Familial Day Nursery School,
P.O. Box 2009,
Katmandu,
Nepal.

New Zealand

Tamariki Free School,
Woolstan,
Christchurch,
New Zealand.

U.S.A.

City as School,
16 Clarkson Street,
New York 10014,
U.S.A.

The Free School,
8 Elm Street,
Albany,
New York 12202,
U.S.A.

West Germany

Kinderschule Hamburg,
Altonaer Poststra 7,
Hamburg,
West Germany.

Glockseeschule,
AM Lindenhofe 18,
Hanover,
West Germany.

Freie Schule Braunschweig,
Stettinstraße 5,
Braunschweig,
West Germany.

Freie Schule Marburg,
Groß-Seelheimerstraße 12,
Marburg,
West Germany.

Freie Schule Bochum,
Kassenbergstraße 3,
Bochum,
West Germany.

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