

# Learning Cooperatives Quarterly

The Newsletter of Life-Long Learning

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The book, *Creating Learning Communities*, and other material is available online at:

<http://www.CreatingLearningCommunities.org>

Discuss the future of learning and actions one could take at:

[LearningCommunities@yahoo.com](mailto:LearningCommunities@yahoo.com)

LearningCommunities list is to discuss your ideas on the concepts of 'co-operative community life-learning'.

Action groups and people who are actually creating a learning community can join:

[CCL-LLCs@yahoo.com](mailto:CCL-LLCs@yahoo.com)

CCL-LLCs is for those active in developing actual learning communities. This can be:

- holding local meetings of homeschooler and/or self-learners,
- being a member of an operating local learning community,
- exchanging information with other learning communities,
- working cooperatively with others on this list to promote LC,s
- reporting on active learning communities,
- developing information on LCs for the "Resouces Section,"
- writing a "New Chapter" for the online book,
- contributing money to help this Coalition continue or operate.
- anything else that will help bring LCs into operation.

## Real Learning in School, at Home and in Our Communities

Learning comes naturally to children. If you observe closely, you will notice that they are experimenting with and asking questions about what is happening in their environment at that moment.

We learn best by integrating what we hear and observe from others in our surroundings and in our daily lives. By removing our children from the 'living' environment of home and placing them into the artificial environment of a school, we are asking them to memorize facts that have very little relation to their everyday lives. These artificial environments require forced memorizing, not learning, and then judge our children (by testing) on how well they memorized meaningless facts. With all this forced memorizing and then being told they do not meet the grade, no wonder there is war. We are filling our children with rage!

Learning is a process of integrating facts and knowledge into daily living resulting in wisdom. Learning is a joyful, natural experience of living.

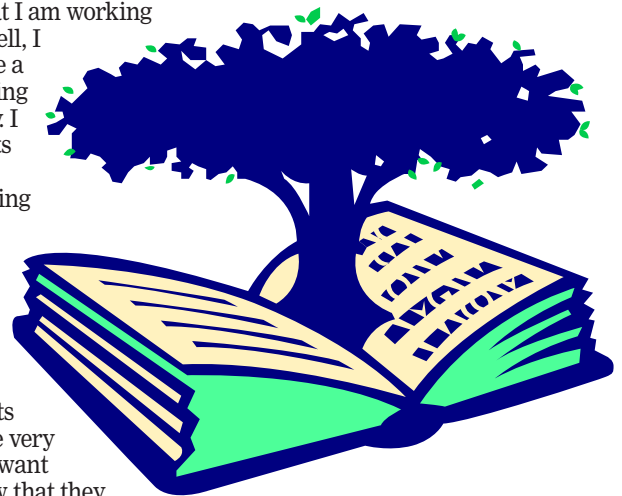
By the time our children reach college, many have interpreted learning to be an evil word, especially for those who did not figure out how to be a true success in school. Even though I held a high B average and was able to obtain entrance into Cornell, I felt I was always on the edge of failing. I didn't understand the system. It did not feel natural to me. But everyone else was participating in it so how could they all be wrong? I told myself, "There must be something wrong with me." I am sure I am not alone in these sentiments.

Now that I am working here at Cornell, I plan to create a course in Being and Integrity. I want students to know that there is nothing wrong with them if they feel they do not fit into the system. I want them to know that their thoughts and ideas are very important. I want them to know that they are not served if they subjugate themselves to the system. Their education is exactly that - Their Education!

I want them to examine who they are, what they want and what they are interested in. Not merely to accept what is offered to them but to dig deeper and see what aspect of any

course of study touches their soul and brings them joy. I want them to know it is in their best interest and the interest of all those they touch to put themselves, their values, their humor, and their compassion into that they are learning.

It is when we learn with joy that we really grow and help others to grow. It is learning with joy that sets us free from drudgery and routine. It is learning with joy that allows us to see the world as a huge playground where everyone has so much to offer us on our journey to greater wisdom if only we are allowed to receive it from our point of view and within our own timeframe.



Here at CRESP, we foster projects where people are working, learning and growing in community.

One local project is Eco-Village - a community of individuals who believe in fostering sustainable living, for the individual, for the community and for the ecology, along with education on community approaches to preserving the environment. When these strongly committed people came together over ten years ago, there was no textbook on how to do this. They drew on models of other communities but needed to work with each other and with the Ithaca community to make this happen.

Their first phase of 30 homes was completed in 1995 and they are currently building a second neighborhood, working as a group and learning as they go. No one knew the complexity of the local zoning laws or the legal requirements of forming partnerships and corporations or how to make it happen financially. But they did not need to go out and earn law and accounting degrees. They learned as the need arose and depended on each other's

Continued on page 2

## Our Mission

The mission of the Learning Cooperatives Quarterly (LCQ) is to utilize the format of a newsletter as a means to inform and network between individuals, groups, and organizations seeking to create transformation and change in education and learning.

The basic premise of this change lies in the perception that we are progressing towards an eco-society, an evolutionarily new social order or Gaian culture, in which all members of that society have a voice in the formation and maintenance thereof. Through this developing social order, members seek to live in harmony with the world around them, decisions are made on local levels with the consensus of local individuals, and every individual has the right and responsibility to determine his/her own learning processes and vocations.

Learning in such a society occurs at all ages with students accepting responsibilities of a higher order, being problem solvers, participating in democratic discussions and cooperative processes, and initiating their own learning. In order to support this transformation and maintain such a social order, learning techniques that have successfully explored and developed new models of learning and new curriculum need to be encouraged and authors of yet unknown forms need to be given a voice.

As with all societies, parents, mentors, facilitators, and so forth, play a role in passing on the ethical, moral, and social foundations of the society. These may at times be unique to one group or another. LCQ does not promote or endorse any of these. In a free and open learning system, all options for learning and all information are available by choice of the learner. This also applies to articles and news briefs contained herein.

It is the foundation of Cooperative Community Life-Long Learning Centers and the Coalition for Self-Learning that the control of education needs to be returned to the individual learner with support from parents and the local community, and that these processes can best happen in the context of Learning Cooperatives, Learning Communities, and Learning Centers in collaboration with the individual as a self-directed learner.

In summary, it is the intent of LCQ to provide an outlet for authors to strategize, discuss, define and share about programs of learning that promote a transformation towards an evolutionarily new social order, an eco- or Gaian society, through new contexts in education and learning.

## Real Learning

Continued from page 1

expertise and interests to create this amazing community.

We also focus on these other efforts at CRESP:

The Committee on US-Latin American Relations (CUSLAR) is the oldest continuously operating Latin American solidarity organization in North America. It sponsors a wide variety of educational, cultural and action-oriented programs at Cornell and in the surrounding community. CUSLAR publishes a newsletter twice a year to provide information and additional points of view on Latin America. In their last newsletter, the staff promoted the idea of people taking charge of their own learning and helping them to do so. They wrote: "While we still have to maintain a certain level of skepticism (on any materials we read) and not believe everything we see or hear, at least we can choose which ones to listen to instead of having that choice made for us (by the mass media)."

Eco-Partners in the Dominican Republic is a hands-on learning experience for the local community. They are introducing the idea of hydroelectric power and are teaching the residents about the feasibility of these systems.

The Durland Alternative Library here at Anabel Taylor Hall has a mission to provide free and open access to materials expressing viewpoints and information not readily available through mainstream publications and mass media sources. How many of you were taught that history has only one point of view only to discover there were other viewpoints out there that could be just as true? It is critical we have access to information that is often covered up and as many different points of view as possible for us to evaluate (using our own values with the knowledge we have obtained) to make decisions that reflect who we are. The Durland Alternative Library supplies much of this alternative knowledge for everyone.

One of our newer projects, Books thru Bars, believes that knowledge is the key to helping inmates integrate back into society. They supply donated books to local prisons for the inmates to learn more about the world and how to work within a community. It is often because of failure at school that children turn to criminal activities where they are successful. We need to be educated on the ludicrous path we are creating by forcing our kids into the unnatural environment at school full of arbitrary competition where, when they fail, some turn to criminal behavior because they were taught that

success and getting ahead were the valuable lessons of life. Instead of being praised for finally succeeding, they are put into an even more unnatural environment: a prison, never have the opportunity to learn how to work in community and are expected to successfully return to a society they were removed from at a very young age.

Schoolworks is a project specifically geared to helping those children who have trouble learning to read based on the current methods offered in our local schools. It is based on the idea that we all learn in different ways and a standard course of learning is not feasible for everyone. Schoolworks is training teachers to identify students who are not learning reading, writing and spelling in the traditional ways to offer them an alternative to assist them in the joy of reading.

All of our other projects assist in making available information and alternative points of view about social issues:

- Seeds of Simplicity offers information and support to individuals on ways to simplify their lives.
- The Coalition for the Homeless raises awareness of the homelessness issue.
- Ithaca City of Asylum offers the means for a political activist from China to write about his experiences from his homeland.
- Student Environmental Action Coalition (SEAC) works on environmental educational campaigns.
- United Progressive Alumni is a community of people dedicated to infusing new progressive ideas into the Cornell community.

Learning is not stagnant and new ideas are necessary and natural for growth. Learning is life and for each of us to experience life fully, we must be willing to learn, grow, shift in our perspectives and share ourselves with others.

*Beatrice Boes, CRESP Finance/Office Manager, is a graduate of Cornell University in the field of science. She received her MBA from the University of North Carolina - Chapel Hill in 1986. She earned her Certified Management Accountant certification in 1996. She has worked mainly in the not-for-profit sector, primarily in the healthcare industry, and has also worked as an independent accountant for small and large firms. Ms. Boes currently works part-time for the Center for Religion, Ethics and Social Policy and is a homeschooling mom of a teenage son. Her hobbies are gardening and reading and she holds a spiritual study group in her home once a week.*

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# Beyond Homeschooling: A Whole New School of Thought

By **TERRI WILLINGHAM**

Homeschooling is a loaded word, ripe with emotions equal parts political, social and religious. Its origins claimed by opposing camps, the term in fact arose in response to the education reform movements encouraged principally by John Holt, but also explored at length by Ivan Illich, John Taylor Gatto, Raymond and Dorothy Moore and a host of others who began advocating de-institutionalized learning in the early 1970s.

Over the last three decades, homeschooling has swung from a grassroots liberal reform movement to greater identification with religious conservatism and, in recent years, toward more mainstream acceptance by families across the political and religious spectrum. Homeschooling now embraces a wide range of methodologies and resources, from comprehensive correspondence programs and full primary and secondary prepackaged curricula, to part-time public school enrollment programs to cyberschools and "free-range" or "unschooling" designs. As the National Home Education Network is fond of saying, "The World is Our Classroom!"

In homeschooling, everything, it would seem, goes. Everything, that is, except anything that might, however remotely, "threaten" homeschooling.

With the proliferation of charter, magnet, cyber and other innovative educational programs quite literally "on the market," there has been a commensurate interest in capturing the interest and attendance of home learners, thought by some to now number close to two million. The interest in attracting homeschoolers to new, crossover educational programs might seem natural to many. After all, homeschoolers would ostensibly be open to innovative academics and might help sway public opinion toward further exploration of new learning options. Some contend, however, sometimes with good reason, that there are more nefarious goals behind the lure of more "formal" non-traditional schools.

Homeschoolers, by nature, are often suspicious of anything resembling increased government oversight and regulation, and that includes government-supported charter and cyberschools. Invitations to check out new programs are often denounced as efforts by the government to draw homeschoolers back into the institutionalized fold, however promising the new programs may appear.

While, in a few cases, such as the Independent Academy, in Kansas, the appeal to homeschoolers has proven to be

largely economically driven, in most cases innovative programs are simply looking for willing participants. Homeschoolers are an obvious choice, educational pioneers and explorers who would seem most accepting of new ideas and possibilities.

The fact that homeschoolers so often drag their feet when presented with new options in education, however, begs a few questions:

Has homeschooling become an institution in itself, so mainstream and expert-riddled that it has become as immovable, inflexible and unchangeable as public education?

Have we taken the label "homeschooler" and applied it too firmly, defining it too narrowly?

And more importantly to the issue of alternative education: can homeschoolers move beyond homeschooling and embrace a whole new school of thought, like Learning Communities?

These questions are being debated, in various forms and contexts, with increasing frequency among homeschoolers.

For some, the thought of moving beyond homeschooling brings the fearful image of leaving homeschooling behind, of a complete rejection of what has brought millions of children and their families a vigor and enthusiasm for life and learning others can only imagine. For others, it raises exciting possibilities of a brave new world of life and learning we're only just now imagining.

Some homeschoolers have taken the first step, like LIFE of Indiana, originally a homeschool group and now a successful Learning Center, serving an entire community. These home educators have taken a leap of faith and vision to see that beyond doesn't mean "without," or "to leave behind," but rather to "broaden and enhance." Many of us believe that just as homeschooling took us out of institutionalized learning, now it can take us even further, to democratic schools, to skills centers and learning communities, to a world where the values and benefits of home learning are available to everyone.

Can homeschoolers move beyond

homeschooling? Perhaps that's the wrong question. I think homeschoolers don't need to move beyond homeschooling. I think we simply need to take the next natural forward step after the one we took out the school house door thirty years ago, and embrace a whole new school of



thought.

We've generally accepted the commercialism of homeschooling, with thousands of home educators buying into prepackaged curricula, special classes and programs, conventions and book sales. As a group, we've often accepted the expert advice of homeschooling gurus who tell us what to teach and how (and with alarming frequency, how to vote and why!). So why shouldn't we at least consider the possibility that learning communities offer us an even better and more productive opportunity, at a more reasonable cost than commercial homeschool ventures, to build upon, and further benefit from, our independent learning capabilities in a more socially responsible manner?

We can jealously guard homeschooling against the imaginary threats of change and progress, and remain nothing more than we are - an admittedly more common but still enigmatic and sometimes socially problematic fringe group. Or we can rise to the occasion and claim our inheritance as education reform leaders, making independent home and alternative learning the rule rather than the exception. If we can take that leap of faith and promise the world really will be our classroom, and we'll have communities of peers.

*Terri Willingham and her husband Steve have homeschooled their three children for the past nine years. They live in Tampa, FL, where Terri writes a Home Learning column for the St. Petersburg Times, as well as a variety of articles for Home Education Magazine, Life Learning and other periodicals. Terri helps direct the state support and networking group, LIFE of Florida (<http://www.lifeofflorida.org>) for home and alternative learners in Florida, as well as a local LIFE chapter in Tampa. You can contact Terri at [pubmail@tampabay.rr.com](mailto:pubmail@tampabay.rr.com).*

## Self-Learning Research Project

*Participants Sought for Research Project*

### Homeschooling Parents:

Are you trying to help your child become an organized self-directed learner? If so, you and your child (or children) may be interested in participating in a research project being conducted by the Education Division of the American Society for Quality.

As a participant, you (the parent) will receive one-on-one step-by-step guidance (by email and phone) on how to help your child become a totally organized self-directed learner, who will set learning goals, design learning experiences, and consistently achieve objectives.

The approach (known as Quality Assurance) is a proven methodology for optimizing any set of processes. But while it has proven highly successful in many fields, this project will be its first application by individual students to the processes of self-directed learning.

Participants in this project will not be locked into any commitments. We'll provide step-by-step guidance, but it will be your choice whether to follow it. But we do believe you and your child will see benefits early in the process and will want to continue. All we'll

ask is for feedback on what works and what doesn't. This feedback will help our professional society draft a guidance document designed to help others apply this approach.

The optimum age range for this first pilot is probably 12-17, but younger children may be able to partially implement the approach. All interaction will be with you, the parent, not directly with your children.

To inquire further, please send your name, email address, and any questions to James Schoening at [Jim.S3@juno.com](mailto:Jim.S3@juno.com).

James Schoening  
American Society for Quality  
[Jim.S3@juno.com](mailto:Jim.S3@juno.com)

# A Paradigm Shift in Itself

by K. SHALLCROSS

When I first encountered the irony of harsh judgment in a love-based belief system it was in a story told by my mother. Apparently I was too young to remember the incident, yet I vividly remember the retelling as if it was happening that moment.

The family church turned down my mother's plea for help in getting away from a violent relationship. Their answer was that the Holy Bible teaches us to be good wives and support our husbands. At the time there was no such thing as a husband raping a wife. The year was 1961.

Flash-forward to the present: it seems so obvious that their boxed-in definition of Christianity was allowing the proliferation of abuse. Alas, hindsight is 20-20.

Here is a belief system based upon the teachings of Jesus, a man purported to emanate only love. And the followers, establishers of his teachings, are as rigid and unyielding as the ones that Jesus was crucified by.

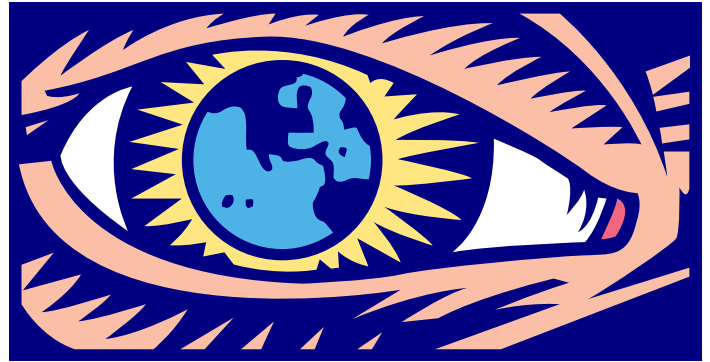
This isn't an isolated phenomenon. It's happening everywhere. The irony lives and breathes among us.

Just recently, while surfing around for fellow thinkers on the forward movement in education, I was directed to a website on Holt's theories, supported by a homeschooling magazine. There I witnessed an Unschooling columnist from said magazine espouse beautiful concepts on what Holt's work professed to. Yet, the same person spewed prejudicial theories on facets of peoples' lives, in addition to consistently stifling new ideas and thoughts about what Holt's vision stemmed from.

Holt's work, which spun off of ideas from people like Illich, came from higher consciousness. It came from the desire to create communities where cooperation mattered and hierarchy didn't belong.

If a paradigm is conscious-raising, then the people that represent that model should be also. Yet, more often than not, the same people get caught in a tunneled vision, victims of themselves.

After thumbing through a recent edition of Utne Reader ([www.utne.com](http://www.utne.com)), I read a well-written article about the "Art of Conversation." It addressed how "real talk" is about listening, being open to others' points of view, bending your own, instead of waiting to change your colleagues' viewpoints.



It's the same with aligning to a group. Beyond the basic core tenets of what makes that flock of people into a common group, a matrix needs to be open to the constant change of life itself.

If the facility to accept new ideas and concepts that are born from the existing ones doesn't exist, then stagnation occurs and the whole reason for establishing that exemplar is lost to history.

How does one keep the organic fluidness of an idea without losing the idea altogether?

Maybe extinguishing that ball of energy can't be done in a single step; it has to sequester itself into eventual oblivion or at least to Micro Island (Thea Alexander's 2150 A.D. style).

So the question becomes, how does one avoid becoming entrenched in one example. As with any change whose time has come, it starts with asking questions. It starts with seeing how the ones that represent that idea react to these questions.

Are they open to seeing the other side, are they open to even peeking out of their current existence? Are they humble? Or are they fiercely defensive? Has fear taken them to the point that they can't let go? Have they

changed only when forced to, or do they have the internal capacity to still soar?

The boxed-in societies have always existed. They will always exist. But if you want to create a place in which your full capacity of being can voraciously thrive, ask questions. Think hard about the answers; choose your alignments wisely.

As for me, I no longer consider myself Roman Catholic, or an Unschooler. I'm not anything but a humble servant to the changing consciousness.

*Kolleen uses the world as a classroom in learning with her six year old son. She is also one of the founding members of the LIGHTHOUSE Resource Center on Long Island. Kolleen currently resides in New York City with her husband and son.*

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# Follett Foundation: Educational Design Program

The Mary Parker Follett Foundation is pleased to announce the availability of a guidebook for a new program called Designing Communities of Learning. This program is part of the Foundation's Participatory Design of Social Systems interest area.

Designing Communities of Learning is offered as an alternative to more conventional education improvement, restructuring, and reform efforts that may not be addressing the basic mismatch between the aspirations of stakeholders, change in community and society, and change in educational systems.

The 33-page guidebook can be downloaded in PDF format from the Follett Foundation web site at <http://www.follettfoundation.org/current.htm>. You can

also download the PDF directly by clicking on <http://www.follettfoundation.org/guidebook.pdf>.

Based on the participatory, idealized design approach advocated by Bela H. Banathy, the following are the core assumptions underlying the Designing Communities of Learning program:

1. If a community today had to design a system of learning and human development (public education system) completely from scratch, it would not look like what we have today.

2. The only way to know if the present system is the best possible is to design the ideal and then look at the present system in light of that ideal.

3. Only the users of a system have the right to design that system.

The Follett Foundation seeks partners and communities interested in undertaking demonstration projects in this approach to change in educational systems.

## Mary Parker Follett Foundation Organization and History:

The Mary Parker Follett Foundation was established in order to meet a critical need in our time: the need for people of all societies and of all means to be able to actively participate in the evolution of their selves, their lives, and their world. In a time of complexity, change, and conflict, it is essential that the individual and the community together learn what they mean to each other. It is equally essen-

tial that difference become recognized as the source of relationship and of creation. The Foundation is dedicated to fostering core competencies for the 21st century that will allow individuals and communities to flourish in their present and to ensure the same opportunity for future generations.

The Foundation has its roots in the Idaho Systems Institute, which was established in 1996. The focus of the Institute was the promotion of systems thinking - a view of the world that recognizes the inter-relationships between all things - and the participatory design of social systems. These remain central to the work of the Foundation.

Matthew Shapiro  
mshapiro@follettfoundation.org

## In Brief

**NEW STORIES** is working with individuals and organizations locally and globally to create new opportunities for people who want to discover, develop and produce the new stories in their lives. They help groups gain greater clarity about their purpose, identity, structure and process, and ways to use of the internet to create a global learning community. New Stories' experience is that the clearer these aspects are, the more likely success is.

New Stories has now opened an online conversation space. Right now it is simply a gathering point for people who are interested in the new stories, which are emerging in many of our lives. It's a free space. You can access it from <http://www.newstories.org/> by clicking on the conversations tab.

Related to this, New Stories is now able to provide assistance to groups who want to do distance learning or distance collaboration work. In fact, selling services for distance learning and collaboration is the main support that enables us to do our global work supporting life-affirming leaders around the planet. A few of the Large Scale Change Initiatives New Stories has helped include: The Berkana Institute, Cultural Creatives, Institute of Noetic Sciences (IONS), Transformational Learning Community, Shikshantar: The Peoples' Institute for Rethinking Education and Development and many others. Colleges, universities and other organizations turn to New Stories to create virtual classrooms and other distance learning programs and processes. They have also worked with a number of different enterprises to help them create virtual enterprises.

If you need support in these areas, or if you know anyone who does, please visit our services site: <http://www.distancelearners.org/>. You can find out more about the online conferencing technology we use at <http://www.distancelearners.org/demo/catalystconferencing>. If you see ways in which we might be of service to you, please be sure to contact Bob Stilger.

**SHIKSHANTAR ANDOLAN:** The Peoples' Institute for Rethinking Education and Development has added several new and enticing publications to their website:

1) Stories of Unlearning - this series of personal stories seeks to closely explore a) the concept and practice of "unlearning" and b) the relationship between personal and systemic transformation.  
[http://www.swaraj.org/shikshantar/stories\\_resistance.html](http://www.swaraj.org/shikshantar/stories_resistance.html)

2) Voices from Mewar is a provocative collection of essays and stories, which were originally written in the Mewari language. They provide thoughtful critiques of schooling, literacy and institutionalization.  
<http://www.swaraj.org/shikshantar/voicesfrommewar.html>

3) Unfolding Learning Societies: Experiencing the Possibilities seeks to share diverse efforts to co-create learning communities around the world. It is the perfect remedy for those wishing to shake the Education for All dol-drums.  
[http://www.swaraj.org/shikshantar/l\\_s\\_discussion.html](http://www.swaraj.org/shikshantar/l_s_discussion.html)

4) Updates on our experiences

in Udaipur as a Learning City. Find out about what we have been up to with families in Udaipur to regenerate our local learning ecology. Make sure to check out the beautiful photo-essay on our experiences with ULC.

<http://www.swaraj.org/shikshantar/udaipur.html>

5) In collaboration with Other India Press and Holt Associates, we have also re-released John Holt's classic *Instead of Education*. You can order it from: <http://www.goacom.com/oib/>

The Shikshantar website was set up with the express purpose of breaking the monopoly of the "education experts" and helping each human being regain control of her/his own learning vision/process. They invite you to visit it and share your reflections and experiences with them.

You may contact Manish, Coordinator at the Shikshantar: The Peoples' Institute for Rethinking Education and Development at the following:  
21 Fatehpura Udaipur,  
Rajasthan, INDIA  
Tel:91-294-451-303  
Fax:91-294-451-941  
[www.swaraj.org/shikshantar](http://www.swaraj.org/shikshantar)

## In Brief

### WE, THE WORLD

#### Making a Difference - For Life

<http://www.wetheworld.org/>

A message from Earl James (Campaign for UN Reform, New Mexico Environmental Law Center, We, The World Advisory Board):

Dear Friend,

Something remarkable is happening that I want you to know about. Dozens of individuals around the world, some of whom have spent years or entire careers establishing new and profound ways of understanding and shaping our world have come together to support and help guide a new global network for change called We, The World.

Individuals as diverse in experience and accomplishments as Jane Goodall, Daniel Ellsberg, Patch Adams, Riane Eisler, Angaangaq Lyberth, Hazel Henderson and Paul Ray have realized that working alone, the fruits of their uncommon labors will not have the impact upon global society necessary to begin to turn us toward true sustainability and peace. Working together, however, they, we and you can help create the global political will necessary to really make a difference.

We, the Governing Board of We, The World, invite you to participate with this extraordinary international team to dramatically increase public involvement in the vital work being done locally and globally to create a peaceful and sustainable world.

Sincerely,

Rick Ulfik - Founder and Board Chair  
Diane Williams - Vice Chair  
Ina Bransome - Secretary  
Alan Schogel - Treasurer  
Ruth Meitin Garbus - Governing Board Member  
Barbara J. Hunter, Ph.D. - Governing Board Member  
Andrew Aaron - Advisory Board Member  
Earl James - Advisory Board Member  
Bill Levis - Advisory Board Member  
Don Schmall - Advisory Board Member

#### Contact Information:

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We, The World Production Center  
1-877-We-The-World (938-4396)  
or 1-212-867-0846  
Fax: 1-212-867-0844  
[Info@WeTheWorld.org](mailto:Info@WeTheWorld.org)

### DEMYSTIFICATION OF MENTORING

Developing or Expanding Your Mentoring Components And Getting it Funded

Free Training for Non Profits

Jerry Sherk is one of the foremost authorities on Mentoring programs in the entire country and is available for workshops for those involved in nonprofits.

Contact: Jerry Sherk  
[jsherk@adnc.com](mailto:jsherk@adnc.com)

UNSCHOOLING SOCIETY SPECIAL INTEREST GROUP to meet in Chicago at the April 2003 conference of the American Educational Research Association.

Madhu Suri Prakash, author of *Escaping Education: Living As Learning Among Grassroots Cultures* (Peter Lang, 1998), and Dana Stuchul are very interested in taking proposals to the American Educational Research Association (the world's largest educational research organization) annual meeting in Chicago, April, 2003. A subversive activity!

They would like to invite to this meeting anyone interested in gathering to represent the Unschooling Society Special Interest Group.

Please notify Dana about the possibility of your joining them in Chicago in April 2003. Reply to [Dana\\_Stuchul@bera.edu](mailto:Dana_Stuchul@bera.edu)

## GUIDELINES:

### ARTICLES

*Learning Cooperatives Quarterly invites readers to submit articles for publication.*

*Articles should cover any subject of interest to groups and individuals worldwide involved in or researching learning cooperatives, learning communities, learning centers and all issues relating to self-learning.*

*These articles should be no more than 2000 words and should be accompanied by a short biography of 40 words or less.*

*Learning Cooperatives Quarterly reserves the right to edit for reasons of clarity, but articles will not be edited for content without permission of the author. Please send articles through email to [marbleface@aol.com](mailto:marbleface@aol.com)*

### NEWS BRIEFS

*As part of LCQ's commitment to networking, we welcome short updates and informational news briefs from learning cooperatives, learning communities, and learning centers. We also encourage information concerning conferences or other organizational func-*

*tions and activities that might be of interest to our readers.*

*Please limit these entries to 400 words or less and include contact information. Learning Cooperatives Quarterly reserves the right to edit for*

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