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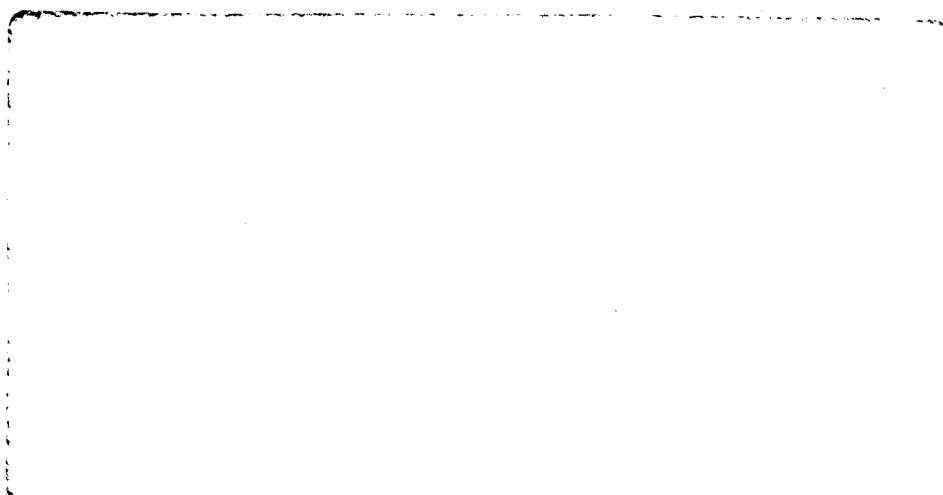
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Time: 8 hours (2 hrs/tape).

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Time: approximately 1 1/2 hours.

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- AR - E1.EN92 Martin, D'Arcy. "Pedagogy and Politics: Adult Education in Latin America." Translation of Spanish language article in Convergence, Vol IV, No. 1, 1971. 9p.

Books About Education.

- BK - E1.EN4 N World Council of Churches, Staff of Education Office, Editors. Seeing Education Whole. Transcript of a Conference on Education. Holland, May 17-22, 1970. 126p.

Journals About Education.

- JL - E1.EN14 N 151/146 INDICEP and Models of Mass Education in Latin America: The Major Ideological Trends, In Convergence. Translated from Educación Popular, Año II, No. 6, 1971 by D'Arcy Martin, Convergence. 13p.

Theses About Continuing Education.

- T - E1.EN2 09 Murphy, Brian K. An Examination of the Conclusions of the Third International Conference on Adult Education (Tokyo 1972) in the Light of Paulo Freire's Pedagogy of the Oppressed. Masters Thesis presented to the Faculty of Education, University of Ottawa, 1973. 131p.

Articles About Conscientization.

- AR - E1.EN73 159/25 Fals-Borda, Orlando. "Frustrated Revolution." Excerpts from a book Our Claim on the Future, ed. by Jorge Lara-Braud. Friendship Press N.Y., 1970. X

- AR - E1.EN74 VER 159/226 "What is Conscientization?" Originally published in Tu y Todos, a publication of Chilean Rural Catholic Action and reprinted in LADOC, I, 11a, June 1970. 1p.

Reviews of Books About Conscientization.

- AR - E1.EN90 OK MacEoin, Gary. "The New Game Plan for Latin America." A book review of Conscientization for Liberation, edited by L.M. Colonnese. National Catholic Reporter, Feb. 19, 1971. p. 10. N

- AR - E1.EN91 124/200 Merriam, Sharon. "Book Review," on Conscientization and Deschooling: Freire's and Illich's Proposals for Reshaping Society, by John L. Elias. Lifelong Learning: The Adult Years, January 1978. p. 34. OK

Articles About Social Oppression.

- AR - E1.EN75 100/100 Alves, Rubem A. "In Search of Freedom." Chapter One of the book, A Theology of Human Hope. 1972. p. 3-17.

- AR - E1.EN76 122/286 Martin, D'Arcy. "The Socio-Cultural Forces in Bolivia: A Brief Diagnosis." no date. 10p.

AR - E1.EN77 ^{153/178...} New World Coalition. "Introduction to New World Coalition Slide/Tape on U.S. Middle Class Values." 1972.

AR - E1.EN78 ^{158/263...} Ohliger, John. "The Great American Dream Machine." Program Review in Educational Broadcasting Review, Vol 5, No 2, April 1971. p. 57-59.

Journal About Social Oppression.

JL - E1.EN13 ^{158/263...} Third and Fourth Worlds. May, 1972. Vol 1, No 3. 2p. N

Articles About Oppressed Groups and Programs Formed to Help Them.

AR - E1.EN79 ^{162/46...} Boston, Bruce. "Report from a Theological Community in the Meantime." Colloquy, Vol 5, No 10, November 1972. p. 34-39.

Articles About Workshop Materials.

AR - E1.EN80 ^{163/178...} "New World Coalition." Resource Guide. (See also AR - C1.EN7.)

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1 of 98

AN: EJ478515

AU: Portelli, John-P.

TI: Exposing the Hidden Curriculum.

PY: 1993

JN: Journal-of-Curriculum-Studies; v25 n4 p343-58 Jul-Aug 1993

AB: Contends that curriculum theorists often distinguish between the formal or official curriculum from the actual or hidden curriculum. Argues that the hidden curriculum always has a normative, or moral, component and that educators have a responsibility to make the hidden curriculum as explicit as possible. (CFR)

2 of 98

AN: EJ477589

AU: Marsh, Donald-G.

TI: Freire, Vygotsky, Special Education and Me.

PY: 1993

JN: B.C.-Journal-of-Special-Education; v17 n2 p119-34 1993

AB: Drawing upon the works of Paulo Freire and Lev S. Vygotsky, this paper argues that the institution of special education inculcates helplessness rather than autonomy, discusses the cognitive behavior modifications that enable self-control and self-mediation of learning, and proposes the educational ideal of student empowerment and autonomy. (JDD)

3 of 98

AN: EJ476538

AU: Garrison, John-W., II

TI: UNCED and the Greening of Brazilian NGOs.

PY: 1993

JN: Grassroots-Development; v17 n1 p2-11 1993

AU: UMI

AB: Amid the United Nations Conference on Environment and Development in Brazil was the Global Forum, a gathering of representatives of more than 9,000 nongovernmental organizations (NGOs). Brazil's array of NGOs and grass-roots support organizations began developing in the early 1960s. The "pedagogy of the oppressed" developed by Paulo Freire encouraged the empowerment and literacy of adult poor. (KS)

4 of 98

AN: EJ475860

AU: Wesson, Linda-Harston, And-Others

TI: Tying Paulo Freire's Concepts to Restructuring.

PY: 1994

JN: Journal-of-School-Leadership; v4 n1 p113-16 Jan 1994

AU: UMI

AB: Restructuring requires that educational leaders have new frameworks for interpreting participant behaviors. Paulo Freire has defined characteristics of people moving toward higher thinking levels and decision-making ability. Combining Freire's thoughts with restructuring provides a conceptual model allowing leaders to interpret the organizational environment so that higher cognitive abilities are recognized and participant decision making is enhanced. (MLH)

944-90-20 - resid. Paulo Portelli

1
asterisks

138/462b

AN: ED364886
 AU: Villanueva, -Victor, Jr.
 TI: In the Teacher Who Would: Cultural Literacy as Folkloristic.
 PY: 1993
 NT: 22 p.; Keynote Address presented at the Annual Conference for English Education (Pittsburgh, PA, November 21, 1993).
 PR: EDRS Price - MF01/PC01 Plus Postage.
 AB: In the form of a story, this paper reveals the life and lifework of a committed Latino professor of English who was born in Brooklyn in the Bedford-Stuyvesant projects. First recounting the early years of a bright boy, the paper then proceeds to tell about the young man as a dropout, as a soldier in Vietnam, as a student in college, and then as a graduate student (while his wife supported the family). The paper then focuses on "Victor" as a teacher of basic writing to his mostly Mexican-American college students and Victor as a parent at highly charged discussions of curriculum in the local public schools. Pinpointing the discovery of Paulo Freire's "Pedagogy of the Oppressed" as a turning point in the teacher's life, the paper then concentrates on the many ups-and-downs that accompany Victor's attempts to modify the basic writing curriculum at the university to accommodate Freire's (and now his own) beliefs about literacy and cultural politics. The remainder of the book deals with the problems of the daily life of the teacher and his family; with personal thoughts about cultural and critical literacy; and with the preparation and publication by the National Council of Teachers of English of the teacher's memoir, "Bootstraps." (NKA)

5

138/462c

AN: ED364889
 AU: Villanueva, -Victor, Jr.
 TI: Demystifying the Jargon: The Language of the Left.
 PY: 1993
 NT: 21 p.; Paper presented at the Annual Meeting of the National Council of Teachers of English 93rd, Pittsburgh, PA, November 17-22, 1993.
 PR: EDRS Price - MF01/PC01 Plus Postage.
 AB: Noting that words like "alienation," "ideology," and "hegemony" are cropping up in academic journals (particularly those journals that concern themselves with rhetoric) with more and more frequency, this paper explains some of the basic terms used by the political left. The paper notes that such terms tend to come up even in everyday speech, but the meanings in everyday speech are at some remove from their specialized web of meanings. The second part of the paper discusses how Paulo Freire uses several of the terms. Terms defined in the paper include: alienation, "conscientization," dialectic, existentialism, hegemony, idealism, ideology, materialism, metaphysics, praxis, problematic, reification, structuralism, thesis, antithesis, synthesis, and war of positions. As far as classroom application of these terms, the paper suggests that when teachers claim they are going to show students how to think, it can too easily mean what to think. The paper points out that Freire would have teachers show students that they can think. A glossary of the terms is attached. (RS)

6

For update

49/66-b
 138/462c

AN: ED064127
 AU: Crandall, -JoAnn, Ed.; Peyton, -Joy-Kreeft, Ed.
 TI: Approaches to Adult ESL Literacy Instruction. Language in Education: Theory and Practice 82.
 SE: Adjunct ERIC Clearinghouse on Literacy Education for Limited-English-Proficient Adults. Washington, DC: Center for Applied Linguistics, Washington, D.C.; National Clearinghouse on Literacy Education, Washington, DC.

Conference
 auto to Jan
 essay references

Delta Systems Co. Inc., 1400 Miller Pkwy., McHenry, IL 60050-7030.

NT: 104 p.

DR: EDRS Price - MF01/PC05 Plus Postage.

AB: This book focuses on functional and holistic approaches to English-as-a-Second-Language (ESL) literacy, including competency-based education; whole language, language experience, and Freirean or participatory; and writing-based programs that result in published materials to be read by other adults. Chapter 1, "Literacy Through a Competency-Based Educational Approach," by K. Lynn Savage, provides an overview of a functional approach that emphasizes life skills and evaluates mastery of those skills according to actual learner performance. Chapter 2, "Whole Language in Adult Literacy Education," by Pat Rigg and Francis E. Kazemek, discusses the whole language view of teaching and learning. In chapter 3, "The Language Experience Approach," Marcia L. Taylor describes the approach as a whole language approach to instruction that promotes reading and writing by transcribing a student's experiences with the transcription then used as reading material for the student. Joy Kreeft Peyton uses chapter 4, "Listening to Students' Voices: Publishing Students' Writing for Other Students To Read," to present the rationale for using the writings of adult ESL students as material for teaching literacy to other ESL adults. She outlines the steps involved in implementing a writing and publishing program and gives sources of materials written by adult literacy learners and descriptions of student publishing programs. David Spenser gives an overview of "The Freirean Approach to Adult Literacy Education" in Chapter 5. (Author/AB)

8 of 98

EN: ED363779

AU: Elias, John-L.

TI: Paulo Freire: Pedagogue of Liberation.

DT: 1994

U: Krieger Publishing Co., P.O. Box 9542, Melbourne, FL 32902-9542 (\$19.50)

NT: 161 p.

DR: Document Not Available from EDRS.

AB: This book is an analytic and critical treatment of Paulo Freire's philosophy. Its two central theses are that Freire's thought is best understood as that of an educational practitioner and theorist and that the most fruitful interpretation of Freire comes from understanding him as a Catholic thinker. Chapter 1 situates Freire's lifelong work in Latin America and Africa. Chapter 2 presents a brief description of his now famous method of conscientization, the theoretical and practical center of his work. Chapter 3 explores the eclecticism of Freire's writings. Freire's philosophy of persons, society, knowledge, and political change are seen as closely related to his educational interests in the discussions presented in Chapters 4-7. Chapters 8 and 9 highlight his educational theories; the first details his criticisms of banking education (the view that knowledge is "deposited" in the minds of students by teachers); the other presents the constructive elements of his educational theory. The final chapter makes the case that Freire's work can rightly be considered as an integral part of the theology of liberation that prevails in less developed nations. Appendixes include 35 references and indexes of names and subjects. (YLP)

EN: EJ473678

AU: Marker, Perry

TI: Not Only by Our Words: Connecting the Pedagogy of Paulo Freire with the Social Studies Classroom.

DT: 1993

U: Social-Science-Record, v33 n1 p77-89 Spr 1993

UHI

AB: Applies educational theories of Paulo Freire to social studies curriculum

development and instruction. Claims that education either functions as an instrument to integrate young people into the current system or becomes an instrument to achieve freedom and progress. Argues that social studies teachers and students should become partners in curriculum development and relating existing knowledge to students' own experiences. (CFR)

10 of 98

AN: EJ470912
AU: Daws, -Lyn
TI: Clarice's Battle with Bingo Authorities.
PY: 1992

JN: Open-Letter; v3 ni p47-51 1992
AB: A case is described that tested the relevance of Freire's "liberationist pedagogy." One student's improved language skills resulted in changing smoking arrangements at the local bingo hall and in gaining personal social and political skills in the process. (Contains two references.) (LB)

AN: EJ470911
AU: Sanguinetti, -Jill
TI: Teaching with Freire in Australia: Some Questions and Lessons.
PY: 1992

JN: Open-Letter; v3 ni p39-46 1992
AB: A preliminary sketch is provided of some important issues in adult literacy education, based on the work of Paulo Freire and reactions to his theories. (Contains 12 references.) (LB)

AN: ED362931
AU: Rodriguez-Talavera, -Leticia
TI: A Semiotic Interpretation of the Teaching of Business Communication in Today's Global Economical Trend.
PY: 1993

NT: 17 p. Paper presented at the Annual Meeting of the Association for Business Communication (Montreal, Quebec, Canada, October 27-30, 1993).
PB: EDRS Price - MF01/PC01 Plus Postage.
AB: The theoretical and educational perspective presented in this paper offers a foundation for the way in which communication becomes a tool to promote social economic expansion and awareness of multiple international cultural realities. Part I examines the philosophies of Paulo Freire and Peter Drucker, which provide the core of the paper. Part II defines communication as a semiotic language device, one among other systems with which the individual participates to organize, conceptualize, and change history. In Part III the role of communication in international business is examined as it provides a tool to clear the way toward bringing peoples' views together. Part IV describes traditional parameters of language beliefs, comparing them to a more progressive semiotic/psycholinguistic parameter. The five main language parameters are described under the following headings: (1) physiological; (2) the nature versus nurture controversy; (3) the concept of equilibrium; (4) the constructivist versus the creative; and (5) the concept of history. In Part V, 7 general and 15 specific objectives are recommended for business communications educators to integrate and/or develop into communication courses. Contains 10 references. (NH)

AN: ED366865
AU: Villanueva, -Victor, Jr.
TI: Bootstraps: From an American Academic of Color.
PB: National Council of Teachers of English, Urbana, Ill.

PY: 1993

4

169 p.

13

EDRS Price - MF01/PC07 Plus Postage.

AB: Presenting a look at how racism works to inhibit academic achievement by limiting academic opportunities, this personal narrative weaves stories from an individual's life with an examination of research and popular thought on language use, literacy, and intelligence among people of color. The narrative considers the personal experiences of an academic of color (in this specific case, an American of Puerto Rican heritage) in the light of the history of rhetoric, the English Only movement, current socio- and psycho-linguistic theory, and the writings of Antonio Gramsci and Paulo Freire, among others, as well as the phenomenon of assimilation. Chapters are: (1) The Block, (2) An American of Color; (3) "Spic in English!"; (4) Coming to a Critical Consciousness; (5) "Ingles" in the Colleges; (6) Of Color, Classes, and Classrooms; and (7) Intellectuals and Hegemony. A "Post(modern)script" is attached. (Contains 164 references.) (RS)

AN: ED362649

AU: Carmen, -Raff

TI: Communication, Education and Empowerment. Manchester Monographs 33.

DS: Manchester Univ. (England). Centre for Adult and Higher Education.

PY: 1990

AV: Haigh & Hochland Ltd., Precinct Centre, Oxford Road, Manchester M13 9QA, England, United Kingdom.

BT: 131 p.

PR: EDRS Price - MF01/PC06 Plus Postage.

AB: When considering what type of communication is required for development, the conventional answer of diffusion of technological innovation for modernization and growth is inadequate. Daniel Lerner and Everett Rogers describe traditional people as the greatest obstacle to development. Paulo Freire perceives communication as an instrument for changing society versus persuasion and extension for the maintenance of the status quo and social control. Andreas Fuglestad attacks the myth of people's ignorance and advocates cross-cultural communication. Third system communication organizes society with a reversal of authority. Development for the rural poor should, while not neglecting the sound economic base, be first and foremost development as if people mattered. Liberation from being passive recipients and toward an active citizenry is the essence of the new content of social development. By deduction, rural social development (RSD) will equally contain both these liberating and positively empowering aspects. Empowerment comes through participation. RSD communication will have to be participatory. Examples of participatory communication are the Kenyan DEP Program, indigenous nongovernmental organizations in West Africa, Organization of Rural Associations for Progress in Zimbabwe, and the Community Educational and Cultural Center in Kenya. (Contains 174 references and a subject index.) (YLB)

AN: EJ467891

AU: Cohen, -Kathleen

TI: Can Multimedia Help Social Studies Teachers? Or Are Videotapes Worth the Expense?

PY: 1993

UN: Social-Studies-Review; V32 n2 p35-48 Win 1993

AV: UMI

AB: Argues that videotape and CD-ROM technology can provide opportunities for cross-cultural contacts and language development in social studies classrooms. Describes how new technologies are suited best for new teaching styles.

Includes recommended videotape and CD-ROM programs, hardware components, and

114/194b

AN: ED359827
 AU: Heffernan, Helen
 TI: The Garbage Crisis: Environmental Issues for Adult ESL Learners.
 CS: Toronto Board of Education (Ontario). Continuing Education Dept.
 PY: 1991
 AV: The Toronto Board of Education, Adult and Continuing Education Officer, Adult ESL/ABE/Parenting Programs, Ossington/Old Orchard School, 380 Ossington Avenue, Toronto, Ontario M6J 3A5, Canada.
 NT: 59 p.
 PR: Document Not Available from EDRS.
 AB: This module on the garbage crisis is for intermediate and advanced learners of English as a Second Language. It seeks to inform learners about this issue and to give them an opportunity to direct their concerns about the environment into positive action. The guide uses the problem-posing methodology of Paulo Freire. This methodology has three stages: listening, dialogue, and action. The module consists of five units: What Is Typical Household Garbage; Where Does This Garbage Go?; Where does It Come From?; and What Are We Doing to Reduce, Reuse, and Recycle Our Household Garbage? Questions for discussion are provided for each unit along with vocabulary, language, and thinking activities and actions for change exercises. A quiz called "The Great Recycling Quiz" is included that reviews the main points covered. A bibliography and important sources for information are contained in a resource section. All four language skills are addressed in each unit--speaking, listening, reading, and writing. (Adjunct ERIC Clearinghouse on Literacy Education) (LET)

16

122/291b

low?

AN: EJ462079
 AU: Mayo, Peter
 TI: When Does It Work? Freire's Pedagogy in Context.
 PY: 1992
 UN: Studies-in-the-Education-of-Adults; v25 n1 p11-30 Apr 1993
 AV: UMI
 AB: In extremely repressive situations, Freire's liberation pedagogy can support resistance; in postrevolutionary societies, it can suffer from contradictions. The perpetual tension between domestication (indoctrination) and liberation makes transformative education an ongoing process. (SK)

17

105/77-b

low?

AN: EJ459846
 AU: Clark, H. Carolyn
 TI: Transformational Learning
 PY: 1992
 UN: New-Directions-for-Adult-and-Continuing-Education; v57 n1-54 Apr 1993
 AV: UMI
 NT: Theme Issue: "An Update on Adult Learning Theory"
 AB: Transformational learning shapes the learner in profound and far-reaching ways. Conceptualizations by Mezirow, Freire, and Dalez are based on viewing learning as change in consciousness of humans as free and responsible, of knowledge and personal and social constructs, and belief in liberal democratic societies. (SK)

18

confirmance
 VER CONTEXT

112/162-b

AN: EJ436801
 AU: Gayfer, Margaret
 TI: The Sound of People Learning and Organizing for Change.
 PY: 1992

AN: Convergence. v25 n4 p17-22 1992

AV: GHI
RT: 25th anniversary issue.
AB: The former editor of "Convergence" assesses the last quarter century of adult education, highlighting adult education's link with development; Freire, participatory research, and popular education; and the impetus for women's education and other gender issues. (SK)

20 of 98

124/3120
20
AN: EJ455531
AU: Moshenberg, -Daniel
TI: The Problem with Note-Taking.
PY: 1992
JN: Composition-Studies-Freshman-English-News, v20 n2 p3-23 Fall 1992
AV: UMI

AB: Discusses how writing teachers translate literacy into empowerment. Considers the examples of notes passed from student to either another student or the teacher. Proposes a pedagogy of appreciating student writing rather than treating it as inferior or idiotic. (HB)

21 of 98

109/117-a
21
AN: ED353980
AU: Feinberg, -Renee
TI: Literacy, Libraries and the City University.
PY: 1992
NT: 22 p.
PR: EDRS Price - MF01/PC01 Plus Postage.

AB: This report describes adult literacy needs, the role of the libraries in meeting those needs, literacy needs and services in New York, and the contributions the City University of New York (CUNY) is making to the literacy effort. Quotations from Paulo Freire and Jonathan Kozol are used to define the nature of illiteracy and its extent in the United States, and Federal Government literacy initiatives and the role of the American Library Association are reviewed. A discussion of New York State and New York City literacy needs and programs provides the context for a description of literacy programs sponsored by CUNY. Information is provided about funding levels of the CUNY literacy program, and brief descriptions of literacy programs at five of CUNY's campuses are given. The paper also includes a brief review of literacy activities at other institutions of higher education. It is concluded that CUNY libraries could serve as a bridge between the literacy classroom and the mainstream by collecting materials that would enable literacy students to make use of an academic library. (Contains 40 references.) (KRN)

22 of 98

129/361 b
2. local.
AN: EJ444244
AU: Patthey-Chavez, -G. -Genevieve; Gergen, -Constance
TI: Culture as an Instructional Resource in the Multiethnic Composition Classroom.
PY: 1992
JN: Journal-of-Basic-Writing, vol 10 p75-95 Sep 1992
AV: UMI

AB: Suggests that the cultural diversity of the English-as-a-Second-Language (ESL) classroom can enhance instruction. Proposes application of Paulo Freire's problem posing approach to teaching basic college writing in the multiethnic setting. Identifies teaching principles that have proven useful in urban teaching. Discusses the integration of problem posing and traditional writing assignments. (GC)

23 of 98

AN: EJ439145
AU: Friend, -Christy

23
111/147-b
7 local.
não incluindo
não fala de
Freire.

1: The Excluded Conflict: The Marginalization of Composition and Rhetorical Studies in Graff's "Professing Literature."

Y: 1992

IN: College-English; v54 n3 p276-86 Mar 1992

AV: UMI

AB: Notes that many scholars see Gerald Graff as a revolutionary critic who provides a model for making fundamental changes within the discipline of English. Focuses on the historical marginalization of the fields of composition and rhetoric studies not addressed by Graff in his book "Professing Literature." (RS)

AN: EJ429094

AU: Giroux, Henry-A.

TI: Paulo Freire and the Politics of Postcolonialism.

Y: 1992

IN: Journal-of-Advanced-Composition; v12 n1 p15-26 Win 1992

AB: Asserts that Paulo Freire's work has been appropriated in ways that denudes it of some of its important political insights. Argues that Freire's work must be read as a postcolonial text and that North Americans must engage in a radical form of border crossing to reconstruct Freire's work in the specificity of its historical and political construction. (PRA)

AN: EJ429093

AU: Olson, Gary-A.

TI: History, "Praxis," and Change: Paulo Freire and the Politics of Literacy

Y: 1992

IN: Journal-of-Advanced-Composition; v12 n1 p1-14 Win 1992

AB: Describes the views and goals of Paulo Freire. Presents an interview with Freire where he discusses his life, works, writing habits, pedagogy, social ideas, research, critical literacy, and other topics. (PRA)

AN: EJ437408

AU: Durban, Frank

TI: Cultural History of a Curriculum: The Search for Salience.

Y: 1992

IN: Journalism-Educator; v46 n4 p14-21 Win 1992

AV: UMI

AB: Presents a case study of curricular development at the University of Wisconsin-Madison School of Journalism and Mass Communication. Examines the curricular relevance of mass communication in a social science research context for professionally oriented undergraduates. Discusses the concept of curriculum and the implications of Paulo Freire's connected teaching method for journalism and mass communication. (SR)

AN: EJ437379

AU: Freire, Paulo

TI: On Education and the Taste for Democracy.

Y: 1991

IN: Writing-Instructor; v10 n3 p116-20 Ser 1991

AB: Argues that it is impossible to teach democracy without living democracy. Shows the need to create the taste for democracy, and the appetite for learning, taking risks, and for appreciating differences. Asserts that teachers are not actually champions of civil rights, freedom and democracy but will be called on to fight for these ideals. (PRA)

24 of 98

25 of 98

26 of 98

27 of 98

28 of 98

AN: EJ435328
AU: Weiler, -Kathleen
TI: Freire and a Feminist Pedagogy of Difference.
PY: 1991
JN: Harvard-Educational-Review; v61 n4 p449-74 Nov 1991
AU: UMI

139/473-c

AB: A feminist critique of Freire's liberatory pedagogy questions his assumption of a single kind of experience of oppression. A feminist pedagogy enriches Freire's approach by questioning the role and authority of the teacher, recognizing the importance of personal experience as a source of knowledge, and exploring the perspectives of different races, classes, and cultures. (SK)

28
OK

Cic: Cambridge.

29 of 98

AN: EJ431472
AU: Sanzenbacher, -Richard
TI: The Conflict between Technology and the Environment: A Lesson in Critical Consciousness.

133/407-b
? local.

29

OK

AB: A unit in a college course on technology and human values involves the students' questioning of traditional Western values as they relate to technological rationalism, calling dominant ideology into question. The approach is based on Paulo Freire's problem-posing pedagogy, and incorporates analysis of selected paintings from the Futurist movement. (HSE)

AN: EJ429566
AU: Caulfield, -Peter-J.
TI: From Brazil to Buncombe County: Freire and Posing Problems.
PY: 1991
JN: Educational-Forum; v55 n4 p307-12 Sum 1991
AU: UMI

105/68-2

30 of 98

West Lafayette, IN

30

OK

AB: Considers whether Freire's problem-posing teaching methods are appropriate in the United States. Examines student-centered approaches in the context of differences between Brazil and North America, particularly cultural pluralism. (SK)

134/44-b

31 of 98

AN: EJ427772
AU: Selander, -N.-Staffan
TI: The Case of Freire: Intellectuals and the Transformation of Ideas--Notes on Ideology and Context
PY: 1990

London.

31

OK

AB: Examines how Paulo Freire's pedagogy changed, and how it affected pedagogical discourses when it was implemented by different education groups in Sweden. Explains how ideas move from one context to another using a grid-group model to analyze the text-translation, text-transformation process. Suggests theoretical systems can be used as ideological tools and to legitimate administrative reforms. (JCH)

115/203-a

32 of 98

AN: EJ417592
AU: Inglis, -Tom
TI: Frank Laubach: an Unsung Hero of Literacy.
PY: 1990
JN: Adults-Learning-(England); v2 n2 p41-52 Nov 1990

OK

32

9

AB: Describes the achievements of Frank Laubach, founder of Laubach Literacy

International, pioneer of a pragmatic method of literacy instruction and advocate of volunteer literacy tutoring. Compares Laubach's ideas with those of Paulo Freire. (SK)

135/422-a

7. Cichade

33 of 98

OK

AN: EJ412580
AU: Shor, -Ira
TI: Developing Student Autonomy in the Classroom.
PY: 1989
JN: Equity-and-Excellence; v24 n3 p33-37 Fall 1989
AV: UMI
BT: Special issue with the title, "Adult Learners in Higher Education."
AB: Discusses Paulo Freire's approach to adult education. Discusses personal conflicts with the traditional method of teaching and proposes how best to teach adult learners. Presents a practical version of the Freire model of desocialization based on experience with students who developed a nonfiction writing curriculum based on the nuclear arms race. (JS)

Q3

122/291-
Cichade?

Corrinda

34 of 98

AN: EJ411378
AU: Mathieu, -David-J.
TI: Community Education as Radical Pedagogy.
PY: 1990
JN: Community-Education-Journal; v17 n4 p26-28 Sum 1990
AV: UMI
AB: Discusses radical nature of community education by comparing it to methodology of Paulo Freire. Indicates that community education is based on a new understanding of the purpose of education and role of community in educational process. Suggests that practitioners and theorists must recapture its radical nature if community education is to bring about real change in American education. (Author/JOW)

Q1

108/144-a
7. Cichade

35 of 98

AN: EJ411372
AU: Ekpenyong, -Lawrence-E.
TI: Studying Adult Learning through the History of Knowledge.
PY: 1990
JN: International-Journal-of-Lifelong-Education; v9 n3 p151-77 Jul-Sep 1990
AB: Discusses the methodology by which people arrive at "knowledge" and how knowledge has been seen by philosophers and critical thinkers through history. Includes the theories of Jürgen Habermas, Jack Mezirow, Thomas Kuhn, and Paulo Freire. Cites implications for adult education. (JOW)

Q1

134/416-a
Cichade?

36 of 98

AN: EJ410058
AU: Shannon, -Patrick
TI: Re-searching the Familiar.
PY: 1990
JN: Language-Arts; v67 n4 p379-87 Apr 1990
AV: UMI
BT: Themed Issue: Liberation Education.
AB: Explains how a teacher education course (designed by the author using an adaptation of Paulo Freire's problem-posing methods) actually hampered students' development and learning. Describes how together the class and teacher recognized the discrepancy between the teacher's rhetoric and the course realities and adjusted the course to fit students' needs. (MB)

Q3

37 of 98

AN: EJ410056
AU: Berthoff, -Ann-E

277

102/36-b
7. Cichade

PT: Paulo Freire's Liberation Pedagogy.

PY: 1990

PN: Language-Arts; v67 n4 p362-69 Apr 1990

AV: UMI

NT: Themed Issue: Liberation Education.

AB: Offers a close reading of a statement from Paulo Freire's "Pedagogy of the Oppressed": "Dialogue is the encounter between men, mediated by the world, to name the world." (MG)

38 of 98

AN: EJ409521

AU: Browne-De-Rego, -George

TI: Educational Development in Brazil.

PY: 1990

PN: Zeitschrift-fur-Padagogik; v36 n2 p187-204 Mar 1990

AB: Maintains that historical and cultural studies must be given the same consideration as sociological and political theories when analyzing the problems of developing countries. Examines the work of Gilberto Freyre and its application to the problems of modernization of Brazilian education and society. Compares the work of Paulo Freire and Freyre. (RW)

39 of 98

AN: EJ407112

AU: Faltis, -Christian

TI: Spanish for Native Speakers: Freirian and Vygotskian Perspectives.

PY: 1990

PN: Foreign-Language-Annals; v23 n2 p117-26 Apr 1990

AV: UMI

AB: Offers an alternative to the two approaches to teaching Spanish to adolescent and college-level bilingual native speakers interested in developing their Spanish abilities. This theory draws heavily from Freire's problem-posing procedure for critical dialogue and Vygotsky's theory of social learning. (28 references) (Author/VWL)

40 of 98

AN: EJ406666

AU: Hunter, -Paul

TI: Synecdoche against Metonymy: Burke, Freire, and Writing Instruction.

PY: 1990

PN: Freshman-English-News; v18 n2 p2-9 Sep 1990

AV: UMI

AB: Argues that the metaphor of writing as a tool is still used because the ideas of Kenneth Burke have not been applied comprehensively. Argues further that Burke's "A Grammar of Motives" implies a radical change in what it means to teach students to analyze and produce texts--a change leading up to and beyond Freireian pedagogy. (R3)

41 of 98

AN: EJ406638

AU: Squires, -Mandy; Inlander, -Robin

TI: A Freireian-Inspired Video Curriculum for At-Risk High-School Students

PY: 1990

PN: English-Journal; v77 n4 p49-56 Feb 1990

AV: UMI

AB: Describes a video/language arts curriculum for at-risk students, based on Paulo Freire's "Education for critical consciousness." Discusses students on a Navajo reservation learned basic literacy skills while drawing on their personal experiences. Shows how Freire's pedagogy of listening, dialogue, and action were incorporated into all stages of the curriculum. (RM)

AN: EJ404676 113/179-A ?cidade
 AU: Gottlieb,-Esther-E.; La-Belle,-Thomas-J.
 TI: Ethnographic Contextualization of Freire's Discourse:
 Consciousness-Raising, Theory and Practice.
 HN: Anthropology-and-Education-Quarterly; v21 n1 p3-18 Mar 1990 (42)
 AV: UMI
 AB: Integrates the results of a formalist discourse analysis of Freire's
 "Pedagogy of the Oppressed" with field observations of his programs in Latin
 America. Identifies some features of Freire's discursive construction of
 knowledge. Documents the practice of Freire's rehumanizing discourse within
 consciousness-raising programs in both revolutionary and prerevolutionary
 societies. (Author/JS)

43 of 98

115/208-b ?cd.
 AN: EJ403617
 AU: Janangelo,-Joseph
 TI: Fighting Baptism with a Hose: Understanding Student Resistance to
 Liberation Pedagogy.
 PY: 1989
 HN: English-Education; v21 n4 p219-29 Dec 1989 (43)
 AV: UMI
 AB: Discusses three major areas of student resistance to teachers' attempts to
 bring liberation pedagogy into the classroom, so that teachers can better
 understand the validity of this resistance. Suggests possible ways of
 overcoming it. (SR)

44 of 98

104/57-c ?cd.
 AN: EJ401538
 AU: Butkus,-Russell-A.
 TI: Linking Social Analysis with Curriculum Development: Insights from Paulo
 Freire.
 PY: 1989
 HN: Religious-Education; v84 n4 p568-83 Fall 1989 (44)
 AV: UMI
 AB: Summarizes the reconceptualists view of curriculum building. Responds to
 the critique that the reconceptualist view point is overly theoretical. Draws
 upon Paulo Freire's model of pedagogy to illustrate praxis based on a process
 of curriculum development that takes seriously the reconceptualist view of the
 social, historical, and political dimensions of curriculum. (KD)

45 of 98

115/208-a local ?
 AN: EJ403031
 AU: James,-Michael-D.
 TI: Servatifying Literacy: Reading, Writing, and the Struggle for Liberation.
 PY: 1990
 HN: Convergence:-An-International-Journal-of-Adult-Education; v23 n1 p14-25
 1990 (45)
 AB: Literacy by itself cannot change oppressive conditions. It can only be an
 instrument in the struggle against social, economic, and political oppression.
 Examples of literacy as a political act may be found in the work of Paulo
 Freire and in projects that follow the tradition of the Highlander Folk School
 (SK)

46 of 98

(46) 112/162-c
 AN: EJ095527
 AU: Gee,-James-Paul
 TI: The Legacies of Literacy: From Plato to Freire through Harvey Graff.

7 C.idade
 PY: 1989
 HN: Journal-of-Education; v171 n1 p147-65 1989

AV: UMI

NT: Special issue with title "Literacy, Discourse, and Linguistics: Essays by James Paul Gee", reprinted from Harvard Educational Review, v58 n2, p195-212, 1988.

AB: Reviews "The Legacies of Literacy: Continuities and Contradictions in Western Culture and Society" (Harvey G. Graff). Discusses the historical role of literacy education as a tool for liberation, emphasizing the viewpoints of Plato and Freire. (FMW)

47 of 98

AN: EJ398231

AU: Wagner, -Daniel-A.

TI: Literacy Campaigns: Past, Present, and Future. Review of "National Literacy Campaigns: Historical and Comparative Aspects" edited by Robert F. Arnove and Harvey J. Graff, "Literacy: Reading the Word and the World" by Paulo Enria and Ronaldo Macedo, and "Theory and Practice of Literacy Work: Policies, Strategies and Examples" by Ali Hamadache and Daniel Martin.

RY: 1989

IN: Comparative-Education-Review; v33 n2 p256-60 May 1989

AV: UMI

AB: Reviews three volumes that address national and international efforts to increase adult literacy. The books focus on: (1) case studies of literacy campaigns since 1569, and better known, contemporary mass education programs; (2) literacy work as a form of cultural politics; and (3) United Nations field-based literacy projects. (SV)

48 of 98

AN: EJ394640

AU: Moriarty, -Pia

TI: A Freirean Approach to Peacemaking.

RY: 1982

IN: Convergence: -An-International-Journal-of-Adult-Education; v22 n1 p25-36 1989

AV: UMI

AB: The Nuclear Disarmament Project involving Catholic churches and schools in San Francisco used Freirean codifications, with photographs as codes, to develop discussions on the moral issues of nuclear arms. Group discussions led to concrete action in the cause of peace and social justice. (SK)

49 of 98

AN: EJ394539

AU: Shor, -Ira

TI: Working Hands and Critical Minds: A Paulo Enria Model for Job Training.

RY: 1988

IN: Journal-of-Education; v170 n2 p102-21 1988

AV: UMI

NT: Special issue with the title, "Pedagogy: Theory and Practice."

AB: Students resist intellectual work and show an impatience to finish school and begin a career. This is a result of curriculum disputes over vocational policy. A participatory and dialogic method for job training courses, derived from Paulo Freire's ideas, offers an alternative to the current methods of technical instruction. (Author/VH)

50 of 98

AN: EJ394534

AU: Hickling-Hudson, -Anne

TI: Toward Communication Praxis: Reflections on the Pedagogy of Paulo Enria and Educational Change in Grenada

RY: 1988

IN: Journal-of-Education; v170 n2 p7-35 1988

UMI
Abstract: Special issue with the title, "Pedagogy: Theory and Practice."
Abstract: After a seminar on the integration of work and study, led by Paulo Freire, Guatemalan teachers understood an approach which unifies schools and communities. Years later the teachers were working in educational projects, but not applying what they had learned. Explanations for the lack of adherence to the approach are explored. (UM)

51 of 98

135/431b
AN: EJ394326
AU: Solorzano, -Daniel-G.
TI: Teaching and Social Change: Reflections on a Freirean Approach in a College Classroom.
PY: 1989
JF: Teaching-Sociology; v17 n2 p218-25 Apr 1989
PU: UMI
AB: Reflects on the implementation of Paulo Freire's problem-posing method in an East Los Angeles College (California) course on the media portrayal of Chicanos. Examines Freire's pedagogy and its application in the classroom, and critiques the process. Describes recent work applying the Freirean methodology in college classrooms. (Author/LS)

52 of 98

108/114-b
AN: EJ388018
AU: Elbaz, -Freema
TI: Critical Reflection on Teaching: Insights from Freire.
PY: 1988
JF: Journal-of-Education-for-Teaching; v14 n2 p171-81 1988
AB: The experiences of a teacher educator with practicing teachers form the basis of this analysis of teacher reflection--teachers examining their own knowledge. Using the work of Freire as a frame of reference, three phases in the development of teacher self-reflexiveness are identified: sympathetic description, analysis/synthesis, and action. (IAH)

53 of 98

104/51-b1
AN: EJ384875
AU: Burstow, -Bonnie
TI: Consensitization: A New Direction for Ex-Inmate Education.
PY: 1988
JF: International-Journal-of-Lifelong-Education; v8 n1 p23-43 Jan-Mar 1988
AB: The author discusses the applicability of and the need for Freirean pedagogy in the rehabilitation of former inmates. She discusses her applications of this approach at My Brother's Place, a halfway house for chronic offenders. A discussion of special learning issues is included. (OH)

54 of 98

113/182 a
AN: EJ381488
AU: Graham, -Tomas
TI: Education for Humanization: Applying Paulo Freire's Pedagogy to Learning a Second Language.
PY: 1988
JF: Harvard-Educational-Review; v58 n4 p433-48 Nov 1988
PU: UMI
AB: Describes experiences of working with critical pedagogy in teaching English as a second language. Provides insights into the constructive processes made possible when education is based on human needs and calls Freire's critical pedagogy particularly appropriate for second language learning. Concludes with a call for reconceptualizing education as a humanizing activity. (Author/CH)

55 of 98

AN: EJ381376 138/463-A
AU: Wallerstein, -Nina; Bernstein, -Edward
TI: Empowerment Education: Freire's Ideas Adapted to Health Education.
PY: 1988
JN: Health-Education-Quarterly; v15 n4 p379-94 Win 1988
AU: UMI

AB: This article contains three sections: (1) a literature review demonstrating that powerlessness is linked to disease and empowerment to health; (2) an exposition of Brazilian educator Paulo Freire's empowering education theory with a comparison to traditional health education; and (3) a case study of an empowering education substance abuse prevention program. (JQW)

56 of 98

AN: EJ377143 140/487-a ? local
AU: Zacharakis-Jutz, -Jeff
TI: Post-Freirean Adult Education: A Question of Empowerment and Power.
PY: 1988
JN: Adult-Education-Quarterly; v39 n1 p41-47 Fall 1988
AU: UMI

AB: The author states that the movement to increase discipline and detail in post-Freirean adult education may ultimately reduce it to reproducing the status quo. He argues that empowerment and power are opposing concepts and that adult educators must oppose the systemizing of adult education if they hope to effect social change. (CH)

57 of 98

AN: EJ374847
TI: Comment and Response.
PY: 1988
JN: College-English; v50 n5 p577-83 Sep 1988
AU: UMI
AB: Includes "A Comment on Mervyn Nicholson's 'Reading Stevens' Riddles'", by Alberta C. Labriola; a response by Mervyn Nicholson; "A Comment on Marjorie Godlin Roemer's 'Which Reader's Response?'", and a response by Marjorie Godlin Roemer. (JAD)

58 of 98

AN: EJ373287 114/198 a
AU: Holzman, -Michael
TI: A Post-Freirean Model for Adult Literacy Education.
PY: 1988
JN: College-English; v50 n2 p177-89 Feb 1988
AU: UMI

AB: Claims that the preferred method for literacy education today is a technique of self-instruction by small groups of people voluntarily assembled, assisted by representatives of intermediary organizations as necessary, to further the ends of self-reliance and improved living conditions. (JK)

59 of 98

AN: EJ373284 116/222 b.
AU: Knoblauch, -G.-H.
TI: Rhetorical Constructions, Dialogue and Commitment.
PY: 1988
JN: College-English; v50 n2 p125-40 Feb 1988
AU: UMI

AB: Reviews Paulo Freire's concept of "praxis." Discusses ontological (Aristotle), objectivist (Descartes, Locke), expressionist (Kant), and sociological or "dialogical" (Marx) statements, and explains their potential

application to the teaching of rhetoric. (JK)

15

103/38c

60

AN: EJ371502
 AU: Bigelow, -Bill
 TI: Critical Pedagogy at Jefferson High School.
 PY: 1988
 UN: Equity-and-Choice; v4 n2 p14-19 Win 1988
 AB: In an integrated high school in Oregon, a course, Literature in American History, sharply deviates from the standard curriculum. Using the pedagogy of Paulo Freire, two teachers encourage students to use analytical skills to radically rethink their assumptions about American society. Social contradictions and new possibilities for social change are explored. (UM)

136/44000

1 ad.

AN: EJ368831
 AU: Timpson, -William-M.
 TI: Paulo Freire: Advocate of Literacy through Liberation.
 PY: 1988
 UN: Educational-Leadership; v45 n5 p62-66 Feb 1988
 AU: UM1

61

AB: As head of Brazil's literacy campaign, educator Paulo Freire discovered that overwhelming student apathy required restructuring his values toward empowering instead of controlling students. For education to be linked to progress at an individual level, curriculum must emanate partly from the learners' lives. Includes five references. (MLH)

(Linn)

62/1680

7 adad

AN: ED350650
 AU: Maxcy, -Spencer-J.
 TI: Educational Leadership: A Critical Pragmatic Perspective. Critical Studies in Education and Culture Series.
 PY: 1991
 AU: Greenwood Publishing Group, Inc., 88 Post Road West, P.O. Box 5007, Westport, CT 06881-9990 (ISBN-0-89789-259-3, paperback: \$16.95; ISBN-0-89789-258-5, hardback).
 NT: 216 p.; Series edited by Henry A. Giroux and Paulo Freire.
 AB: Document Not Available from EDRS.

62

Library of Books in Education on line

AB: An original reformulation of the meaning, potential, and practice of educational leadership, informed by notions of self and social empowerment, is provided. This book relies on a variety of theories derived from philosophic schools such as hermeneutics, critical theory, deconstructionism, and pragmatism. Arguments are presented in the following 10 chapters: (1) "Introduction: The Quest for Leadership"; (2) "Research on Leadership in Education"; (3) "Administrative Leadership, Democracy, and the Qualities of Philosophic Mind"; (4) "Educational Leadership and Policy"; (5) "Leadership and the Education of Young Children"; (6) "Moral Imagination and School Leadership"; (7) "Postmodernity and the Preparation of Educational Leaders for the Future"; (8) "Empowerment and Educational Leadership"; (9) "The Artist-Leader and the Problem of Design"; and (10) "Conclusions." The possibilities of leadership are expanded by addressing its relationship to authority and ethics, politics and power, and ideology and culture. The arguments set forth in this book build to the conclusion that what is needed in contemporary debates about school reform is the critically imaginative vision that sees leadership as a community effort to redesign schools for the maximization of the interests of the community. An index is appended. (Contains 105 references.) (MLH)

63

111/143

AN: ED348673
 AU: Friek, -Philip
 TI: Black English and the Henry Higgins Project: Avoiding Disempowering

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Miss Carol Calder,
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September, 9th, 1981

Dear Miss Calder:

I have received all items regarding the Paulo Freire Resource Collection that you kindly sent me. I have analyzed them and chose those ones I thought would be useful for my present work. You can find their titles listed below and I would appreciate very much if you send me the total cost of a copy of all of them.

- 1) AR - A1.EN31 - Freire, Paulo. "A Key Idea of Paulo Freire: Opression; A Key Idea of Paulo Freire: Dependence; A Key Idea of Paulo Freire: Marginalization."
- 2) AR - A6.EN1 - Freire, Paulo. "Foreword" to A New Moral Order by Denis Goulet.
- 3) AR - D.EN24 - Stamos, Stephen C. Jr. "Adaptation of Freire's Analysis to the Normal Institutional Context."
- 4) AR - ~~E1~~.EN13 - Boclier, Ernstine B. "Toward a Theory of Adults Education: An Analysis of the Concept Conscientization as Expressed by Freire with Special Reference to Selected Ideas of Ivan Illich, Theobald, Blakely and Drucker."
- 5) AR - E1.EN34 - Cappon, Daniel. "Love is Dying in a Self-Indulgent, Material Society." Star (March, 27, 1973)
- 6) AR - E1.EN37 - Shaw, Blair W. "Toys We Select for Children Can Help them to be Liberated" Star (Febr. 20, 1973)
- 7) AR - E1.EN38 - Westell, Anthony. "Democracy on the Job: The New Industrial Revolution". Star (March, 31, 1973)
- 8) AR - A2.EN72 - Dagger, Thelma. "Rossman-Freire Comparison". Unpublished paper, Ohio State University
- 9) AR - A2.EN89 - Stull, Dee. "Analysis of Terms Used in The Pedagogy of the Oppressed by Paulo Freire." Unpublished paper, Ohio State University, Winter 1972
- 10) AR - A2.EN91 - Wook, Roger. "Paulo Freire - Reformist or Revolutionary" Paper presented at the American Educational Studies Association Meeting, Chicago Campus of the University of Illinois, February 23, 1972.



- 1975 "Conversando con Paulo Freire", entrevista realizada por la revista Cuadernos de Pedagogía, Ginebra, en: Carlos A. Torres (comp.), Entrevistas con Paulo Freire, Gernika, México, 1978, pp. 97-102.
- 1975 "Are adult literacy programmes neutral?", International Symposium for Literacy, Persépolis, 3-8 de septiembre, mimeo.
- 1975 Ação cultural apra a liberdade e outros escritos, Paz e Terra, Río de Janeiro. (Compilación hecha por el autor, de algunos textos suyos escritos entre 1968 y 1974).
- 1977 Cartas a Guinea-Bissau. Apuntes de una experiencia pedagógica en proceso, Siglo XXI Editores, México.
- 1978 "Quatro cartas aos animadores de Círculos de Cultura de Sao Tomé y Príncipe", diciembre, en Carlos R. Brandao (org.), A questao política da educação popular, Editora Brasiliense, Sao Paulo, 4a. ed., 1984, pp. 136-195.
- 1979 "Encontro com Paulo Freire", entrevista realizada por Ligia Chiappini, Ginebra, en: Educação e Sociedade, no.3, Cortez e Moraes, Sao Paulo, mayo, pp. 47-75.
- 1981 "El pueblo dice su palabra o la alfabetización en Sao Tomé y Príncipe", en: P. Freire, La importancia de leer y el proceso de liberación, pp. 125-176.
- 1982 y Sergio Guimaraes, Sobre educação (Diálogos), vol.1, Paz e Terra, Río de Janeiro.
- 1984 y Sergio Guimaraes, Sobre educação (Diálogos), vol.2, Paz e Terra, Río de Janeiro.
- 1984 La importancia de leer y el proceso de liberación, Siglo XXI Editores, México. (Compilación de varios artículos, charlas y entrevistas de Freire entre 1968 y 1982).
- 1985 y Antonio Faúndez, Por uma pedagogia da pergunta, Paz e Terra, Río de Janeiro, (Trad. Hacia una pedagogía de la pregunta, Ed. La Aurora, Buenos Aires, 1986).

- 1985 "Caminhos de Paulo Freire", entrevista realizada por J. Cha
sin, Rui Gomes Dantas y Vicente Madeira, enero, en: Ensaio,
nº.14, Editora Ensaio, Sao Paulo, pp. 1-27.
- 1985 Reflexión crítica sobre las virtudes del educador, Edicio-
nes Búsqueda, Buenos Aires.
- 1985 y Ana P. de Quiroga, El proceso educativo según Paulo Frei
re y Enrique Pichón-Rivière, Seminario en Sao Paulo en sep
tiembre, Ediciones Cinco, Buenos Aires.
- 1985 The politics of education. Culture, Power and Liberation,
Introduction by H.A.Giroux, Bergin-Garvey Pub., Massachu-
setts.
- 1985 y Frei Betto: Essa escola chamada vida, Ed. Atica, Sao Pau
lo.
- 1986 y Gadotti, M. y Guimaraes, S.: Pedagogía: Diálogo e confli
to, Cortez-Autores Asociados, Sao Paulo.
- 1987 e Ira Shor: A Pedagogy for Liberation. Dialogues on Trans-
forming Education, Bergin-Garvey, Massachusetts.
- 1987 y Macedo, D.: Literacy, South Hadley.

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AD Anónimo: Se vive como se puede. Montevideo. Tierra Nueva, 1970. Son 117 páginas que contienen los resultados de una experiencia con la pedagogía de Freire.

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ASSMANN, H.: Opresión-Liberación. Desafío a los cristianos. Montevideo. Tierra Nueva, 1971.

OK - Teología desde la praxis de la liberación. Salamanca. Sígueme, 1973. Contiene los capítulos del libro anterior y siete nuevos apartados en los que, entre otros, aborda temas tan actuales como: las implicaciones de un nuevo lenguaje teológico, y el aporte cristiano al proceso de liberación en América Latina.

ASENSI, J.: Iniciación cultural para adultos. Lectura funcional y técnicas de trabajo. Madrid. Marsiega, 1972. En varias partes del libro se hace alusión el método psicosocial de Freire.

BARROS C., R.: La educación, ¿utilitaria o liberadora? Madrid. Marsiega, 1971. Este libro está dedicado íntegramente a dar una visión global del método de Paulo Freire.

COLONNESE, L.: Concientization for Liberation. Washington. Div. form Latin America, USCC, 1971. En el libro hay un capítulo escrito por Freire sobre nuevas dimensiones en las realidades del hemisferio.

DE KADT, E. Catholic Radicals in Brazil. Londres. Oxford University Press, Ely House, 1971. Informa sobre los movimientos precursores del sistema de Freire y ayuda a entender el clima político del cual nació la concientización.

FRANCO, Fausto: El hombre: construcción progresiva. La tarea educativa de Paulo Freire. Madrid. Ed. Marsiega, 1973.

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FUERTER, P.: Educación y reflexión. Montevideo. Tierra Nueva, 1970.

GOULET, D.: The Cruel Choice: a New Concept in the Theory of Development. New York Atheneum, 1971. Estudia los dilemas morales que plantean la ayuda exterior, el desarrollo y las instituciones mundiales que domesticar al Tercer Mundo.

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ponencia de Antonio Ceduy sobre: "Elaboración de material
catequético" expone la metodología de Paulo Freire.

- Manual del método psicosocial para la enseñanza de adultos.
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Venício Artur de Lima
Ph.D. em Comunicação pela Universidade de Illinois, EE.UU., e Professor Assistente da UnB. É autor de Comunicação e Cultura: As Ideias de Paulo Freire, que será lançado brevemente pela Editora Paz e Terra.

Os escritos de Paulo Freire - principalmente aqueles produzidos durante seus 16 anos de exílio - foram publicados em muitos lugares diferentes, traduzidos para diversos idiomas e combinados em vários livros. Daí porque ao leitor brasileiro não é fácil encontrar uma relação da obra do famoso pensador pernambucano. Esta bibliografia, que é uma primeira tentativa, sabidamente incompleta, de suprir essa lacuna, foi elaborada obedecendo a uma dupla preocupação. Primeiro, oferecer uma listagem das publicações originais dos trabalhos de Freire, acompanhados, sempre que existente, da referência à tradução em português. Segundo, evitar a duplicidade de referências - o mesmo trabalho aparecendo sob títulos diferentes - problema bastante comum nas poucas bibliografias de Freire disponíveis publicadas em outras línguas. O pesquisador interessado em identificar as diversas traduções dos escritos de Freire deverá consultar a bibliografia compilada por A.G. Kallenberg e publicada em 1979 pelo "Centre for the Study of Education in Developing Countries", The Hague, Holanda, que contém a melhor relação disponível para o holandês, inglês, francês, alemão, italiano, espanhol e português.

Na Bibliografia oferecida a seguir, os escritos de Paulo Freire estão relacionados pela ordem cronológica de sua publicação original.

- 1958 "A Educação de adultos e as Populações Marginais: o Problema dos Mocambos;" Seminário Regional Preparatório em Pernambuco; em Anais do II Congresso Nacional de Educação de Adultos, MEC, Rio.
- 1959 "Educação e Atualidade Brasileira," tese de História e Filosofia da Educação, Universidade do Recife, s/e Recife.
- 1961 "Escola Primária para o Brasil," em Revista Brasileira de Estudos Pedagógicos, Rio, v. 35, nº 82, abril/junho, pp. 15-33. → ①
- 1963 "Conscientização e Alfabetização - Uma nova visão do Processo," em Revista de Cultura da Universidade do Recife, Nº 4, abril/junho, pp. 5-23.
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- 1967 Educação como Prática da Liberdade, Paz e Terra, Rio.
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- 1968b Educação e Conscientização: Extensionismo Rural: obra coletiva com Veloso Farias, Jose Luis Fiori e Ernani Maria Fiori, publicada pelo Centro Intercultural de Documentación, CIDOC, Cuernavaca, Mexico.

Os textos de Freire incluídos no livro são:

- Cap. 1 é o Cap. 4 de (1967);
 Cap. 2, "La Alfabetización de Adultos";
 Aparece em português em (1976).
 Cap. 3, "La Concepción Bancaria de la Educación y la Dehumanización", e "La Concepción Problemática

- zadora de la Educación";
- Cap. 4, "La Investigación y Metodología de la Investigación del "Tema Generador";
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- Cap. 5, "A Proposito del Tema Generador y del Universo Tematico";
- Cap. 9, "El Compromiso del Professional con la Sociedad";
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- Cap.12. "Ao Coordenador del Circulo de Cultura"
- Cap.14. "Extensión o Comunicación?"

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"Relación bibliográfica: consideraciones criticas en torno del acto de estudiar".
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"La practica del metodo psicosocial";

"Los Campesinos tambien pueden ser autores de sus propios textos de lectura";

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o assessorasse na evangelização realista do homem chileno. Testemunho da presença e depois sempre mais crescente influência de P.F. na "pastoral" da Igreja Católica na América Latina. É um texto síntese de suas posições sobre o diálogo em educação, desenvolvidas amplamente em Pedagogia do Oprimido.

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TÍTULO OU ASSUNTO:

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