

# Annotations on the dialogue between Myles Horton and Paulo Freire: Arranged by Topic

(page numbers based on the first draft of the transcription)

## 1. GROWING UP PERIOD \* EARLY LIFE \* HOW IT AFFECTED MYLES AND PAULO

tape #: page #s

- 1:18-37 \* Myles' early life / sharecropping / living in poverty / his reading habits
- 1:37-39 \* Paulo's early life
- 2:1-3 \* Paulo's early education experiences
- 2:4-9 \* Myles' early education / church experiences / work experiences
- 2:9-22 \* Paulo and Myles on writing / reading and authors that influenced them
- 2:22-27 \* Learning from experience
- 4:16-35 \* Myles experience at Ozone and other educational experiences that led to forming Highlander / Paulo's comments about teaching and knowing
- 5:1-21 \* Paulo's early schooling and beginnings as a teacher-  
discussion of teaching philosophy and methods to get away from  
education-from-above and authoritarianism in teaching
- 10:26-44 \* Discussion of Danish Folk Schools
- 11:10-23 \* Myles early life that helped form his beliefs and practices  
How to do something about injustice in the system
- 11:23-33 \* Paulo's early life / his family life and relationships / his introduction  
to Marx / his faith
- 12:1-2 \* Continue with experiences that shaped Paulo's life

## 2. CREATING POPULAR KNOWLEDGE

tape #: page #s

- 2:27-29 \* People's knowledge
- 5:21-28 \* Knowledge of the people / experience of the people

### 3. EDUCATION AND THE ISSUE OF NEUTRALITY

Tape#:Page#s

- 2:30-38 \* The issue of neutrality and taking sides
- 3:1-8 \* Political aspects of education
- 7:1-26 \* Non-neutrality / politics of education / Myles ideas on working to change the system / authority vs authoritarianism in teaching
- 7:26-39 \* Charismatic leaders and Highlander
- 7:39-40 \* Experts and Highlander and its relationship to empowerment
- 8:1-3 \* (continue previous topic)
- 8:3-10 \* Differences between organizing and education from Myles' and Highlander's perspective
- 8:10-21 \* A discussion on challenging people's beliefs and traditions through intervention
- 8:22-32 \* Limits / authority and teaching

### 4. SCHOOLING DEBATE \* TO WORK INSIDE OR OUTSIDE OF THE SCHOOLING SYSTEM

Tape #: Page #s

- 3:8-15 \* Education outside of schooling
- 3:24-36 \* Discussion of space within the schooling system as this relates to the work of Highlander / Brazil / Nicaragua

## 5. POPULAR EDUCATION \* LITERACY \* CITIZENSHIP SCHOOLS

Tape #: Page #s

- 3:16-23 \* Differences between organizing and education
- 4:1-16 \* Labor education in Brazil / education in Nicaragua / the continuing struggle \* Changing education after a revolution
- 5:30-35 \* Experiences of the people / people's knowledge-the teacher's knowledge
- 6:1-38 \* Beginning education with what people know
  - How to move the people beyond their expectations
  - Myles early experiences in the labor period
  - Paulo's comments on critical thinking and content/ Teaching by example
  - Some on Myles' philosophy and practice of education
  - Myles' visit to Cuba (35-38)
- 8:33-41 \* Citizenship Schools
- 9:1-24 \* Continue Citizenship Schools
- 9:24-32 \* Codification discussion (Paulo)
  - A discussion of the situation in Brazil
- 9:32-38 \* Myles discussion of different historical periods and Highlander's work in those periods
- 10:1-14 \* Continue the discussion of historical periods and Highlanders' work in those periods / building organizations / work in periods of low political activity
  - Organizing vs. Education
- 10:14-24 \* History of Highlander's relationship with Martin Luther King
  - The propaganda attack on Highlander for its involvement in the civil rights movement
  - A discussion of the legal charges brought against Highlander in this period
- 11:1-3 \* (actually starts 10:44) Thoughts on Education, Teaching, and Reflection
- 11:3-10 \* Citizenship Schools (jumps to Myles early formation)
- 12:4-34 \* Myles discussion of how and why Highlander got involved in a relationship with Nicaragua
  - John, Vickie, and Linda share personal experiences from visiting Nicaragua

## 6. MECHANICS OF THE DIALOGUE AND JUNK

Tape #:Page #s

- 1:1-18 \* The discussion on the first day about how to get started/mostly Paulo
- 1: 23 \* phone call
- 5:28-30 \* Getting started on another day
- 8:33-34 \* Junk (p. 33, line 20 to p. 34, line 3)
- 10:24-25 \* Getting started on a new session / discussion on how to do the transcriptions
  - also p. 26-28 has material to be deleted
- 12:2-3 \* How to finish the dialogue
- 12:34-35 \* Ending comments