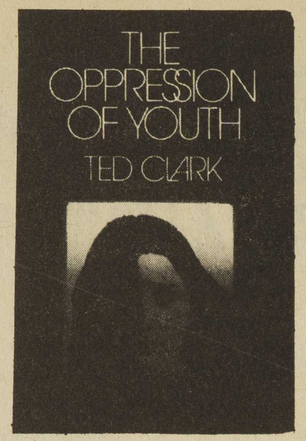
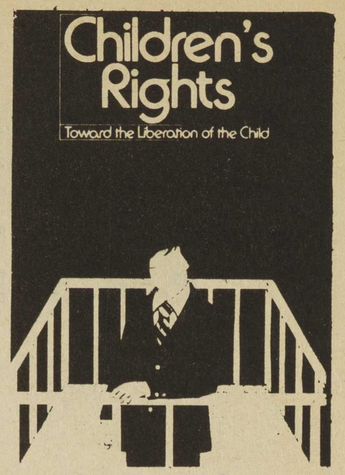




society. Unfortunately, he doesn't expand on that idea.

Children's Liberation, ed. by David Gottleib; Prentice Hall, 1973 — Gottleib has collected a hodgepodge of articles, reports from the White House Conference on Youth, statistical information about young people, etc. Some of them are good, and some not so good. Peter B. Meyer's "The Exploitation of the American Growing Class" is an interesting analysis of the economic and political causes of children's oppression. Gottlieb's "Children as Victims" is also good. By and large, however, the book does not live up to the promise of its title.

II. AGEISM AND PSYCHOLOGY

The Oppression of Youth, by Ted Clark; Harper/Colophon, 1975 — Clark focuses on the interplay between psychological and sociological oppression. He has major chapters on the oppression of young people in general, oppression in school, oppression in the family, and oppression of young people's sexuality. In each of the chapters he discusses the psychological damage that is done to young people.

Clark takes it for granted that children should have more rights and that adults are largely responsible for their oppression. That enables him to look into the causes and manifestations of that oppression. His book goes a step further than the general introduction to look at some of the less superficial aspects of young people's liberation.

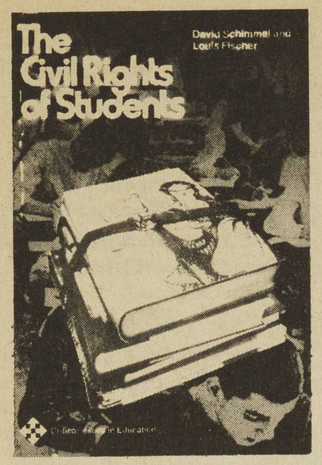
Children's Rights: Towards the Liberation of the Child, by Paul Adams, Leila Berg, Nan Berger, Michael Duane, A.S. Neill and Robert Ollendorff, with an introduction by Paul Goodman; Praeger, 1971 — This pioneering book on children's liberation is concerned primarily with psychology and freedom. The authors apply the ideas of Wilhelm Reich to an analysis of how society does and should treat its children. They believe that by denying children the most fundamental human rights, including freedom of speech, freedom of choice, freedom of movement, etc., society perpetuates its own neuroses. They are certain that many of society's problems stem directly from the oppression of children, and direct their criticism at society's major socializing institutions, particularly the family and the schools.

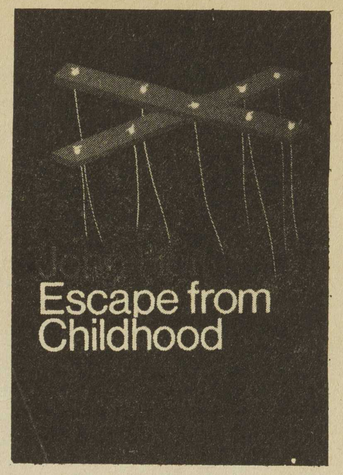
As they say on the overleaf, **Children's Rights** is "not only a manifesto for 'liberation of the child' but a blueprint for a healthier, saner, freer society."

III. LEGAL RIGHTS

The Rights of Students, by Alan H. Levine, et.al.; Avon, 1973 (revised, 1977) — Holt and Farson (see above) talk about the rights young people **should** have, whereas this book talks about the rights young people supposedly **do** have. It is a clear, comprehensive guide to the rights of public school students. It's written in a question and answer format and is "issue oriented" which makes it readable and practical. Areas covered include: freedom of expression; due process; corporal punishment; grades; and school records. The appendix has a short discussion of why student's rights are so limited.

The only drawback of the book is its overly optimistic outlook. Legally, students have won certain rights over the past decade (and before) and it is important to have those rights spelled out clearly. But schools tend to interpret the law narrowly and often try to circumvent it entirely. Students planning a demonstration or an underground newspaper need to know that rights on paper aren't always honored in practice, especially if there isn't an ACLU attorney availble.





The Civil Rights of Students, by David Schimmel and Louis Fischer; Harper and Row, 1975 — Though the authors seem to feel that young people are not oppressed, and think that those who do feel that way are "shrill," they have produced an excellent book. Each chapter covers a different point of law, such as freedom of the press, freedom of religion and conscience, personal appearance, race and sex discrimination and due process. The actual court decisions and opinions are used to help explain the law, and the authors do a good job of organizing and explaining the issues themselves.

There is a concluding chapter which discusses trends in the law. And several appendices cover important constitutional amendments, the structure of the legal system, leading cases and suggestions for classroom use. This book would be an excellent companion to **The Rights of Students.**

The Rights of Children: Emergent Concepts in Law and Society, ed. by Albert E. Wilkerson, Temple University Press, 1973 — The title is an adequate description of this book's contents. If you're interested in the "emergent concepts" in law and the society, that's fine. However, don't expect this book to stimulate new thoughts or provide ground-breaking analysis.

IV. THE STUDENT PRESS

Captive Voices, by Jack Nelson; Shocken Books, 1974 — The results of a study by the Commission of Inquiry into High School Journalism of the Robert F. Kennedy Memorial form the basis of this book. It covers Censorship, Minority Participation, Journalism Education, the Established Media and its relationship to high school media, and has recommendations for improving high school journalism. The Commission found that "censorship" and a "systematic lack of freedom" are deeply embedded in high school journalism, and "overshadow its achievements...."

Some other significant findings are: third-world students have difficulty gaining access to school papers, and the managing editors of established media (62%) **support** censorship of the high school press, at least in some instances.

The book is excellent as a source for documentation of the extent of censorship and degeneration in the high school press. However, its suggestions for change are not likely to be implemented without fundamental changes in the schools, which the Commission did not address.

V. JUVENILE JUSTICE

The Child Savers: The Invention of Delinquency, by Anthony Platt; University of Chicago Press, 1969 — The inadequacies of the various state juvenile justice systems have been and will probably continue to be brought before the public. And many good hearted people will work long and hard to improve the administration of juvenile justice, to make it more humane. Platt points out that the very people who created the horrible systems we now are trying to change were also humanitarians and reformers. Implicitly, Platt is saying that good intentions are not enough; that we need a careful, radical analysis of what is wrong.

He describes the "invention" of juvenile delinquency, through expanding definitions of "crime." The reformers tried to regulate practically every aspect of young people's behavior, and actually ended up restricting their freedom,