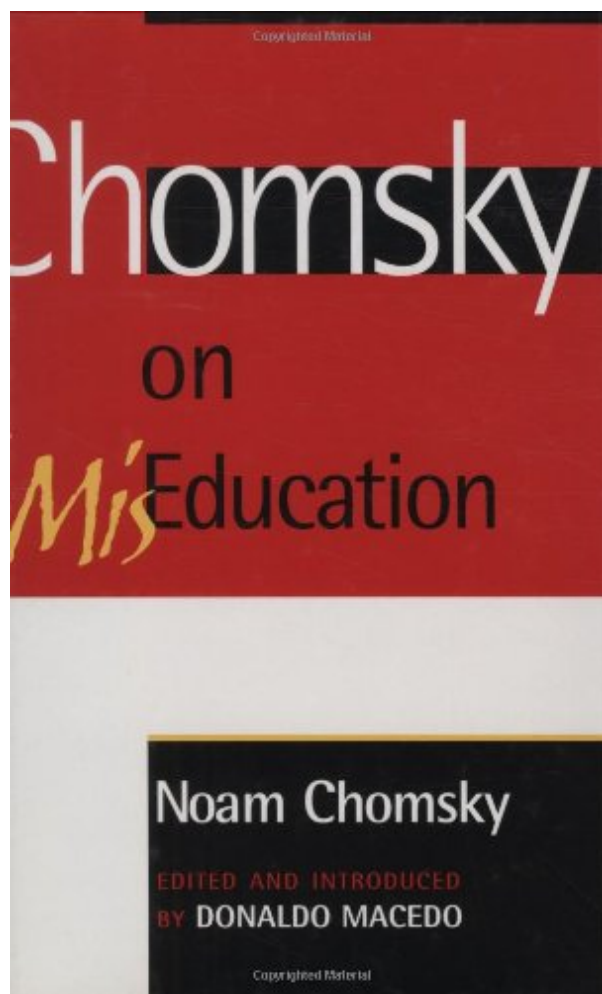
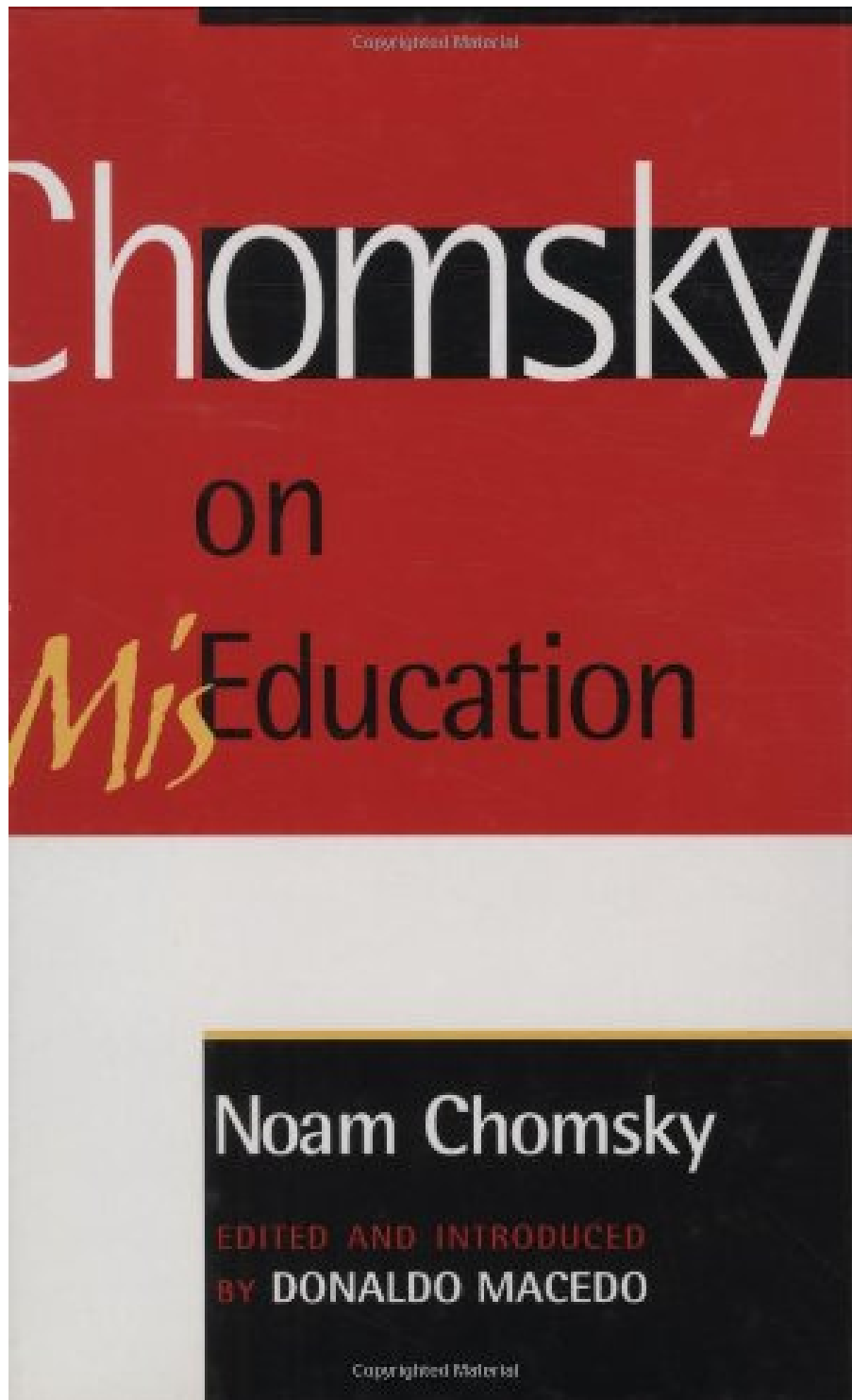


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## Review

Chomsky and Macedo provide a brilliant analysis of schooling that draws upon a language of critique and possibility that reclaims the notion of schooling as a public good and a democratic force. At a time when teachers, students, and public life in general are under assault by the juggernaut of commodification and capital accumulation, it is crucial that educators, parents, youth, and others be offered a language in which politics, power, justice, and social change become central to any notion of educational reform. Chomsky and Macedo's book fulfills this task with great courage and penetrating wisdom. This is a book that should be read by everyone interested in education and the crisis of democracy. (Henry A. Giroux, McMaster University Chair for Scholarship in the Public Interest)

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Noam Chomsky's prolific writings have made him one of the most-quoted educators in history?the only living writer on a most-cited list that includes Plato, Shakespeare, and Freud.

Yet until now, no book has systematically offered Chomsky's influential writings on education. In Chomsky on MisEducation, Noam Chomsky encourages a larger understanding of our educational needs, starting with the changing role of schools today, and broadening our view of new models of public education. Chomsky weaves global technological change and the primacy of responsible media with the democratic role of schools and higher education. A truly democratic society, he argues, cannot thrive in a rapidly changing world unless our approach to education?formal and otherwise?is dramatically reformed.

Chomsky's critique of how our current educational system "miseducates" students?and his prescriptions for change?are essential reading for teachers, parents, school administrators, activists, and anyone concerned about the future.

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A disappointment, but not really surprising

By Duncan Mitchel

I hate to say it, but this book disappointed me, as a consumer. Be warned, if you have read much Chomsky before, that very little in this book will be new to you, or is unavailable elsewhere, and very little bears on education, mis- or otherwise.

The first chapter is a brief, and I do mean brief, interview of Chomsky by the book's editor, Donaldo Macedo...It does address educational issues, and is interesting except for Chomsky calling Macedo's expressed doubts about claims to objectivity -- Chomsky dismisses this as "postmodernism," which is not only ridiculous but shows one place where the Master jumps on a trendy bandwagon, using "postmodernism" as a term of abuse the way many people use, say, "Political Correctness."

Chapter 2 is a long chapter from Chomsky's 1989 book *Necessary Illusions*, with some minimal updating in the footnotes. It's a good chapter, and I didn't mind rereading it, but its bearing on education is extremely indirect: it's simply an example of Chomsky's trademark dissection of media/government collusion and lies.

Chapter 3 was delivered as a lecture in South Africa in 1997, originally published there and in the Boston radical magazine *Z*. It's a good article, analyzing and documenting myths of "free trade" and "free markets." But education? Nope.

Finally, chapter 4 is a transcription of a TV "debate" from the 1980s between Chomsky and the notorious John Silber, then president of Boston University. It's about aid to the contras, the US proxy army against the Sandinistas. This has been excerpted in the documentary *Manufacturing Consent*. It makes interesting reading now, and it's mildly entertaining to observe a demented and delusional Silber accusing Chomsky of monopolizing the US media on Central American issues. But what does it have to do with education?

The overwhelming bulk of the book, then, has nothing to do with its ostensible topic. Especially if you're new to reading Chomsky, it's not a waste of time to read, but it's not worth your money. If you are curious about Chomsky, get *The Chomsky Reader*, which as I recall has more material about education than this book does. Shame on Rowman and Littlefield.

20 of 28 people found the following review helpful.

this is chomsky

By Jose Berlin

It would not be in the spirit of the book or Chomsky's views if I called him the greatest living American intellectual. He would ask what that means, and perhaps deny that he is.

If one disregards for a moment his thoughtful political activism and his watershed work in linguistics, Chomsky is still one of the most insightful thinkers I have ever come across. In this book, he turns his



attention to the way we learn. He concerns himself with the whole learning process, the education system, its flaws. He exposes them with wit and eloquence. Chomsky, as ever, writes without condescension and without pretension.

Even if you disagree with his thoughts, you cannot deny his sheer intellect, his astounding command facts, and his unwavering determination to be clear. As always I'm amazed at his abilities as a scholar and his ability to dissect major problems in our country. This book, as any book, by Chomsky is definitely important.

(A note: This book is published by Rowman & Littlefield; they have accomplished to be a respected publisher of alternative views in academia. Almost anything they publish is important.)

24 of 32 people found the following review helpful.

It wasn't about education

By Gabriella

I wish I could have given this book more stars. I admire Chomsky on many different levels and I was very excited to see this book. I am a teacher as is my husband and we feel there are a lot of anti-teacher, anti-public education, anti-students, etc. attitudes facing us, and we feel many are instigated by the corporate attack on the U.S. We thought, "Great! If there is anyone who can break these issues down and do them justice, it's Chomsky." Unfortunately, like the previous reviews stated, he relied on what he knows best which, as always, is well-argued and very persuasive. Yet, education in the U.S. didn't really fit into the big picture. We are disappointed that we bought a book that we have read before (a pastiche of earlier books). I am very let down that there was no exploration of the current state of education. Any analysis of U.S. education would have been nice. The title is deceptive and I am hurt that he didn't write about an issue that hits close to home for me.

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