

# P E R S P E C T I V E S O N S U D B U R Y E D U C A T I O N

VOLUME 2

NUMBER 1

JANUARY 2002

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## *A note from the editors . . .*

*The time was 1967. A small group of parents living in the Greater Framingham area had been hunting all over the country for a school that met our requirements. We had travelled far and wide, visited and read about all sorts of places— and had come up empty-handed.*

*The main thing we all had in common was a deep conviction that the existing educational system would do our children irreparable harm. We felt we had to do whatever was necessary to provide the kind of environment we wished our children to have.*

*So it was the Sudbury Valley School was founded in 1968.*

*The starting point for all our thinking was the apparently revolutionary idea that a child is a person, worthy of full respect as a human being. These are simple words with devastatingly complex consequences, chief of which is that the child's agenda for its own life is as important as anyone else's agenda— parents, family, friends, or even the community. In the school we wanted for our children, their inner needs would have to be given priority in their education at every point.*

The Sudbury Valley School Press, *The Sudbury Valley School Experience*,  
(The Sudbury Valley School Press, 1992)

The Sudbury Valley School has been the inspiration for the founding of over a dozen schools, both in the U.S.A. and internationally. Some schools, already up and running, have adopted the Sudbury philosophy.

The mission of the Sudbury Education Resource Network, and the intent of *Perspectives on Sudbury Education*, is to support the Sudbury model schools and to expand the understanding of the Sudbury model of education. Articles that contribute to that end are accepted, with gratitude, for consideration in this publication.

The deadline for the next issue is February 15, 2002. Please send them to the editors at:

Sudbury Education Resource Network, Inc.

P.O. Box 656

Sudbury, MA 01776

Telephone: 877-637-2154

E-mail: [info@sudburynetwork.org](mailto:info@sudburynetwork.org)

Web: [www.sudburynetwork.org](http://www.sudburynetwork.org)

The Sudbury Education Resource Network, Inc. is an independent organization that is neither sponsored by nor under the auspices of any Sudbury model school. *Perspectives* is dedicated to the people who make this extraordinary experience available for the students enrolled in these schools. Thank you.

*Perspectives* draws its articles from many sources. Photographs, illustrations and text remain the property of their creators.

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# Freedom, Boredom and Motivation

*by Stephanie Sarantos, The Clearwater School*

Students are able to freely choose their activities and pursuits, every day of the year. So it is surprising to hear a student exclaim with loud angst, “School is so boring! There’s nothing to do!” How can students get bored in a school that doesn’t have mandatory assignments, preset curriculums or time schedules? Students who transfer to Clearwater from other schools often expect to escape boredom, knowing that they will be able to do exactly those things that interest them most. Instead they may discover that Clearwater students experience boredom of a wholly different kind. Boredom that leads to great results — like self-initiative, self-confidence and the ability to set and accomplish personal goals.

In traditional school settings boredom is usually linked to a lack of freedom. Students have little choice over how they spend their time. One choice they do have is how to express their boredom. Each individual’s style of expression influences how teachers, parents and institutions respond. For example, some students find that school is just uninteresting — subjects may be too dry, too easy or too difficult. Students may act on these feelings by spacing out, drawing, writing or thinking about something else during class. Institutions respond by trying to create more entertaining classes to engage a broad range of students.

Other students find that school doesn’t fit their temperament, learning style or personal rhythm. These students usually want to be active when required to sit at desks. They tend to act out, underachieve and become management problems. Institutions tend to label these students as troublemakers or at-risk kids. They may be offered interventions or punished. Yet another group of students experience schoolwork as too easy or below their level. They may underachieve, stop working altogether or learn the system and get good grades — without investing themselves personally in their work. Institutions often tend to ignore these students.

Students at The Clearwater School are not expected to find mandatory activities interesting. They are free to follow their own rhythms throughout the day. Staff members do not make it their business to tell students what is important for them to learn or do or think about. The freedom that defines Sudbury schools leads to other kinds of boredom.

For example: One kind of boredom is, “I know exactly what I want to do, but I am not doing it.” This boredom may occur because a friend has not arrived at school yet, materials are not available or the student must wait for a turn. Sometimes, boredom means, “I do not know what I want to do.” Students may enjoy freedom for a while — intently pursuing activities for days, weeks or months — but often they reach a day when nothing seems to captivate them. They can’t quite figure out what to do next. This kind of boredom presents itself as aimless wandering, pacing in circles or sitting in one place watching other students flow in and out of the room. This boredom is like a time of rest, a space that opens and stays empty until the student is struck by the next impulse.

There is another kind of boredom that seems to be a phase of maturation and education. “School is so boring,” means: “I am not ready to take responsibility for

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determining what I do at school, and ultimately with my life.” This is a kind of essential boredom. It has nothing to do with how an individual fits with an imposed, external set of expectations or activities. This boredom is much more personal. It expresses the need of each individual to create meaning in one’s own life.

*The way out of boredom is by marching through it. . . . This process can take months, even years.*

At The Clearwater School, boredom is considered a phase of learning. Bored students are not punished or labeled. Staff members do not try to alleviate boredom by offering entertainment or ideas for productive uses of time. If staff offer help, it is to help the student understand and learn from the experience of boredom. Staff may talk with students in order to understand the situation and the student’s feelings or to share their own experiences of boredom. Staff may feel uncomfortable themselves, as they watch students experience boredom, but resist the temptation to intervene. Students are left to experience the full extent and accompanying discomfort of their boredom.

It is ultimately up to each student to find a way out of boredom — to take responsibility for finding out what to do with his or her life. Hal Sadofsky is a graduate of Sudbury Valley School and a co-founder of Blue Mountain School in Oregon. In his Blue Mountain School Newsletter article *Entertainment, Boredom and Responsibility*, he describes his response to complaints of boredom:

“This is life! It is up to you to chart a course you find interesting and worthwhile. It is ultimately your life and you have to recognize that. This is your life; make what you want of it.”

Taking personal responsibility for all one’s actions is one of the hallmarks of a Clearwater education. Hal states: “The most fundamental educational lesson we hope our students will learn is that they are responsible for their own education, and in fact for their own lives. Actually internalizing this and all that goes with it is the best lesson they can have for the rest of their lives. I believe that it is important for people to acquire knowledge and skills, but I don’t believe I can or should force them to do so. Much more important is for our children to learn that if they value something it is worth working for, and that if they have a goal they care about, they need to take responsibility for realizing it.”

Students learn how to take responsibility for their lives through practice. Each time students decide what to do with their time, they are learning what it feels like to take responsibility for the course of their lives. Taking responsibility for personal accomplishments can be wonderfully empowering; taking responsibility for boredom can be painful. Students stuck in boredom have not yet figured out how to take responsibility for determining their next activity in the day — let alone the direction of their lives.

The way out of boredom is by marching through it. Eventually students realize no one else is going to tell them what to do and they begin to think about what’s important to them. They find the courage to make decisions based on their interests and the goals they have for their lives. This process can take months, even years. The skills gained from transforming boredom into motivation at school prepare students

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for their adult lives. They practice the skill of decision-making and develop self-initiative and confidence. These characteristics are well worth the investment of time and trust The Clearwater School offers.

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## Challenges of the Transition Time

by Deborah Lundbeck, Red Cedar School

One of the most difficult challenges facing students entering a Sudbury-type school is the transition from another schooling structure to one in which they are responsible for their own education. Although each student and family will certainly experience their own unique struggles in joining and adapting to a democratic school, over the ten years I've spent on staff at Red Cedar I've seen some familiar patterns emerge. The purpose of writing this article is to reassure families, to the extent possible, that they are not alone in facing the challenges and upheavals of transition and that with patience and trust there is a light at the end of the tunnel. Whether the following sequence will reflect a given family's experience or not, perhaps the difficulty will be comparable and therefore reassuring.

Typically, the student entering the school appears happy and excited to have joined up. Initially they seem almost euphoric — the weight of their former schooling has been cast off and they feel free and unburdened. Students during these first few weeks will often make a point of connecting with staff, sharing stories, showing things they've worked on etc. Frequently in these first weeks, the parents will comment on how surprisingly eager their son or daughter is to come to school, and how happy and relaxed they seem. At this stage parents usually feel great about taking the risk of enrolling their kids, and reassured by the ease of the transition. In short, everybody's happy.

*The next phase is hardly designed to reassure parents. In fact, this is often where the real challenge comes. Students who in my view are undergoing heroic struggle and re-assessment of themselves begin to wander aimlessly.*

During the next phase it's often as though students shut down. Many begin to avoid staff and if they do happen to cross our path or have to talk to us they keep it as brief and cool as possible. They assiduously avoid eye-contact. They will frequently choose to engage in one activity exclusively (boys have often chosen the computer, girls have sometimes chosen to read), but without any seeming sense of passion that true connection evokes. Many times parents view this as the difficult transition time we warned them about and are okay, but they become increasingly anxious as time passes.

The next phase is hardly designed to reassure parents. In fact, this is often where the real challenge comes. Students who in my view are undergoing heroic struggle and re-assessment of themselves begin to wander aimlessly. They don't engage in anything but rather drift from room to room, constantly on the periphery of things. A frequent comment from students at this time is "I'm bored; it's boring here." They appear uncentered, uninvolved and sometimes angry. They avoid anything that is structured

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or that involves staff and they continue to avoid adult eye contact and any type of relationship with staff. It is not uncommon at this point for students to act out at school with repeated rule-breaking and a testing of limits that results in numerous Judicial Committee complaints. Parents frequently tell us at this time that their child has become very rude at home and that they are complaining that school bores them.

This period can go on for a long time. It takes a tremendous amount of courage for parents (who are usually questioning the philosophy themselves) to support their kids through this. It's very hard to see your child struggle, be unhappy, complain of boredom and yet give them the message: "You'll make it through. I know you can." We can only guess at what each student goes through, but certainly they are grappling with some fundamental questions of Being: "Who am I? What do I want to do? What is this all about?" Sometimes at this point students who are anxious or students with parents who are anxious will request a class or tutorial. As staff it's very clear to us that the class is a reflection of worry and not true interest and that it only serves to prolong the pain of answering to others' agendas, but we do it because they insist (though the classes seldom last more than a few sessions). Parents are often tremendously anxious at this point, not only because they see their child as unmotivated academically, but also because they see their child drifting and worry about them socially. This stage can severely test people's trust in their child's ability to determine their own education.

In the next phase a remarkable transformation occurs. Sometimes this transformation is gradual and occurs so incrementally, that as staff we have to think back months to remember the dramatic difference in a student. At other times, we have been amazed at the rapidity of the change. Either way, students begin to exude self-confidence. Where before they felt tenuous and lost, now they seem to come from a place of increasing strength and calmness. Their restlessness disappears and they appear to be drawn into things in a new and focused way. As staff, we begin to feel the student coming to terms with the equality of power in the school. There is generally a falling off of Judicial Committee complaints, and a sense of clarity from the student about what we, as staff, will and will not do, and what they as members of this community and as autonomous individuals are free to do. They begin looking staff in the eye and developing a genuine and interested relationship with us.

To see kids emerging as strong and centered after such struggle is incredibly moving. It illustrates beautifully the courage and fierce drive of human beings who, when they are free to do so, will challenge themselves unceasingly to become the best they can be.

For parents, though, this stage is often still uncomfortable. Students are not necessarily academically engaged or they are not spending their time in ways their parents feel they should. Tragically the school loses kids at this stage for a variety of reasons. It's always immensely sad to see the great struggle they've gone through go unrecognized.

In the final stage, students appear completely comfortable in what they choose to pursue, whether academic or artistic, social or solitary, off-beat or prosaic. There's a depth of engagement and confidence that imbues with worth all they take on. Students immerse themselves in a great variety of pursuits, but what is notably similar is a striking absence of the hunger for adult approval that is so frequently seen in the

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traditionally schooled student. Some students become very involved in the running of the school, others not at all, but they all seem to have a great respect and high regard for the place that allowed them to rediscover their own paths.

In conclusion, I wish to emphasize that all students are different. Some come to us greatly damaged by other people's agendas, others marginally so. But all students will need time to adapt to this type of school and this time can vary from several weeks to several years. This time is a gift to them and the result of that gift is remarkable, self assured human beings.

## **An Invitation to the International Democratic Schools Conference**

From August 15 to 23, 2002 Tamariki is hosting the International Democratic Schools Conference. From its small beginnings nine years ago, when only four schools participated, the conference has grown to be the major meeting place for a wide variety of educational and child-rearing groups.

Last year's conference in Tokyo was attended by children, parents and school staff from Britain, North and South America, Israel and Palestine, Europe, Russia and the Ukraine, India, Korea, Thailand, Philippines, Japan and New Zealand. Tamariki hopes that as many Sudbury Schools as possible will come to share their experiences with everyone.

The cost is estimated to be between \$300 and \$400 US, depending on currency values at the time. The cost includes all food, lodging and transport to the conference.

The conference will be a mix of local academics and people telling it like it is. Then the week will have people arranging their own activities. It will be during a school term in the southern hemisphere so people will be able to visit the school while it's in session. New Zealand is a beautiful country and offers skiing and hiking nearby.

For more information, contact Tamariki School, 86 St. John Street, Woolston, Christchurch, New Zealand; telephone 011 64 338 49014; fax 011 64 338 49029; by email at [Tamariki@clear.net.nz](mailto:Tamariki@clear.net.nz); or on the web at [www.tamariki.school.nz](http://www.tamariki.school.nz).

To find out more about previous International Democratic Schools Conferences, go to: [www.educationrevolution.org](http://www.educationrevolution.org), or [www.edrev.org/archives/IDEC-info.htm](http://www.edrev.org/archives/IDEC-info.htm).

*“How could youth better learn to live than by at once  
trying the experiment of living?”*

*Henry D. Thoreau*

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## Tell Us Your Top Ten

*With a nod to David Letterman, we introduce (drum roll please) Our Top Ten List. The only trouble is, we don't have them yet. Are you a student at a Sudbury model school? Send us your "Top Ten Reasons I Go To A Sudbury School." Parents, we want your list, too: "Top Ten Reasons My Child Attends A Sudbury School."*

*Send your pearls of wisdom and humor to [info@sudburynetwork.org](mailto:info@sudburynetwork.org), or by snail-mail to: P.O. Box 656, Sudbury, MA 01776.*

*If we use your idea as the number one reason, you get a fabulous S.E.R.N. t-shirt and critical acclaim.*

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### Connor's List

*by Connor Tyrrell, The Circle School*

"Why do you want to go to The Circle School, anyway, Connor?"

Connor attended the summer session and liked what he saw. He dictated this list of his own personal reasons, as part of his family's discussions prior to his enrollment this fall.

1. I'll learn Japanese at TCS.
2. I can do math at my own level and at my own speed.
3. I can go outside and eat whenever I want.
4. I can do origami. Some of my friends and I have started a store [at TCS] and we have made 60 cents. I also have plans to make people want to come and buy stuff.
5. I can be with friends a lot at TCS. At public school I could only play with them 40 minutes a day.
6. At public school I couldn't share my ideas, except during a special class with Mrs. X. At TCS I can share ideas with everyone all the time.
7. I can be upstairs whenever I want.
8. I can use whatever computer programs I want, whenever I want. At public school I had to play the games the teachers told me and only in certain classes. In computer class I would always be finished before everybody else and so I would have to do the same things tons and tons of times and also in other classes.
9. I like being on the JC so when kids break rules, instead of standing at the wall for 20 minutes [as in public school] we think of other ways to help them understand the rules, like if they broke them for the first time they just get a warning, and if they have already done it before, a harder consequence [TCS jargon for "sentence"]. Like if someone hits someone then they can't be around that person for an hour or something like that.
10. At TCS you can go on field trips if

you plan it. Michel was only five years old when he arranged a trip to the aquarium in Baltimore. I would like to plan trips to the new TCS building.

11. I like it when Mommy dissects frogs with us.
  12. I like to play with Technics.
  13. I want to go to TCS. I don't really want to go to public school and I get throw-up in the back of my mouth. I get up at 6:30 to get dressed and tell Mom it's time to go to TCS.
  14. The public school says they are going to do things and they never do it. They said my friend was going to get to go to Special Interest, but he didn't almost until the end of first grade.
  15. At public school I do the papers in about 20 seconds and then I have to wait a long time. I especially hate it when we do problems one at a time and have to wait up for everybody to finish. While I'm waiting I do algebra in my head. I know negative numbers and algebra like  $x + x = 12$ , then  $x = 6$ . I have to wait till eighth grade for that.
  16. I like The Circle School because I don't have to be there for like seven hours. I can be there as long as I want, like maybe ten hours.
  17. At public school I was so bored once I fell asleep. And sometimes when I'm not paying attention and the teacher asks me a question, I know the answer anyway — whew!
  18. I like the way at TCS you get warnings. At public school you never get warnings, you always get five minutes on the wall, even if it's your first time.
  19. [At public school] you couldn't really talk at lunch and sometimes if you did you'd get five minutes on the wall. At TCS you can take a bite and then go play and come back.
  20. The rules at TCS are good because we get to make them. At public school they
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have all these rules and you can't make any others because they are already made. At public school the teacher that teaches the class makes the rules before you even get there. At TCS the rules can change all through the year by teachers or kids. At public school the teachers make you follow the rules and punish you. At TCS everyone can write up someone else for breaking rules, and the JC thinks of the consequence for the kid or whoever it is.

21. At public school the only time you get to use your imagination is when you are not paying attention, and you are supposed to pay attention. At TCS you can imagine whenever you want, and I like that. I like to imagine.

22. In public school I didn't feel good about everyone else getting in trouble; I never got in trouble. The reason I said that

I was no good was because that was the way I felt. I don't know why I felt that way. I don't like it when kids get consequences at TCS either. It sometimes makes me feel bad, sort of, but most of the time I think consequences are good.

23. At TCS when I come up with an idea I can do something about it. The origami store was my idea and quite a few people decided to do it together. In public school I can't really do that kind of thing—only the teachers can.

24. I would like to practice typing more. I would like to learn more about Sweden and Japan. I'm already taking Japanese. I would like to study music, especially on the baritone ukulele, and art, by visiting art museums and getting some classes.

*with permission, [www.CircleSchool.org](http://www.CircleSchool.org)*

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## Why Families Choose Us

*from Cedarwood Sudbury School*

*David Friedman, parent:* I went to a good private school run by a university, my wife to a good suburban public school. What we most remember is sitting in class being bored. My most exciting in-school intellectual experience was arguing political philosophy with my best friend — when we were supposed to be studying. My wife remembers spending her time drawing the world's most elaborate mazes for the girl next to her to solve. One fundamental mistake embedded in the schools we went to—and the schools most children still go to—was the idea that the way to teach children is to sit them down and talk at them. The result is a classroom where a third of the students are behind and lost, a third are ahead and bored, and at most a third are actually listening. I learned more about using the English language going through Christie, Kipling, and whatever else the library offered at a rate of a book a day during summer vacation than in four years of English class.

Six years ago I returned to my school for a class reunion and was brought up to date. What they seemed proudest of was how busy the students were. The people running that school, like those running many elite schools today, seemed to subscribe to the “devil finds work for idle hands” theory of education. Give the children

enough homework, get them involved in enough activities, and they won't have time to do drugs or get pregnant. I doubt it works. The real consequence is to absorb the free time in which the children might actually have learned something. A second mistake is the idea of segregating children by age. When I was fourteen, intellectually precocious and socially retarded, I should have been talking to eighteen-year-olds and playing with twelve-year-olds. The school provided few opportunities to do either.

Our children will not have to waste large parts of their childhood sitting down pretending to listen. Our daughter is, and our son soon will be, going to a different kind of school. Cedarwood Sudbury School differs from conventional schools in three important ways: The school consists of rooms, books, computers, students, and staff. The books, computers, and staff are resources, available to help the students learn what they want when they want. There are few classes, and those are voluntary. No student is required to sit and listen, no student is told what he must learn. Students currently range in age from five to fifteen. There is no attempt to segregate them by age. My seven-year-old daughter talks and plays with other children of widely varying ages. The school is run and its rules made by a School Meeting in which students and staff have one vote each. If one member of the

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school community is accused by another of violating the rules, the case is tried before a disciplinary committee consisting of one staff member and three students. Much of what happens in the school is done by groups, such as the Pet Corporation and the Art Corporation, created by students who want something done—and do it.

How well does it work? Coming into the school, it feels more than anything else like a very large family. Big kids play with small kids carefully. At one point my daughter told me about an outside game that one of the big kids had invented; with rules that allowed small kids to chase and catch big kids, but not the other way around. People run around inside and out, argue with each other, play computer games and watch computer games, lie around reading books. Our school is too new to know how its students will turn out in the long term. But it is modeled on a successful experiment—the Sudbury Valley School, which has been running in Framingham, Massachusetts for thirty years. Judging by the performance of Sudbury graduates, our children and their classmates are at least as likely to go to college as if they went to a more conventional school—and a good deal more likely to start their own businesses.

*Jean M. Gourley, parent:* My son, seven-year-old Scott, has attended Cedarwood for three years. One day last year at home, I handed him a page of first-grade math schoolwork. (I got it from volunteering at a local public school.) Scott was interested in doing the equations with me, so we did. Scott laughed out loud when he said the equation of a number plus zero. He knew the answer and thought it was pretty silly to add nothing. I loved seeing his enthusiasm! The structure of a conventional classroom suppresses this joy about ideas. Instead it pressures children to learn, and to show they are learning by writing the correct answers.

We at Sudbury schools believe that this pressure interferes with students' ability to learn. Instead, learning at Sudbury schools is self-motivated, which is quicker, longer-lasting and more rewarding. Think of your own best learning experiences. Cedarwood allows Scott to grow in all aspects of his life. He does not fit into the "age-appropriate" level in reading, writing, the ability to express ideas, or social skills. Cedarwood

lets him progress in each area at his own rate. He happens to be "ahead of grade level" in some areas and "behind" in others. But Cedarwood doesn't evaluate its students. It doesn't need to. Scott is completely capable of self-evaluation and, like all normal children, knows his strengths, abilities, and where he needs work.

Does Cedarwood's freedom mean that the school allows the students to "run wild?" Well, Scott is held accountable for anti-social behavior (if it happens) on a daily basis through the school's judicial system. Such behavior might include violating cleanliness standards or violating another student's or staff member's rights. The school teaches responsibility in a way that conventional schools do not. The idea of giving one adult complete power over my child for nine months is one I question. Children have the experience of adults making plenty of decisions for them, as oftentimes we must. But adult taskmasters interfere with the process of learning. Only in the familiar hierarchical and herding structure we all know as school is the learning process so very restrictive of children. Much learning doesn't require this kind of structure. My child reads at school without being told to, for example, and he is not unique. In addition, Scott learns to deal with real-life situations such as interpersonal negotiations and conflict. Many such situations arise during play, which is one reason experts consider child-directed play such a valuable learning experience. Sudbury schools are really schools of natural curiosity. In conventional schools, teachers sometimes do not have time to answer a student's questions. All day long, Cedarwood students are free to find answers to their questions. I can't think of a better educational setting than one where students interact with people of all ages who treat them as equals, where students can concentrate on things that interest them, and where there are people available to help them and to discuss things with them.

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## Network News

by Kristin Harkness, S.E.R.N.

Welcome to the debut of "Network News", a chatty column where we tell you what we know about what's been happening in the Sudbury world. If you don't tell us about it, we can't write it here, and then you can't read all about it. So please, send your news to [info@sudburynetwork.org](mailto:info@sudburynetwork.org).

The big excitement this fall was the opening of three new Sudbury model schools. On September 24th the Four Winds Village School opened in Kechi Kansas. They write that their first couple of months have been "adventurous". Two schools, the Indian River Independent School in Ontario, Canada, and the San Vicente Sudbury School in New Mexico opened in September and, sadly, closed shortly after. They may regroup and try again; Indian River writes that they are "even more committed to the philosophy than before".

But do not despair! Canada has plenty of good news. The Fairfield School in Nova Scotia has acquired and renovated a site and plans to open on January 7th 2002. In Alberta, the Indigo Sudbury Campus, a new start-up group in Edmonton, plans to open in September 2002 with about 20 students.

The good news isn't limited to Canada; new start-up groups are springing up all over. The Brazos Valley Sudbury School has found a beautiful 13 acre campus near Houston, Texas, complete with a pond. They have some fantastic pictures on their web site, <http://www.houstonsudbury.org>. They're operating as a parent co-op until they open in the fall.

Criss-crossing the USA, we recently added Sudbury by the Sea, a start-up in Malibu, California and Carpe Diem Freedom School in Naples and Ft. Meyers Florida. We love those names! And why does Carpe Diem have two addresses, you ask? Because they plan to open two schools in August 2002, of course. Finally, just last week we listed the Hudson Valley Sudbury School, which plans to open in September 2002 in Woodstock, New York.

One of the best parts of working with SERN is corresponding with interesting people all over the world. Martin Wilke in Berlin keeps us on our international toes, and with his help we recently added links on [www.sudburynetwork.org](http://www.sudburynetwork.org) to German



©Professor Andrew Davudhazy,  
Rochester Institute of Technology

and Danish translations of Free at Last and other familiar Sudbury texts. He reports that the Berlin start-up group is growing, and political developments in the city may be auspicious.

Down under, the Booroobin Sudbury School in Queensland Australia recently added lots of material to their web site, <http://www.booroobinschool.com.au>. Booroobin has been featured on Australian radio and TV often in the past year, most recently on November 15th. Hats off to them for getting the word out! Meanwhile, The International Democratic Schools Conference (IDEC) will be held in neighboring New Zealand next August at the Tamariki School.

Here's one final tidbit: In a recent piece on the opening of the movie *Harry Potter and the Sorcerer's Stone*, the MetroWest Daily News called Sudbury Valley School "perhaps the closest thing to Hogwarts in MetroWest". We like Hogwarts, but don't they have required classes?

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*"Kids, I wish every mom and dad would make a speech to their teenagers and say, 'Kids, be free, be whatever you are, do whatever you want to do, just as long as you don't hurt anybody. And remember kids, I am your friend.'"*

*From the musical Hair*

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*Interview with the founders*

## S.E.R.N.'s First Year

Mary Lou Mahoney Cohn is the mother of four boys who attend Sudbury Valley School. Her commitment to the Sudbury model comes from years of studying education, philosophy and theater. Her trust in the model comes from sharing her life with her sons.

Elizabeth (Betsy) East defended her thesis at Sudbury Valley School in 1974. In 1995 she founded the short-lived Compass Rose School in southeastern Massachusetts. Her younger, and portable, daughter enrolled at Sudbury Valley in 2001.

Kristin Harkness's family discovered Sudbury Valley School in 1994 and has never looked back ("Like falling into a tub of butter," she's been overheard to remark). For the first few years it was enough that her child had this incredible opportunity, but now Kristin wants to help make the Sudbury model available to children all over the world.

Linda Zimmerman is currently a member of the SVS Assembly. She and her family worked for two years as founders of a west coast Sudbury model school that has yet to open. At this point, Linda's still adjusting to the long New England winters but is doing much better! Linda hopes that one day Sudbury Schools will be available as an option for all families.

Mary Lou: My involvement with S.E.R.N. started back in the spring of 1998 when Linda submitted a motion to the trustees to study the idea of creating a Sudbury foundation. My real reason for wanting a Sudbury foundation was to help expand the model, to help make this style of education available to more kids on the planet. When we were charged by the Assembly of Sudbury Valley to look at the idea of a foundation, over the course of that year in meetings, it became clear that Sudbury Valley School did not want to be responsible for the foundation and basically said, "You know, if anybody starts one we'd be very interested in it," but School Meeting didn't want to be responsible for it. Or at least the trustees felt that the School Meeting didn't want to be responsible for it; it never really made it to School Meeting. We started meeting and talking about what needed to be done; Betsy and Linda started *Perspectives*.

Betsy: I don't remember when I got involved. I do know how miserable it is to found a school from the bottom up, and I thought it would be useful to have a foundation to work from the top down, so the founders can get lifted up to a middle point with a little bit of support. Linda and I started *Perspectives* because I like that kind of work. I think, too, it's good to have something separate from the Sudbury Valley School itself.

A little bit about the school I founded? It was over two years in the making, four months in existence and it was never legal.

Kristin: I also came to this through the trustees, through the motion Linda made to the Assembly. That year, I believe, was my first year on the board of trustees, the year we studied the question of a foundation. I was immediately drawn to the idea of

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the foundation because I'm a Sudbury Valley parent and there's not a real role for parents to be directly involved in the school and that's probably a good thing. One of the reasons I send my child to Sudbury Valley is because I think she needs a little space from me, where I'm not there and she can grow without feeling that I'm watching.

I love this idea [of a foundation] and having been a Sudbury parent — I think Kate had been at Sudbury Valley about six years — I was becoming more and more excited about this model of education. I really felt like I wanted to somehow contribute. So when the foundation idea came before the trustees, I thought it was a very exciting idea. When the trustees agreed that it was not an appropriate direction for Sudbury Valley itself to go, which made sense to me, but agreed that it would be a great thing if other people outside the school wanted to pursue it, that was perfect. We could take that forward.

We floundered a little. We met and we talked about what we might be able to do, but we didn't know exactly how to begin. I'm much better with concrete things. Then Linda and Betsy got *Perspectives* going and that was a concrete thing. Then when *Perspectives* was on the verge of coming out with the first issue, we thought, Aha; we can organize around this publication and expand from there. Since my background is technical with a lot of experience in web development, it made a lot of sense for me to work on the web site, so I did that. And that was great because I got to correspond with all these interesting people, all over the world; to find out a little bit about them and a little bit about their schools. I continue to do that to this day, and that is so rewarding. I really enjoy it.

Linda: I'd like to go way back, about Sudbury, before I even had a child, but I don't think I'll go back quite so far. I'll go back to moving here, in the fall of 1998. This was after being one of the original founders of a school that never opened, still hasn't opened, and hopefully will open some day. But we had worked on that for two years in Marin County, California. We really devoted a lot of our time and energy, and when that didn't get off the ground we didn't have other backup options. We always said, "We can always move to Massachusetts," but we really didn't mean it. We didn't think we would ever have to move to Massachusetts, so in the spring of 1998 when I was visiting the Sudbury Valley School, as a founder, I got the realization that we needed to make this move, if the school [in Marin] did not open. There had been a very slim chance of the school opening in the fall of 1998.

So, coming home with that, you know, in talking with my family, we made the decision we would move to Massachusetts. So we packed up and we moved and my daughter starts school, and now I'm in a unique position. I don't have to start a school. I really believe in this education, and what can I do to help other schools? It's a good place to be; it's a good place to start. So then I go with it from there. Now what do we do? So I did get a motion on to the Assembly asking that the trustees look at the question of starting a foundation to help support Sudbury model schools, and that did get approved by the Assembly and did go to the trustees. I went to trustees meetings; I listened to what everybody had to say. It was given a lot of thought and consideration and when it came up, "Yeah, that would be a great idea but it wasn't appropriate for the Sudbury Valley School to do it," I thought then, "Who's going to do it?"

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So there we go. I met up with other people who had similar interests. We started thinking about what we could do. We talked about it. As Kristin said, we didn't really get off the ground with it but then the whole idea of doing a newsletter for the schools came. Betsy was right on it, and very able and capable to pull that off so we started working on that, and got behind it, and from there we took off. We took off with a website; Mary Lou is working on a video project; we're using our various talents and skills to help support these schools.

Mary Lou: And we're getting a really good response from schools all over the world.

Linda: I think it's really helpful. That's what our response has been, that they feel supported. We're listening to what the needs are, and asking "What can we do to help?"

Mary Lou: I really like the video project because it's bringing me to the schools. I get to go and actually visit and meet the people. Hopefully the tape will be a good marketing tool for the different schools.

[The schools are] really varied. I think that's one of the most exciting things about the Sudbury model really, is that it incorporates people from such a variety of political, economic . . . in every way, differences. There is no particular set of values one must have in order to be in a Sudbury school unlike some styles of education, like Waldorf, that are so narrow in their view of the world so that if you don't hold those same values, there's no place for you in it. Somebody who is a techno-wonder is not going to be happy in an environment where they're not allowed to use plastic markers. But in the Sudbury model, somebody who wants to use only earth-bound tools will feel very comfortable, as will — as we all know — the techno-geniuses feel very comfortable. Anybody who's walked by the internet room at Sudbury Valley School knows that.

It is interesting to watch the different ways in which the model is implemented I'm not sure you can see that just by going to school but you see it more on the different web sites of the different schools which are now all linked through the S.E.R.N website which is quite a resource in and of itself.

Kristin: One of my favorite parts of the website is that we started out with a list, trying to get accurate contact information for all the schools, and also find out who all the Sudbury model schools were. It's pretty much a self-defined crowd, so you have to contact every school who might be a Sudbury model school and ask them. So one of the things we ask for in addition to, you know, name, address, telephone number and e-mail is, give us a short description of your school. We now have about thirty schools on the page; not all of them declare themselves to be Sudbury model schools. Some of them are very close to the Sudbury model and so they're interested in still being listed. Each has their own individual description. When you read the page and you read all of those short descriptions it's kind of like a patchwork quilt. I find it to be very beautiful, to read it; there are obviously a lot of themes that are repeated and yet there's an individual take on things. On the whole, it's fascinating to read.

Mary Lou: To continue with the quilt metaphor, I see S.E.R.N. as the network of that quilt. We're not an organization that defines what the quilt will look like, or who

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gets to comprise pieces of it. We're here as a support system to network those schools in a conscious effort to pursue the Sudbury model.

Betsy: I like this metaphor. S.E.R.N. is the frame. I can see all the different schools sitting around the frame doing whatever it is they do.

Mary Lou: All the people stitching. We're here to support that.

Linda: The website also is an incredible resource for people who are just getting their first glimpse of the Sudbury model of education. It shows a really big picture, not just one school, one at a time. It shows that there are a lot of schools; it's moving and it's growing.

Mary Lou: It gives them options geographically. Going to any single school's website is not going to help you if you're in Podunk, Iowa, whereas you can find out where the closest school to you is through S.E.R.N.'s website. It's very helpful.

Linda: And the bulletin board, Person to Person. It's great. I love the whole idea of looking at bulletin boards to see what people are up to and where they're at and this brings it all together for people, to find like-minded people in their area.

Betsy: I keep looking! Not that the commute is getting to me! We're doing okay, but there's the whole state of Rhode Island there, not very far away.

Kristin: I see the website as giving directions, as a way of finding other things. The website has some information on it, but really it's a resource for where the other information can be found. It's like a directory. I like the idea of expanding on that, and to gather even more kinds of things that we could provide references to. Along those lines we'd like to see what we can do about constructing a complete bibliography of all of the books and articles and videos, anything that people can get ahold of, whether or not it's online. We'd also like to continue to link internet resources, particularly discussion groups so that people can find a discussion group in their area, or a particular topic related to the Sudbury model. Someone said to me it's like graduate research on the Sudbury model. I thought that was an interesting way to look at it.

Linda: I think what's really interested me is the way S.E.R.N. has started and how it's unfolded and where it's going. It's like, we got together, we talked about it but we didn't know where to begin. Then once we began one idea led to another idea, and another. We've had input from different schools giving us ideas; we've followed through on some of them. Learning by doing. The whole idea of having members to support S.E.R.N. — we didn't originally come up with that but as we got going, the four of us kicked in a little bit of money and said, "Yeah, this is what we want to support." And then we invited other people to do it, and sure enough, people came forward. They wrote us checks in support — individuals, families and now we have a place for students, and some schools have joined as members. It's exciting: I get an envelope, open it up and there's a check. Someone's saying, "I support the work you're doing." Not only do we value it, but other people value it.

Betsy: I like doing *Perspectives*. I think about the future of *Perspectives* but we're not there yet. We're preaching to the choir but we created it because the staffs of so many of the schools are too busy, so putting together a newsletter or journal, trying to create their own material to give to prospective parents and students is too much. They can't. So we wanted to create something we could ship to a school. They could

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have it in a box, reach in the box and hand it to someone. It seems to be useful.

Mary Lou: It's also self-sustaining, for the most part. We've had to underwrite very little of *Perspectives* so far, which is wonderful. As the community for it broadens, perhaps it could even make money one day! It certainly is an exciting enough publication that I think that will happen.

Linda: It's great to see the circulation increase, and the contributions. We've been getting articles from different people, and hopefully, some day more people will start actually writing for *Perspectives*. That would be wonderful.

Kristin: I think *Perspectives* is an example of the whole being more than the sum of the parts. So S.E.R.N. is, in general, because the whole, this entire movement, comprised of these different schools and start-up groups, is a wonderful thing. It's growing and moving all the time. There have been a lot of new start-up groups and a lot of schools opening in this one year, during the time we've been actively working on the website and *Perspectives*. There's been a lot of new Sudbury activity. *Perspectives*, because it pulls articles from all the different schools, and the website, because it shows all the different schools give an impression that talking to one school, or reading the Sudbury Valley School Journal which is an excellent publication, doesn't give you in that same sense.

Mary Lou: True. It gives you a much more global view.

Speaking of *Perspectives* becoming profitable, we hope also to start looking at grant money; maybe there are foundations out there who want to support innovative education. We also hope to use the website to establish a brochure that will be available to start-up groups to download and take to a printer at their own cost, and distribute it to prospective enrollees.

Kristin: A brochure that talks about the Sudbury model in general, the way that there are pieces that talk about Waldorf or talk about Montessori, so that, as Mary Lou said, start-up groups, schools, lots of different organizations could share the same brochure. They would need to provide supplemental material for their own story, but the brochure would cover the general idea.

Mary Lou: It would be an immediate resource for start-up groups. I think that's the key to it. You're not going to have to figure it out for yourself and write it up, but you can just take it right off the website.

Linda: I know when I was involved with a start-up group, there were so many things that we needed to do, and so few people, limited resources, and time. It was just overwhelming. It was like trying to put together a puzzle only you had to get all the pieces to fit before you even put them on the table. It's a very hard thing to pull it all together. So any help that we can give schools is going to go quite far.

Sudbury Valley, and all the schools, too, have been very generous with sharing their articles with us.

Kristin: When we started the website, we tried to figure out which schools even to contact. Of course, we started with Sudbury Valley's website and their list of schools. I also met with Mimsy after . . . I had done a bunch of research on the web and come up with a number of names, schools that didn't have websites of their own and tenuous references on another school's website. Mimsy was very helpful in giving me pointers

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on what the story was with some of these schools, and of course gave me some names I didn't know.

Linda: Alan White, one of the original trustees of SVS, was the one who really inspired us to do *Perspectives*. After he worked at one of the schools and saw how few resources they had for newsletters and how hard it was to pull it together, he said that was one thing he could point to that would be very helpful.

Kristin: We're a corporation now, too, and we're going to file for non-profit status [501(c)3] so that we can accept charitable donations. Coming in the future we would like to get grant money, then turn around and make seed money available to start-ups.

Linda: The whole idea of providing seed money, matching grants, something to help these schools . . . .

Kristin: Or to take some of that money and start an advertising campaign — do it as S.E.R.N. but referencing all the Sudbury model schools.

Linda: As soon as you mention S.E.R.N. and our website, it leads to all the other schools. It reaches out, just like that little waterdrop.

Kristin: My wish would be that all the Sudbury model schools would join. A number have and it's not a lot of money but the feeling of support, every time a school joins, every time anyone joins, I feel great. When a school joins, I particularly appreciate it. It's only ten dollars! But it sure means a lot.

Mary Lou: I wish that we could support writers and speakers who could go out and speak about the Sudbury model.

Linda: To underwrite the expenses of those people who have got the resources and the ability to communicate this model and do it. It's a tremendous expense for a new school to get somebody to come and talk. It can make a difference, not only the talk but the support of having somebody with the experience helping out.

Betsy: I think once we have the 501(c)3 then we can go out there looking for grant money, contacting others.

Mary Lou: In turn it will bring us to the place where this model of education is available to more people. That's the goal.

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**Sudbury Model Schools**

Alpine Valley School  
4501 Parfet Street  
Wheat Ridge, Colorado 80033  
Phone: (303) 271-0525  
Email: [alpineval@attbi.com](mailto:alpineval@attbi.com)  
Web: [www.alpineval.org](http://www.alpineval.org)

Blue Mountain School  
76132 Blue Mountain School Road  
Cottage Grove, OR 97424  
Phone: (541) 942-7764  
Fax: (541) 942-7957  
Email: [admissions@bluemountain-school.org](mailto:admissions@bluemountain-school.org)  
Web: [www.bluemountain-school.org](http://www.bluemountain-school.org)

The Booroobin Sudbury School/a centre of learning  
29 - 45 Skerman Lane  
Booroobin Qld 4552  
P.O. Box 660, Maleny Qld 4552 Australia  
Phone: +61 07 5499 9944  
Fax: +61 07 5499 9944  
Email: [mail@booroobinschool.com.au](mailto:mail@booroobinschool.com.au)  
Web: [www.booroobinschool.com.au](http://www.booroobinschool.com.au)

Cedarwood Sudbury School  
2545 Warburton Avenue  
Santa Clara, CA 95051  
Phone: (408) 296-2072  
Fax: (419) 793-0640  
Email: [freekids@aol.com](mailto:freekids@aol.com)  
Web: [www.cedarwoodsudbury.org](http://www.cedarwoodsudbury.org)

The Chicago Sudbury School  
P.O. Box 577737  
Chicago, IL 60657-7737  
Phone: (773) 348-4575  
Email: [lvs@megsinet.com](mailto:lvs@megsinet.com)  
Web: [www.libertyvalley.org](http://www.libertyvalley.org)

The Circle School  
210 Oakleigh Avenue  
Harrisburg, PA 17111  
Phone: (717) 564-6700  
Fax: (717) 564-6570  
Email: [info@CircleSchool.org](mailto:info@CircleSchool.org)  
Web: [www.circleschool.org](http://www.circleschool.org)

The Clearwater School  
11006 34th Ave. NE  
Seattle, WA 98125  
Phone: (206) 306-0060  
Email: [info@clearwaterschool.com](mailto:info@clearwaterschool.com)  
Web: [www.clearwaterschool.com](http://www.clearwaterschool.com)

Diablo Valley School  
2924 Clayton Rd.  
Concord, CA 94519  
Phone: (925) 676-2982  
Fax: (925) 676-2983  
Email: [dvschool@earthlink.net](mailto:dvschool@earthlink.net)  
Web: [www.dvschool.org](http://www.dvschool.org)

Evergreen Sudbury School  
RR1 Box 1265-L Town Farm Road  
Hallowell, ME 04347  
Phone: (207) 622-9790  
Fax: (207) 622-9790  
Email: [evergreen@powerlink.net](mailto:evergreen@powerlink.net)  
Web: [www.powerlink.net/evergreen](http://www.powerlink.net/evergreen)

Fairhaven School  
17900 Queen Anne Road  
Upper Marlboro, MD 20774  
Phone: (301) 249-8060  
Fax: (301) 218-3549  
Email: [staff@fairhavenschool.com](mailto:staff@fairhavenschool.com)  
Web: [www.fairhavenschool.com](http://www.fairhavenschool.com)

Four Winds Village School  
P.O. Box 613  
Kechi, KS 67067  
Phone: (316) 744-9402  
Email: [fourwindsvillageschool@hotmail.com](mailto:fourwindsvillageschool@hotmail.com)

Greenwood Sudbury School  
164 Main Street, Route 97  
Hampton, Connecticut 06247  
Phone: (860) 455-0505  
Email: [info@greenwood.nu](mailto:info@greenwood.nu)  
Web: [www.greenwood.nu](http://www.greenwood.nu)

Indian River Independent School  
RR#1 GMBA1  
Sauble Beach, Ontario  
N0H 2G0  
Phone: (519) 422-0231  
Fax: (519) 376-3913  
Email: [info@ischool.ca](mailto:info@ischool.ca)  
Web: [www.ischool.ca](http://www.ischool.ca)

"KANAF" Democratic School  
Eliad, Golan Heights, Israel 12927  
Phone: 972 6 6762096  
Fax: 972 6 6762023  
Email: [pini@ari.co.il](mailto:pini@ari.co.il)  
[www.sudburynetwork.org/kanaf.htm](http://www.sudburynetwork.org/kanaf.htm)

Red Cedar School  
P.O. Box 393  
Hardscrabble Road  
Bristol, VT 05443  
Phone: (802) 453-5213  
Fax: (802) 453-6436  
Email: [redcedar@wcvr.com](mailto:redcedar@wcvr.com)  
Web: [www.redcedarschool.com](http://www.redcedarschool.com)

Sacramento Valley School  
2791 24th Street  
Sacramento, CA 95818  
Phone: (916) 452-2203  
Fax: (916) 731-4386  
Email: [info@sacval.org](mailto:info@sacval.org)  
Web: [www.sacval.org](http://www.sacval.org)

Spring Valley School  
2109 Nebraska Avenue  
Palm Harbor, Florida 34683  
Phone: (727) 781-1234  
Fax: (727) 576-6321  
Email: [Learn\\_free@hotmail.com](mailto:Learn_free@hotmail.com)

Sudbury Maui  
4150 Hana Highway  
Haiku, Hawaii 96708  
Phone: (808) 572-3747  
Email: [info@sudburymaui.org](mailto:info@sudburymaui.org)  
Web: [www.sudburymaui.org](http://www.sudburymaui.org)

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Sudbury Valley School  
2 Winch Street  
Framingham, MA 01701  
Phone: (508) 877-3030  
Fax: (508) 788-0674  
Email: sudval@aol.com  
Web: www.sudval.org

**Sudbury Model Start-up Groups**

Berlin Start-up Group  
Martin Wilke  
Storkower Strasse 78  
10409 Berlin Germany  
Phone: +49 30 42802302  
Email: demokratische-schule@gmx.net  
Web: www.demokratische-schule.de

Brazos Valley Sudbury School  
38110 Donigan Road  
Brookshire, Texas 77423  
Phone: (832) 721-3247  
Fax: (281) 290-9938  
Email: info@houstonsudbury.org  
Web: www.houstonsudbury.org

Carpe Diem Freedom School  
P.O. Box 1513  
Bonita Springs, Florida 34133  
Phone: (941) 435-8785  
Fax: (941) 495-6296  
Email: carpediemfreedomschool@hotmail.com

The Chicago Group  
c/o Kirsten Holmquist-Sutherland  
5143 S. Greenwood Ave. #3  
Chicago, Illinois, 60615  
Phone: (773) 493-2409  
Email: k-sutherland-4@alumni.uchicago.edu  
Web: www.sudburynetwork.org/chicagogroup.htm

The Finnish Start-up Group  
Marko Koskinen  
Kyäljoentie 434  
01900 Nurmijärvi Finland  
Phone +358-50-3319358 (mobile)  
Email: marko@vapaus.net  
Web: http://www.vapaus.net

Hudson Valley Sudbury School  
P.O. Box 159  
West Hurley, New York 12491  
Phone: (845) 679-1002  
Fax: (845) 679-1019  
Email: info@hudsonvalleyschool.org  
Web: www.hudsonvalleyschool.org

Indigo Sudbury Campus  
Edmonton, Alberta  
Canada  
Email: sendlove@telusplanet.net

Mountain Laurel Sudbury School  
Founders Group  
P.O. Box 2332  
Manchester, CT 06045-2332  
Phone: (860) 649-7376  
E-mail: info@mountainlaurelsudbury.org  
Web: www.mountainlaurelsudbury.org

Fairfield School  
P.O. Box 292  
Wolfville, Nova Scotia  
BOP 1T0 Canada  
Phone: (902) 542 0548  
Email: info@fairfieldschool.org  
Web: www.fairfieldschool.org

Prairie Sage Sudbury School  
Founders Group  
P.O. Box 4185  
Joliet, Illinois 60434-4185  
Phone: (815) 730-0030  
Email: melissa@prairiesage.org  
Web: www.prairiesage.org

Sudbury by the Sea  
Malibu, California  
Phone: (310) 455-9799  
Fax: (310) 455-9353  
Email: SudburyByTheSea@aol.com

Sudbury Liberty School  
Start-up Group  
c/o Cindy Komarechka  
100 Pine Street  
Garson, Ontario  
Canada P3L 1A2  
Phone: (705) 693-3546  
Email: cindyk@unitz.on.ca

**Other schools valuing democracy, individual choice, and personal responsibility**

Banyan Tree UnSchool  
130 Centre Street  
London, Ontario  
Canada N6J 1T5  
Phone: (519) 433-3756  
Fax: (519) 434-7030  
Email: unschool@banyantree.lweb.net  
Web: learnfree.ca

Democratic School of Hadera  
Brandies Forest P.O. Box 335  
Hadera Israel  
Phone: 972-(0)6-6225261  
Fax: 972-(0)6-6344146  
Email: Maralist@ort.org.il  
Web: www.geocities.com/Athens/Sparta/6892

The Highland School  
Rt. 83, Box 56  
Highland, WV 26346  
Phone: (304) 869-3250  
Fax: (304) 869-3253  
Email: highland@ruralnet.org  
Web: www.ruralnet.org/highlandschool

The Living School  
P.O. Box 6105  
Boulder, CO 80306  
Phone: (303) 449-0866  
Fax: (303) 447-1511  
Email: LivingSchool@aol.com  
Web: www.livingschool.org

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The New School  
812 Elkton Road  
P.O. Box 947  
Newark, DE 19715-0947  
Phone: (302) 456-9838  
Fax: (302) 456-0921  
Email: info@thenewschool.com  
Web: www.thenewschool.com

Puget Sound Community School  
1310 N. 45th Street  
Seattle, WA 98103  
Phone: (206) 524-0916  
Fax: (206) 524-2888  
Email: pscs@pscscs.org  
Web: www.pscs.org

Sands School  
48 East Street  
Ashburton, Devon  
TQ13 7AX United Kingdom  
Phone: (01364) 653666  
Fax: (01364) 653666  
Email: Enquiry@sandsschool.demon.co.uk  
Web: www.sandsschool.demon.co.uk

Summerhill  
Leiston, Suffolk  
IP16 4HY United Kingdom  
Phone: +44 (0)1728 830 540  
Fax: +44 (0)1728 830 540  
Email: office@summerhillschool.co.uk  
Web: www.s-hill.demon.co.uk

Tamariki School  
86 St. John Street  
Woolston, Christchurch New Zealand  
Phone: 011 64 338 49014  
Fax: 011 64 338 49029  
Email: tamariki@clear.net.nz  
Web: www.tamariki.school.nz

The Tutorial School  
400 Brunn Road  
Santa Fe, NM 87505  
Phone: (505) 988-1859  
Fax: available upon request  
Email: tutorial@prodigy.net  
Web: pages.prodigy.net/tutorial

Windsor House School  
440 Hendry Avenue  
North Vancouver, B.C. Canada V7L 4C5  
Phone: (604) 903-3366  
Fax: (604) 903-3367  
Email: hhughes@idmail.com  
Web: whs.at.org

#### **Other Resources and Networks**

The Alternative Education Resource  
Organization (AERO)  
417 Roslyn Road  
Roslyn Heights, NY 11577  
Phone: 1-800-769-4171 or 516-621-2195  
Fax: 516-625-3257  
Email: info@educationrevolution.org  
Web: www.educationrevolution.org

WREN  
Worldwide Real Education Network  
c/o David and Lynette Gribble  
4 Dene Cottages  
South Brent, Devon TQ10 9JE  
United Kingdom  
Phone: 44 (0) 1364 72558  
Fax: 44 (0) 1364 72803  
Email: davidgribble@onetel.net.uk  
Web: realeducation.homestead.com

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SERN strives to maintain an accurate and comprehensive list of Sudbury model schools and start-up groups. Additionally, we list schools which do not call themselves Sudbury model schools, yet have elements in common with the Sudbury model. We also list educational organizations which support the ideas behind the Sudbury model. Each listing is with permission, and all information contained in the listing is supplied by the school, group or organization. Schools are listed in the category of their choice.

Please send updates and requests for additions to: info@sudburynetwork.org.

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If you'd like to participate in an on-line e-mail discussion of the Sudbury model, you can join the discuss-sudbury-model listserv. This is a private listserv, run by Scott Gray, and is not maintained or endorsed by the Sudbury Valley School.

To join, send an e-mail (from the e-mail address which you wish to use for this listserv) to: [majordomo@sudval.org](mailto:majordomo@sudval.org). In the body of the message, type: subscribe discuss-sudbury-model. Once you have joined, you may contribute to the discussion by sending e-mail to [discuss-sudbury-model@sudval.org](mailto:discuss-sudbury-model@sudval.org).

It's a good idea to identify yourself in the opening of your message. Keep an eye on the subject line as well. Complete information, including links to archives of past discussions, is available at: <http://www.sudval.org/links.html>.

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