Getting Out of the Way: Books, Children and Controversy

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Abstract
This paper recounts a controversial incident in a classroom that ultimately involved the student, her teacher, her parents, the school's administrators, government curriculum, and a university professor. Using discourse theory, the author traces the beliefs that underlie the positions taken by the stakeholders, and discusses the vulnerable spaces that teachers inhabit when they practice critical literacy in elementary classrooms using difficult texts and subjects.

How to Cite

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Toronto: Kids Can. Getting out of the way GERALDINE VAN DE KLEUT Language and Literacy. Jan 1991. M Wild. He was fiercely devoted to literature, and decried the way teachers stood between books and children. He wanted to sell books, not programs; over and over again he advised the teachers to put the books in the hands of their students. Read more. Article. More than 40 years ago, my seventh grade English teacher began the year by telling us that we were definitely not allowed to read "The Catcher in the Rye" because we weren't "ready" for it. So naturally we all went out and read it immediately. I told this story to my son when he was a seventh grader. I meant it as a funny story, and I pointed out that it had taken me years to appreciate that teacher's pedagogic strategy. But then my son read the book himself right away. The mere long-ago echo of a possible ban was enough to make it interesting. Adults have been known to worry a great deal abo