

Search the Reader

APARTMENTS

HOUSES/CONDOS

JOBS

MATCHES

CLASSIFIEDS

STRAIGHT DOPE

HOT TYPE

SAVAGE LOVE

BLOGS

RESTAURANTS

MOVIES

MUSIC

THEATER / PERFORM

FASHION

FREE SHIT

STAND-UP COMEDY

IMPROV / SKETCH

ART

DANCE

READINGS

SPOKEN WORD

READER RECOMMENDS

DAILY SPECIALS

LISTINGS SEARCH

READER'S GUIDES

BOOKSHELF

E-MAIL SIGNUP

Reader Info

Advertising, staff, subscriptions, privacy policy, contact info, freelancers' guidelines, etc.

NEWCASTLE BROWN ALE

CHICAGOLAND


A NEW BLOG BY WHET MOSER


I Saw You


Saw you at the Chipp


Met briefly at the Chipp Inn last Thursday and bought you a PBR from the surprise grab bag. I was hoping you'd take a hint and grab something of mine in return, but you were busy being fetted by those two super models who apparently went home with you shortly thereafter. I'd like to give you another shot next Thursday. Your turn to buy. Look for me in the halter top and mini skirt.


Matches











[Digg this](#)

[Post to del.icio.us](#)

[E-mail](#)

Art

PEDAGOGICAL FACTORY: EXPLORING HYDE PARK ART CENTER

Get Off the Assembly

"Pedagogical Factory" ponders approaches to education.

By Bert Stabler

September 7, 2007

Schools, like prisons and hospitals, are mysterious social institutions, dedicated to lofty but ill-defined goals regarding the populations that sluice through their corridors. And, as with prisons and hospitals, the results of their efforts are often messy. I should know, I've been working with Chicago Public Schools students for ten years. But "Pedagogical Factory," a new project at the Hyde Park Art Center spearheaded by Jim Duignan of the Chicago-based Stockyard Institute, attempts to provide concrete models for improving education. The series of events and workshops Duignan has put together with Daniel Tucker of Area magazine has nothing to do with technocratic arguments over assessments and accountability and looks past the notion of school as a defined, programmed place. Instead these events bring together progressive learning through collaborative experience.


I must admit I had high expectations when early August, and was somewhat taken aback when the event resembled a surreal exaggeration of a teacher's list of upcoming events—a bit like an absent teacher, it evoked the power dynamic of a classroom. A number of publications, DIY projects, and salvaged materials. A little trailer in the SPOKE, used primarily to play recording of participating in the Stockyard Institute's appearance suggested FEMA refugees or postings on the wall included some sloppy magazine's People's Atlas project, in which informative posters from the Celebrate Chicago area was a project of the Experimental Listening Station, which featured an announcement around Chicago. (WBEZ has also been by the space didn't look much like a gallery.)

But as I discovered, the show's point is to bring different groups come in; for example, the "How We Move." Led by Jonathan Saint-Claire, a simple movement patterns and offered the "How We Grow," on August 15, featured Nester, and Nicholas Wisniewski, who previously vacant lot farming project. This isn't the first time he's asked for official permission or he's neighborhood residents to participate in the project, and trial and error. Their presence both practical and philosophical. An urban farm up the proceedings by parking his pickup truck in the back, in the gallery.

Saint-Claire's organization, the University of Saint-Claire, artist and schoolteacher Lavie Raven, who interviewed in William Upski Wimsatt's 1998 book, the tradition of progressive education. Saint-Claire argued that an educator should be a "re-educator." One way to blur the lines between the outside world is to make a gallery look like a traditional educational space with the exception of the outside world—dancing, farming.

Area is organizing a number of impressive events featuring artists, writers, artisans, and teachers. Lectures, discussions and workshops are part of the magazine's upcoming "How We Learn" series. You can be heard at [wbez.org](#), featured local groups like Chicagoland/Calumet Underground Railroad, Chicago Women's Health Center, and the grassroots fund-raising ("How We Fund") ("How We Build"), and universities' political action committees ("Guide to Our University"). Though the "How We Learn" programs should be exciting and relevant, the schedule is also invited to propose their own events. The schedule is posted on [stockyardinstitute.org](#) and the events is available on [blip.tv](#).

The community focus of much contemporary art is a profile in the global art world. Examples of the efforts of Dan Peterman, the booklets and the scrappy information sharing and flashy information artists' efforts are described in the free book *Autonomous Cultural Practices in Chicago* by the Stockyard Institute. The free performances and series of initiatives going on in the city, though some of them are in the art world can provide some insight into the city's public education, with its history of restructuring—can be retooled.



"Pedagogical Factory"

Michelle

WHEN T

AM-5 PM

WHERE

PRICE F

INFO 77