In my contribution I will use the word ‘school’ to refer to a specific pedagogic form i.e. a concrete way (including architecture, practices, technologies, pedagogical figures) to gather people and things (arranging their company and presence) so that, on the one hand, it allows for people to experience themselves as being able to take care of things, and, at the same time and on the other hand, to be exposed to something outside of themselves (the common world). It is a very specific combination of taking distance and (allowing for) re-attachment. As a consequence, the term ‘school’ is not used (as is very often the case) for so-called normalizing institutions or machineries of reproduction in the hands of the cultural or economic elites. There is reproduction and normalizing, of course, but then the school does not (or does no longer) function as a pedagogic form.

To reclaim the school, then, is not simply about restoring classic or old techniques and practices, but about actually trying to develop or experiment with old and new techniques and practices in view of designing pedagogic forms that work under current conditions, that is, that actually slow down, and put society at a distance from itself.

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