Choices for Children: Why and How to Let Students Decide (*)
While well-meaning educators may offer very different prescriptions regarding the nature and scope of students' powers, it is not just the position of the students who have been powerless. Prominent among those who have argued in favor of giving children and adolescents the right to make decisions is John Dewey, the father of progressive schooling. In his book *The School and Society* (1902), Dewey criticizes the kind of education that is based on the authoritarian premise that adults have the right to determine what the child should know and how the child should behave. Dewey argues that children are not just passive recipients of knowledge; they are active participants in the learning process. He contends that children have the right to participate in decisions about what they should learn and how they should learn it. Dewey's views on the importance of children's powers were widely influential, and they have been adopted by many educators and educational reformers. However, despite their widespread adoption, the idea that children have the right to participate in decisions about what they should learn and how they should learn it remains a source of controversy. Some educators argue that children are not mature enough to make decisions about their education, and they believe that adults should have the right to determine what the child should know and how the child should behave. Others argue that children have the right to participate in decisions about what they should learn and how they should learn it, and they believe that this right should be respected. The debate continues, and it is likely to continue for some time to come.

In fact, an emphasis on following instructions, respecting authority (regardless of whether that respect has been earned or deserved), and doing what the boss wants, without question, is not just a comment about "society" or "the workplace." It is a comment about the psychological and emotional effects of doing so. Children have been exercising their powers for years, without the formal right to do so. Ditto for adults. Think about the rules posted on the wall of an elementary school classroom, or the "rights and responsibilities" pamphlet that comes in the back of the textbook. The idea is that by following the rules and respecting the authority of the teacher, the student will be rewarded with a good grade, a positive relationship with the teacher, and other benefits. The problem is that this kind of control is not just a comment about the psychological and emotional effects of doing so. It is a comment about the psychological and emotional effects of doing so. It is a comment about the psychological and emotional effects of doing so.

Moreover, consider the conventional response when something goes wrong (as determined, of course, by the adults). Are two students talking in class when the teacher asks them to stop? "You have been warned!" Or, "You know the rules!" Or, "Stop talking in class!" Or, "You know what I mean!" Is the teacher saying that the students are not mature enough to make decisions about their own behavior? Or, is the teacher saying that the students are not mature enough to make decisions about their own behavior? Or, is the teacher saying that the students are not mature enough to make decisions about their own behavior? The answer is that the teacher is saying that the students are not mature enough to make decisions about their own behavior. The teacher is saying that the students are not mature enough to make decisions about their own behavior. The teacher is saying that the students are not mature enough to make decisions about their own behavior.

I've been teaching for more than 30 years, and I would have been burned out long ago but for the fact that I involve my students in the decision-making process. This is important because it helps them to feel that they have a voice in what is happening in the classroom. It is important because it helps them to feel that they have a voice in what is happening in the classroom. It is important because it helps them to feel that they have a voice in what is happening in the classroom.

3. Effects on academic achievement

The idea isn't just to make a choice, reach a decision, and move on. There are also enduring benefits to involving children in decision-making. A recent town meeting of the long-standing experimental school-within-a-school program at Brookline (Massachusetts) High School provides a useful case in point. During a recent town meeting, the students discussed a number of issues, including the curriculum, the school's policies, and the school's budget. The students were able to express their opinions, and they were able to influence the decisions that were made. This was a significant change from the way things had been done in the past. The students had been excluded from the decision-making process, and they had not been able to influence the decisions that were made. The change was a significant change from the way things had been done in the past. The students had been excluded from the decision-making process, and they had not been able to influence the decisions that were made. The change was a significant change from the way things had been done in the past.