

Charter schools or no (and I would stress their neglect of opening a public space) and emphasize the absurdity of putting 'achievement' on a scale or a curve while overlooking what Dewey pointed out about what he called INTELLIGENCE 1 and INTELLIGENCE.2. The first may be what is seen in the skills and capacities that can be measured; the second in cumulative, perhaps tacit understandings including memories, perceptions, sensory experiences, insights that sustain and feed into "what works." The so-called "entrenched" theories and practices (never specifically named) are attacked with the assumption that individual interests--rather than the public--can be relied on to raise achievement without tapping the philosophic and social additions that gave rise to teacher education within the university. (We might refer to Dewey's work as chairman of a department of psychology, philosophy, and education while at Chicago.) Do Klein and Sharpton and their corporate associates have any understanding of such richness and practicality at hand? Are they reading the pragmatic emphasis on consequences as a n emphasis on the cash value of ideas?

But as important is a view too seldom attended to; that nothing is a greater obstacle to learning than the sense of futility—the student's sense that none of the subject matter offered holds any real relevance or any connection to her/his lived life in the present or whatever lies ahead. A blanket of boredom covers too many classrooms; and, as the philosopher says, boredom is a reaction to the sense of meaninglessness. Activating imagination is one way of countering that feeling—the thinking about things being otherwise, the opening of a space between what is and what might be, the consideration of possible resources for realizing what lies beyond. For good reason, too many young people see existing circumstances as unchangeable. The teachers working as a community, parents., professional workers, what we now understand to be community organizers, artists, activists—all are needed to provide conceptions of a significant future for diverse individuals helped to articulate what they hope for and are equipped to do. As we know from our personal experience, nothing motivates us as well as the desire to master the (measurable) skills associated with sports, crafts, the new technologies, ongoing struggles for equality. I argue strongly for the presence of different arts in classrooms and for attention to reflective participation in the visual arts, literature, music, dance, and so in. We need only recall the life-changing influence of slave songs and, later, songs in the civil rights movement. We might ponder the impact of tango emerging from Argentine slums, of carnivals, of folk dances and the histories brought to life in each one. I realize we need gifted and respected teachers to accomplish this; but it is at least possible for teacher educators to relieve the boredom that afflicts teachers deprived of a sense of agency, of any opportunity to say, "YES, WE CAN".