

## PREFACE

### Anthony Roda

On December 3, 2005 about two weeks prior to the end of the Fall semester of 2005, I was struck by a car and suffered a broken leg, much trauma and numerous lacerations. I mention this by way of an explanation for the inordinate delay in the preparation of this volume of *Educational Change* and thank the contributors and the members of New York State Foundations of Education Association for their patience. As in the past comments, criticisms, additional elaborations and responses by the contributors are encouraged.

The first article in this collection, “Educating for Peace” was the keynote address to the NYSFEA presented by Professor Svi Shapiro (University of North Carolina at Greensboro) at the association’s annual meeting at Marist College on April 1, 2005. The second, “Embracing a Politics of Educated Hope as Engaged Public Intellectuals: Lessons from Jane Addams, Myles Horton, and Jean Anyon” was the Presidential address by Professor David Granger (State University of New York at Geneseo) at the NYSFEA’s annual meeting at Nazareth College in April, 2006. The third and the fourth I venture to guess have been inspired by the NYSFEA’s annual meeting at the Buffalo State College on March 30-31, 2007.

The third article, “Chronicing the Interplay of Politics, Economics, and Education: Historical and Contemporary Perspectives” is an analysis of two major streams of political thought which have formed the parameters for much political discourse in the founding and subsequent development of social and political institutions in the U.S. It is a co-operative effort by Ronald Rochon (Buffalo State College), Clifton Tanabe (University of Hawaii), and Paul Theobald (Buffalo State College.) The fourth of these, “Teaching College Students to Teach: Reflections of an African American Professor” is a personal reflection by Professor Kathy L. Wood (Buffalo State College) on a timely and critical issue that should provoke those of us with a stake in the educational process to reconsider the perspectives and silent assumptions teachers bring to the classroom and the effect these perspectives and assumptions have on students. The fifth article, “Morse, Yinger and the Campaign for Fiscal Equity: School Finance Reform in New York” picks up the crucial current debate of school financing. It is an extensive review of Professor Jane Morse’s critical study of school financing in the northeast and was prepared by Professor Douglas Shrader (State University of New York

at Oneonta). The last item in this volume is a response by Professor David Granger (State University of New York at Geneseo) to Dr. Daniel Patrone's "Contingency, Phronesis, and Character Education: A Restatement of the Value of a Traditional Liberal Arts Education" (*Educational Change*, Spring 2003-2004), a criticism of Professor Granger's article "Back to the Future: Coming to Terms with the Claims of History and Expediency in Recent Character Education Initiatives" (*Educational Change*, Spring, 2001-2002).

In the remainder of this "Preface" I will make some scattered comments which I hope will coalesce into an overview and help continue the exploration of the issues laid out in the work of our contributors. Dr. Shapiro's opening analysis, "Educating for Peace" calls attention to the enthusiasm and optimism with which the world celebrated the arrival of the new millennium. It arrived with so much expectancy and hope that even peace could be imagined. Unfortunately, the events of September 11, 2001 and the events that followed in their wake dashed any hope of a more peaceful world and left us, if anything, a far worse and much more dangerous one. His "millennial dream of peace" turned into a traumatic nightmare from which there seems to be little or no relief in sight.

Surveying the contemporary global landscape he finds that violence has become entrenched and institutionalized into the very fabric of our social order and observes that:

"Wars continue to rage all over the world; countries threaten one another with nuclear annihilation; brutality and violence especially against women, knows no borders; terrorists treat their own bodies, and that of their hapless victims with a horrifying indifference; racism ethnocentricity and homophobia provide reasons to inflict emotional and physical pain on one's neighbors; tribalism gives license to mutilate and annihilate parents and children." (Shapiro, p. 2)

And to this catalogue of evils he adds the silent "structural violence" by which "a social system operates."

In spite of the pervasive presence of violence he questions its inevitability and tries to point us in a new direction, one in which humans attempt to develop a counter consciousness to violence and create "a culture of peace." For Professor Shapiro this is the greatest educational challenge of our times and our very survival depends on it. We need a paradigm for human interaction "to end the violent nature of our existence."

Using some autobiographical reflections Professor Shapiro leads us through a process that may enable us to appreciate and understand the perspectives of others and perhaps temper our own single-minded monolithic mind set. Through such a process he hopes to enable us to approach others and change our violent world into one less malignant and maybe even peaceful.

Professor David Granger's presidential address at the 2006 NYSFEA's annual meeting is intimately tied to Professor Shapiro's essay on "Educating for Peace." Both recognize an undesirable existing state of affairs (Shapiro—a culture of violence-war) and would like to move us to a desirable state of affairs (Shapiro—a culture of peace). It could be framed as a distinction between what is (war) and what should be (peace). One might even conceive the distinction in terms of the Aristotelian causes, i.e. formal, material, efficient and final where some of the causes are given and the final cause actualized through human intervention. Dr. Granger's goal is to replace a "private consumerist logic" with a "public civic logic." This process is guided by "educated hope," and Dr. Granger fleshes this out through the informed perspectives of Jane Addams, Myles Horton and Jean Anyon.

Through the work of educational scholars familiar with the current political landscape Dr. Granger surveys the cynicism that pervades the social order with its deleterious consequences on both the quality of life and the educational process. He finds a pervasive pattern in which a "private consumerist logic" fills in for a "public civic logic." In this landscape a kind of gerrymandering occurs which is applied to "risk" and "profit" and in which the "inevitable effect is to privatize profit while socializing risk." (Granger p. 23) This predatory logic devastates and undermines the most deprived members of our population especially children and creates the ground on which "apathy and cynicism" thrive and hope withers and dies. Professor Granger shows us how the work of Jane Addams, Myles Horton and Jean Anyon provides an alternative to the cynicism of the times while sustaining hope, a sine qua non for turning the undesirable (what is) into the desirable (what should be).

The article "Chronicling the Interplay of Politics, Economics, and Education: Historical and Contemporary Perspectives", a joint effort by Ronald Rochon, Clifton Tanabe and Paul Theobald, is an examination of the connections between and among the above areas of human concerns through the lens of "civic republicanism" and "modern liberalism." The authors attach the views of Thomas Jefferson to the former and those of Alexander Ham-

ilton to the latter and to these they parallel the views of forerunners Charles de Secondat Montesquieu and John Locke respectively.

In general, Rochon, *et al.* attempt to establish a dichotomy between these perspectives which arise either from an emphasis on civics or an emphasis on economics. With these parameters our contributors survey the development of American education and show that its historical development took peculiar twists and turns that did not always follow the neat evolutionary pattern envisioned by the signers of the U.S. Constitution of 1787 (the result of struggle and compromise between the federalists and the anti-federalists).

In view of this it might be appropriate to consider the issues raised by some of the Federalist Papers such as Madison's "Federalist 10" which argued the case for the superiority of republics over democracies. It should be pointed out that to a large extent the "associations" mentioned by de Tocqueville and alluded to by Rochon, *et al.* are analogous to the various "interests" which for Madison emerge in civilized societies. These interests may coalesce into "factions" which again seem analogous to the "associations" of de Tocqueville and the authors of the article under consideration. Madison with the federalists argued that in an extensive republic such as the one envisioned in 1787 the multitude of interests would be a check on any one single interest dominating and oppressing the others and at the same time would mitigate against injustices.

Further, it is not a stretch to compare the federalists (interests) to the phenomena of diversity in our own time. In spite of the fact that Madison and the federalists privilege "property" (the economic interest) which Rochon, *et al.* contrast to the "social" or "political" it seems that these are merely matters of emphasis rather than of mutual exclusion. On neither of these views does one escape matters of justice and even property arises out of the "social" or "political" dimension. It should also be mentioned that Madison and the other federalists were keenly aware of Montesquieu and in many cases used his views to bolster their own arguments for the advantages of republics. I hope these fragmentary comments provoke some further analysis of these considerations from both our contributors and the members of our association (here we have another interest which I consider a beneficent one.) The critical problems of our times seem to revolve around the nonpolitical concentration of some interests and the marginalization of others. I suspect Rochon, *et al.*'s observation about "the growing disparity between the rich and poor" is one of the most

glaring examples of this concentration of an interest. At any rate, it seems that in spite of the federalists emphasis on property in all of its diversity they [federalists] envisioned a broader culture than one that simply “allows the needs of the economy to trump all other needs.” (Rochon, *et al.*, p. 57) Often the federalists make reference to “the public good”, “the rules of justice” and in “Federalist 51” Madison states that “Justice is the end of government. It is the end of civil society.” From this one might conclude that justice for Madison and the federalists trumps all other needs.

In “Teaching College Students to Teach: Reflections of an African American Professor” we have an analysis by Dr. Kathy Wood (Buffalo State College) of the knotty issue of preparing “teachers to work in urban districts.” Through her own lived experience she conveys to us the irreparable damage inadvertently caused by those of us who may be engaged with the education of urban children. She contends that there are two main reasons for our failures. In the first place we fail to make “cultural connections” with students of low socioeconomical backgrounds and in the second place we are “culturally and linguistically insensitive” to them. From her interactions and reflections dealing with students in teacher education programs she found silent assumptions and expectations which predisposed students in these programs to stereotype disadvantaged urban students so that these pre-disposition (about expectations and failure) become self-fulfilling prophesies. In view of these considerations Professor Wood attempts to outline an approach that could provide some remedy to problems that plague urban schools.

The last article in this collection is a review by Dr. Douglas Shrader (State University of New York at Oneonta) of Dr. Jane Fowler Morse’s crucial study of school financing. As Dr. Shrader indicates, it deals with issues which are difficult but to ignore them is to do so at our own peril. Everyone should be familiar with them and Dr. Shrader gives us a framework beginning with the work of Dr. John Yinger which could serve as an excellent introduction to the problems of school financing (*Educational Change*, Spring, 2003-2004).

The last item is a response by Professor David Granger to Daniel Patrone’s criticism of his (Granger’s) essay “Back to the Future: Coming to Terms with the Claims of History and Expediency in Recent Character Education Initiatives”.