



The Pedagogy Of Emancipation and Transformation

Towards a Pedagogy of the Human Spirit

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Foreword

There is abundant literature on the best practices for teaching students of diversified populations. There is overwhelming evidence on what works and what does not work in the public schools. The positive and overwhelming evidence is readily available to the practicing teacher-both experienced and inexperienced.

A review of the exemplary practices is depressing and causes great grief to the student of pedagogy because of these great truths:

- *First:* The abundance of the research is qualitative and is therefore discernable of a very tiny population of all teachers;
- *Second:* No matter what the best practices offered are, the present crop of teachers are not really interested in improving their practice;
- *Third:* The educational leadership in the schools is not open to different types of exemplary practices; and
- *Fourth:* There is an urgent need to immediately improve the educational system for all children, diversified and otherwise, rural, suburban, urban, wealthy and impoverished school systems, all across America and all across the world.

The Greatest Profession

Teaching is the greatest of all professions because all other professions are dependent on teaching to even exist. Who are the great names of human history: Plato, Socrates, Aristotle, Buddha, Confucius, Moses, Jesus, Mohammed... all great teachers who long after their day, their teachings are followed by most of Earth's citizens.

The teacher is an indispensable hero of human progress and achievement. The teacher is responsible for the quality of life for all who enter the classroom, teaching the basic skills of reading, writing, and mathematics, which are they absolutely the most essential building blocks of individual and societal progress.

The classroom is a hallowed ground, a sacred place reminiscent of Gettysburg, Shiloh, Lookout Mountain, and Bull Run: great victories are won here, and great losses are also witnessed on the hallowed ground of the classroom. In fact, in an overwhelming number of schools serving diversified populations today, staggering losses are part of the daily battlefield of the educational system: This hallowed ground is littered with the wounded, dying, and dead spirits of millions of American children, victims of poor teaching, racism, and oppression of the human spirit.

There is a holocaust of the mind and genocide of the human spirit (Bray, 1997, 1999) taking place in the public schools today. The Three R's of 'Reading, 'Riting, 'and 'Rithmetic have been replaced by the 3R's of Racism, Repression, and Repudiation (Bray, 2003). There is a critical need to address the present educational crisis, to come to grips with the pedagogy of failure that grips the heart, mind, and spirit of not just minority cultures, but all children in most classrooms in the nation's schools.

This article addresses a new type of pedagogy: ***The Pedagogy of the Human Spirit***. Time is running out for the children of the world, and a massive change and transformation must take place and quickly, before the cause is lost, the Earth itself is destroyed, the masses doomed to self-annihilation, and the coming catastrophe of the end of the Age comes upon us driven by man's inhumanity to man.

Every child in the entire world, in Africa, Asia, Europe, Australia, and the Americas has the right to an equal educational opportunity the same as any other child on Earth. The teacher in El Paso is no less significant than the teacher in Juarez, the teacher in Lake Forest no less critical than the teacher on the Navajo Nation, the teacher in a rural school in the hollows of Tennessee no less vital than the teacher in South Africa – but the children of all nations do not receive educational opportunities they deserve and need to inherit the Earth and all that is in it.

The Earth belongs to all of its people on an equal basis, yet in America, with four percent of the world's population, consumption of the world's goods is twenty-eight percent, and of that four percent the massive consumption is done by the top one

percent. America's abundance of natural resources and diversity has always been her great strength, but the brain drain from other nations is depriving these nations of their futures. It is critical that a new pedagogy of teaching be implemented to meet the needs of *all* the children and *all* of the nations on the Earth: The future belongs to them all equally and must be shared equally or lost equally. The Earth is reaching the flashpoint of critical mass, where someday soon the people without will seek justice for themselves and their children, for their survival and their future. America must lead, follow, or get out of the way so that all people can progress. John F. Kennedy, in warning the Soviet Union to tread carefully in its relations with the United States, quoted an old Indian legend which applies equally now to America, the world's only super power in the 21st Century, "He who seeks adventure by riding the back of the tiger, often winds up inside" (Kennedy, 1961).

Educational Weapons of Mass Destruction

America has recently gone to war over the issue of weapons of mass destruction. The nation does not have to head overseas to find weapons of mass destruction, as the following litany will testify:

- Poor teaching is a weapon of mass destruction.
- Racism is a weapon of mass destruction.
- Discrimination is a weapon of mass destruction.
- Segregation is a weapon of mass destruction.
- Unfairness is a weapon of mass destruction.
- Repression is a weapon of mass destruction.
- Gender bias is a weapon of mass destruction.
- Cultural ignorance is a weapon of mass destruction.
- The unprincipled leadership of principals is a weapon of mass destruction.
- Smoking is a weapon of mass destruction.
- A teacher who is physically unfit is a weapon of mass destruction.

Multitude of Pedagogies

There are a multitude of pedagogies practiced in the nation's schools. In the following analysis, it should be clear that the pedagogy of the positive is seen a lot less often than the pedagogy of the negative. Herein lies the essential crisis facing our present

educational systems: A Pedagogy of Negativity is entrenched – in the public school systems, in the state departments of educations, in the colleges of education and teachers colleges, and in every nook and cranny of every university in the Nation. The major thematic notion of the power structure of American education is that great whispering sounds almost deafening in its overwhelming abundance: "Don't make waves! Don't make waves! Don't make waves!" So then, let's proceed to make waves...

The Pedagogy of Excuses v. The Pedagogy of Responsibility

The Pedagogy of Excuses v. the Pedagogy of Responsibility can be summed up best by the following litany:

- It is not the student's parents, it is poor teaching.
- It's is not the students parents' unemployment, it is poor teaching.
- It is not the student's parents' educational level, it is poor teaching.
- It is not the student's poverty, it is poor teaching.
- It is not the student's personal hygiene, it is poor teaching.
- It is not the student's socio-economic class, it is poor teaching
- It is not the student's race, it is poor teaching.
- It is not the student's ethnicity, it is poor teaching.
- It is not the student's disability, it is poor teaching.
- It is not the student's intellectual capacity, it is poor teaching.
- It is not the student's character, it is poor teaching.
- It is not the student's attitude, it is poor teaching.
- It is not the student's family, cultural, or religious values, it is poor teaching.
- It is not the teacher's salaries, it is poor teaching.
- It is not the teacher's benefits, it is poor teaching.
- It is not access to copy machines, it is poor teaching.

To the teacher who practices the Pedagogy of Excuses, there is always another reason for the child's inability to learn. This pedagogical philosophy dominates all strata of America's educational system. The idea that it is their own teaching disabilities and not the student's learning disabilities, is unconscionable to the vast majority of teachers in the field today. These teachers can find their way through the woods, a daily newspaper, or the Internet, yet cannot recognize their own deficiencies in the faces in the mirror of why schools fail.

The Pedagogy of Responsibility begins with the new teacher's total commitment to:

No Excuses! It's Me Alone! I, alone, can make a difference. I alone can change one student at a time, one day at a time, one classroom at a time.

The Pedagogy of Principals Leading v. The Pedagogy of Principled Leadership

The Pedagogy of Principals Leading is sharply defined: The "yes" men who "go along to get along" are entrenched in leadership positions in the nations schools. In a society where the population is increasingly diversified, there is one reason that the teaching and administrative staff of the schools is almost totally white: The power of principals to hire, renew, not renew, support, and even destroy the teachers under their supervision. In one State, New Mexico, the State's population is 44.7% white, 42.1% Latino, 9.6% Native American, 1.9% African American, and 1.3% Asian American (Census 2000). In a society which values diversity, a proportionate percentage of the teachers should come from each population. In New Mexico, like the rest of America, the administrative and teaching staffs, the State Department of Education, the colleges of educations, and the universities are 95% white. School districts with up to 88-99% minority populations in the State are staffed by all white teaching and administrative staffs. IF the principals do the hiring, then the diversity, or lack of, is laid directly on the doorsteps of the principals.

The Pedagogy of Principled Leadership forms the oppositional and vastly minority alternative in a small number of schools. In these schools, leadership promotes diversity, strives to eliminate racism, integrates the culture into the curriculum, rewards excellence, makes waves, and gives voice to the voiceless and power to the powerless. This leadership is responsive to parents, sensitive to race and culture, sets challenging standards, commits to the concept that all students can learn, and seeks a better world and a better life for each of its students. Under this leadership, teachers continue lifelong educational goals, share responsibility, are warmly appreciated and highly motivated, are the chief learners in the classroom, and relentlessly pursue excellence. Unfortunately, if a national convention was held for this latter pedagogy, a small closet in the Holiday Inn in Gettysburg could probably fit all the participants adequately...and if one of the conventioners got sick, the other would not want to attend alone.

The Pedagogy of Colonialism v. the Pedagogy of Multiculturalism

Throughout America, school districts, in their annual search for new teachers, promote themselves as "multicultural" school districts. This is a myth. A multicultural school system would be one with diversity throughout the system: Administration, teaching, staff, and students. The vast whiteness of the administrators and teachers in these so-called "multicultural" school districts are totally in control. These school districts are systems where the Pedagogy of Colonialism is firmly rooted. These colonial systems are not in the tradition of the British Empire where the indigenous population is trained to eventually govern their own country, but in the dreaded colonial traditions of exploitation and mastery of the colonial powers. The colonists know best, local language, culture, traditions, and norms notwithstanding, and the locals are incapable of making the "right" choices. These bastions of colonial domination and subjugation are the colonies of the whites in another way also: Most administrators, teachers, and staff do not live in the local school district, perhaps not even in the same city, nor even in the same State: Traveling daily to the far flung colonies to exploit the minorities and aren't the folks on the plantation just so happy to see them every day? Perhaps perhaps not. If this principle was not in vogue, how else to explain the vast majority of school districts serving Native Americans, Asian Americans, Latinos, and sadly, increasingly, African American children are administered, taught, and staffed by whites only. There should be a large sign on the front of each school: Whites only need apply for positions here. The drastic and catastrophic damage to the personality development of minority children, who year-after-year, never see a adult of their own race in a position of power, prestige, and privilege, and instead, always see the adult of their own race, if any, in a position of low power, low prestige, and low privilege kills their motivation to learn and their need for achievement.

The opposite of the Pedagogy of Colonialism is the Pedagogy of Multiculturalism. In the Pedagogy of Multiculturalism, the administrative, teaching, and other staff is diversified and in proportionate to the student body. The Supreme Court in *Brown V. Board of Education of Topeka, Kansas* (Brown, 1954) recognized this psychological damage in its decision-yet fifty years after Brown, the remarkable segregation of America's schools continues unabated but more insidious: Colonial patterns of control by whites of minorities and their educational achievement, and therefore, their subsequent rise, or lack thereof, into positions of power, prestige, and privilege in society. The Pedagogy of Multiculturalism is democratic, bilingual, diversified, fair, and offers hope and role models for minority children. These schools are at best at mirage in present-day America, a pearl in a ocean of oysters, a phenomenon so rare that if any exist they would be on the endangered species list. Hope...however... springs eternal.

The Pedagogy of the Ditto Copies v. The Pedagogy of Best Practices

The Pedagogy of The Ditto Copies is the overwhelming favorite of educational practitioners in the nation's schools. The long lines at the Xerox machine each morning attest to the beliefs of teachers that filling out ditto sheets are the best method of student learning. Schools in which the copy or ditto machines break down are at best battlegrounds of chaos on these particular days, whereas, the blissful days when the machines are working are deeply appreciated by a generation of teachers whose pedagogical creeds are slightly above the lower crustaceans. Generations of these teachers produce generations of students of the same mode: American society would be stagnant without its copy and ditto machines. Filling in the blanks is a notable skill of the completion of twelve years of school.

The Pedagogy of Best Practices abounds throughout the literature for diversified populations and for all students. Dewey (1916),Sizer(1986), Gardner(1983), Johnson(1990), Siddle Walker(1996), and a rich and gifted list of many others, offer true pedagogues ample food for thought, a vast repertoire of tried and true practices, and hope for the future. The sad observation is made that the overwhelming abundance of best practices, exemplary techniques, and critical ingredients of student learning are ignored by the overwhelming majority of teachers. It makes the true believer in educational excellence weep when reviewing the literature seeing its wealth, and seeing nothing of the sort-taking place in the nation's classrooms. It is indeed maddening to see the life boats so close while the schools drown in a sea of mediocrity, a great Titanic II floundering on the iceberg of blissful ignorance with the band playing Taps in the background.

The Pedagogy of Racism v. the Pedagogy of Acceptance

The Pedagogy of Racism is pervasive in American schools. The colonial systems, which foster whiteness as a basis for hiring, cannot exclude the racism, both overt and subtle that comes with it. Racism, discrimination, and segregation are as common today as they were in 1954. Instead of lynching young men on trees, they are lynched in a rising tide of poor teaching, low expectations, and remediation. The national efforts to improve national norms have resulted in fewer and fewer minorities in the classroom as teachers. There can be no nationally normed tests of basic achievement until the day arrives when there is a national curriculum. There is no such thing as a nationally normed group. The national and state tests of teacher competency are of the same absurd principles: Unless all teacher candidates complete the same curriculum, there is no adequate measure of teacher competency. There has never been and there will never be a teacher competency test, which will correctly gauge professional performance in the classroom. What the nationally normed tests, what these so-called tests of basic knowledge, basic achievement, etc., do is assure that each and every year, minority children and minority teachers will be left out and the

power, prestige, and privilege of American society will remain forever in white hands. Rousseau(1862) and Jefferson(1776) offered a vision of a world of equal justice, individual liberty, and equal opportunity for all of the world's citizens...and like best practices..., few follow them.

The Pedagogy of Acceptance represents the positive side of the Pedagogy of Racism. Those who accept the Pedagogy of Acceptance recognize the individual worth of every student, see the essential and intact human being in all students, work diligently to teach students in the way they learn best, sets high expectations for all students, and recognize no clock in pursuit of student achievement. These teachers practice social justice each and every day, share a classroom of inclusion, offer an atmosphere of trust, create personal power and voice in their classes, and assure that fair play, honesty, and acceptance are abundant in every class.

The Pedagogy of Ordinary Person v. the Pedagogy of the Einstein in Every Person

The Pedagogy of the Ordinary Person is the commonplace pedagogy practiced by American teachers. These teachers look out at a sea of faces and see the waves but fail to distinguish the individual breakers that can lift a body high and bring him to a distant shore. This is the pedagogy of the mundane in human existence, a belief not in the divine nature of man (toward, God, Peace, Justice, a Brave, New World), fail to distinguish one student from another, to notice the discernible characteristics of diversity even within the same race, and are intellectually more fit for work in the fields or the factory than work in the greatest profession on earth. These teachers might concentrate on the few high achievers to the dismay and rejection of all others, but fail to understand that those same high achievers do not need them, have never needed them, and will not ever need them, and will achieve with or without them. They do use their time with these high achievers as a means of validating themselves as teachers, as absurd as this notion is: The high achievers in any society would best be taught by getting out of their way, not using them as an excuse for the neglect of the many.

The Pedagogy of the Einstein in Every Person is the opposite of the Pedagogy of the Ordinary Person. This pedagogy recognizes that Albert Einstein was not the exception in the human race, but the norm..., not the exceptional but the ordinary..., not unusually talented, but with normal human talents...that in each and every human being are an Albert Einstein waiting to emerge. That there are few Einstein's is not witness to a large body of contrary evidence but to the failure of educators to educate, the failure to teach to the extraordinary in every person, and the vast number of education students who took a major in poor teaching and a minor in the mediocrity of teaching.

Any individual who has ever worked in Washington, D.C., quickly realizes a basic truth: Washington is a city of ordinary people. Anybody who studies life learns sooner

or later another basic truth: There is no such thing as an ordinary person. Studs Terkel wrote a series of books in which he interviewed ordinary people to extract their stories. In reading *Division Street* (1967), *Hard Times* (1960), or *The Great Divide* (1988), one quickly grasps the veracity of this point: Each person has an extraordinary story to tell: Each person is truly extraordinary.

They who follow the Pedagogy of the Einstein in Every Person commit themselves to great teaching, lifelong improvement, determination to reach every child, awareness of the divine nature in every person, a love for each and every child, a sense of mission, absolute integrity, honesty, and teaching reflection on practices, and a passionate desire to teach greatly, value each student, and help each student reach his total fulfillment of body, mind, and spirit. These teachers live by the motto: "For what does it profit a teacher if he gains the whole world, if he loses even one single student?"

The extraordinary belief that there is an Einstein in every person is one great hope for education: For in each and every teacher...there is also this Einstein desperately seeking a way out, escape from the commonplace, seeking to reach the stars and beyond.., for if there is an Einstein in every person, then in every person on earth is also a great teacher. The great mystery of the educational swamp is how to dispose of the mundane dominant part of man and advance the peculiar gifted particle that can lead mankind on a evolutionary pathway towards the bright and beckoning future.

The Pedagogy of Despair v. the Pedagogy of Hope

The Pedagogy of Despair runs amok in the public schools in America. This is the pedagogy of doom and gloom, of the everlasting rainy and miserable day, and the pedagogy of Scrooge. This pedagogy looks at the students as a burden to overcome. Those who practice this pedagogy close their hearts, minds, and spirits to the joy of teaching, the opportunity to work with children, and the daily demands placed on them by an uncaring system. These poor and depressed spirits arrive for work bitter and unprepared, rushing to make their dittos whining about what they do not have, complaining about their students, and making mountains out of molehills when it comes to student misbehavior. These poor souls want to stay home and the district to mail them their checks. Their massive numbers in the educational ranks is a notable effect of the success of teacher competency testing on the quality and performance of the teaching staff.

The Pedagogy of Hope is the opposite of the Pedagogy of Despair. This is the pedagogy of Sunshine, peace and happiness. The teacher who practices, at least one in every school, stand-alone. They embrace each day with happiness, radiating high energy, monumental enthusiasm, passion for all things great and small, compassion for each student, a contagious enthusiasm, have a creativity in lesson delivery which ignites the flame of learning in all of their students, are sad at the end of the day and

cannot wait for the next school day to begin. These teachers wipe away tears at the end of the school year, motivate and teach to the Einstein in every student, and reflect and study...reflect and study...reflect and study...These teachers are loners, realizing that to excel as teachers demands a pathway that few travel and fewer understand. They know that the way to teaching greatness is through concerted individual effort, all day long., and shy away from the normal gossip, daily life, and routines of mediocrity in the school. Through great teaching, these teachers make great waves, which make them targets of those who want all teachers to remain at the normal substandard level.

The Pedagogy of Blissful Teaching v. The Pedagogy of Teaching How to Learn

The Pedagogy of Blissful Teaching belongs to the great masses of teachers...though it begs the question as to the effectiveness of their teaching. These practitioners carry on day-by-day, year-after-year, like blissful performers of the comical, sailing out into rough waters without providing their passengers without life jacket, hoping that their students succeed in learning at least a thing or two on their way to the fields, the factories, or other occupations of interest. These teachers need a map to find their own classroom, even after twenty years in the same room. They are paid at the twenty-year experience level, but the truth be told, they do not have twenty years of experience...they have had the same exact experience twenty times. These teachers are bird hunters: They use a shotgun with a multitude of pellets and hope that the darn birds will accidentally fly into them. Every now and then, they bag one and have a fine bird dinner. This shotgun approach to teaching is refreshing in its ignorance and blissful in its occasional hits.

The Pedagogy of Teaching How to Learn is the opposite of the Pedagogy of Blissful Teaching. Those who practice this pedagogy spend time on teaching their students to teach themselves. They might spend a whole week demonstrating and having their students practice the multitude of educational techniques, which grease the way to higher learning. These techniques include: Understanding the layout of the textbook, how to use the Table of Contents to create a file drawer in the brain so that information fits easily and can be recalled easily, using the various parts of the chapter, using the index, using the glossary, using the dictionary to define unknown words, general organizational skills, cognitive mapping, and other ways which can assist students in their learning. These teachers also show the students how to use mnemonic strategies to "study smarter, not harder," demonstrating the keyword method, repetition, rehearsal, comical connections, patterns, logic, and basic research skills pertinent to the appropriate grade level of student. These teachers are allowing their students to become teachers of themselves, providing lifelong skills, increasing their freedom and broadening their horizons, and facilitating their learning without the

"grime and sweat." These practitioners respect their students and recognize their abilities, make learning fun, and inspire independent learning by students.

These teachers do not encourage rote learning but higher cognitive skills and critical thinking. To play the game, the students do need to know the rules of the game: The rules of phonics in reading, the multiplication tables in math, and the rules of logic in logic. Great coaches make sure that their players know the rules of the game. A player cannot play the game, cannot be on the team, if he doesn't know the rules. If students in sports realized the mathematics involved in every play, their efforts at math would greatly improve. It is amazing to see the star quarterback connect for six touchdowns but fail a algebra class and have to attend summer school. Yet his skills in math far surpass the norm while in a football game.

The Pedagogy of Disconnected Teaching v. the Pedagogy of Connected Teaching

The Pedagogy of Disconnected Teaching is used so widely, it would be difficult to find a teacher who does not practice it in most academic subjects, The teachers who practice this pedagogy never connect the teaching they are doing to the real world in which their students live. Different teachers in the same school teach subjects disconnected from each other. Students are there to learn a subject and not learn to live. This disconnect from the real world creates apathy in students, diminishes their motivation to learn, and is utterly pointless. These teachers see the trees and not the forest and their students see a tree and not the other trees nor the forest. The Pedagogy of Disconnectedness is a weapon of mass destruction.

The Pedagogy of Connected Teaching

The Pedagogy of Connected Teaching is the opposite of the Pedagogy of Disconnected Teaching. The teachers who practice this pedagogy connect all learning in their classrooms with the real world and the real world of work. These teachers use of variety of instructional methods to make this connection, including, Newspapers In Education, a method which immediately connects learning to the real world. These teachers use model building, the big ideas of the subject, map making, cognitive mapping of real world connections, and connect their subject with all the other subjects that the student is learning.., or not. They bring life to learning, joy to the process of discovery, initiate drama and great poetry, fire students imagination about how to use the information being taught daily, and reap a bountiful harvest of student knowledge. The Pedagogy of Connected Teaching is one way for teachers to actually acquire twenty years of experience instead of having the same experience twenty times.

The Pedagogy of the Nonmystical v. the Pedagogy of the Mystical

The Pedagogy of the Nonmystical is a failure to teach the whole student. The teacher who practices this pedagogy is not there for the heart, mind, and spirit as inseparable entities, but for the some other reason. These teachers do not see the value in teaching to the divine in every child (divine being God, Truth, Justice, a Higher Calling). These teachers teach to the mind and the body but fail to elicit learning because they fail to reach deep inside each student where the divine is stored and waiting for discovery. These teachers have uninspiring teaching styles, demonstrate the emotion of a brick, and have little clue about the higher purpose in the human drama. These teachers often wind up as the principal where they can create whole schools of like-minded teachers lost in a jungle of blandness, representing the very best of "average," and accomplishing little in both teaching or in life.

The Pedagogy of the Mystical

The Pedagogy of the Mystical is the opposite of the Pedagogy of the Nonmystical. While many will consider this a subversive idea in a nation committed to a separation of Church and State, the Pedagogy of the Mystical is not a Church/State issue. The Pedagogy of the Mystical recognizes the mystic inside every human being and teaches to this mystic with all of the vigor, enthusiasm, passion, excitement, adventure, fun, and warmth that they can muster. These teachers realize that for student passion and learning to ignite, the mystic in each student must be ignited, setting the flame of learning ablaze in a dramatic manner in which the fire can never be extinguished. These teachers use dramatic poetry, great literature, great films, World Wide Web pages, great music, dramatic plays, and songs and musical arrangements which move the heart, mind, and spirit of each student. The Pedagogy of the Mystical is the first step on the individual students rise to the realm of the highest order and thinking. It is the pedagogy of a humanity moving toward greatness. Inside every teacher is a mystic striving to get out. Inside every child is a mystic needing to be free.

The Pedagogy of Teaching for Remediation and Compensation v. the Pedagogy of Teaching to Student Strengths

Teaching for Remediation and Compensation is the pedagogy of maintaining students in lower order skills and learning. The pedagogy of remediation is advocated by some of the greatest learning theorists in education and is institutionalized in the public school systems. This pedagogy limits a student to accomplishing lower skills before moving on, which may never occur. The pedagogy of remediation is a major pathway to devolution of human beings in special education. The logic of this pedagogy is seen as natural in the learning of all subjects. Teaching for remediation and compensation

has assured school districts that once a child is in special education, he will remain there until he drops out or graduates from high school in time to collect Social Security.

The Pedagogy of Teaching to Strengths is the opposite of The Pedagogy for Teaching Remediation and Compensation. The teachers who practice this pedagogy recognize the progress of science, the ability instead of the disability in each student, and the technological evolution of learning in the 21 st Century. These teachers will advocate for the use of a calculator for mathematics for a student with learning difficulties in mathematics-much as a child with a vision problem is allowed to use glasses or a student with a hearing problem is allowed to wear a hearing aid. These teachers remove all the stumbling blocks to the students remaining in the regular classroom, recognize different types of disabilities and the technology available to teach to student strengths, and allow the students to benefit from their strengths: If a student is learning disabled in mathematics, the use of a calculator is, recognized by all educational organizations as an important educational tool and not as compensation enhanced learning, the use of a rap musical score to learn multiplication tables teaches to kinesthetic strengths, allowing the student to use Excel on the computer teaches to graduate level education and higher level thinking and skills, and using a program which reads books and speaks greatly increases multisensory learning in all students.

The Pedagogy of the Past v. The Pedagogy of the Future

The Pedagogy of the Past is the present timeworn methodology and techniques used by the large mass of teachers throughout the world. While the research for exemplary teachers is monumental, the implementation of the research is like finding a large rock on a ember wave of grain... The Pedagogy of the Past includes too many teachers without a clue about technology, the lack of technology in ample enough quantities to assure all students a adequate amount of daily computer time, the lack of Internet connections-amazing in this third year of the 21 t Century. If Buck Rogers was a student in the vast majority of American schools today, his rocket ship would make it over the school building but not much further. The Pedagogy of the Past includes timeworn practices that worked for grandmother and by gosh can work for you too. For all the efforts of State legislatures, state departments of educations, colleges of education, and school systems to improve the effectiveness of teachers-the same old is still the same old. It doesn't work, teachers do not want it to work, why mess with it, and who really cares anyway...come on, let's go home.., and while teachers all speed off in their advanced automobiles with weather control, CD ROMs, air conditioning, turbo-engines, and speedometers which reach 180 mph, the schools they leave behind putter along on the original Ford tires and first year of production. Now the Model T was a wonderful car...but really...

The Pedagogy of the Future is the opposite of the Pedagogy of the Past. The Pedagogy of the Future is technology in all its wonders. No matter what the field of education does to effect change and improve teaching, the dismal effect on a very small number of teachers and therefore a very small number of students is too little and way too late. The Pedagogy of the Future does not need teachers, but only assistants with technology skills who can aid students in achieving the computer skills on the software they are using. Technological software is getting so good, that few teachers, even the great ones, can compete against it. The software is fun, exciting, challenging, motivational, interactive, connective to the real world, and gives the student immediate feedback: All critical factors in great teaching. New technology perfected for the visually disabled can also jump start learners of all ages. Technology is available which can read a book, speak to the student while the student is writing, give directions for using the software directly to the student by voice, and provides a multisensory experience that is not attainable otherwise. The problem with the Pedagogy of the Future is two-fold: The cost and the elimination of the teacher from the educational system. The advantages of going the technology approach are that the largest proportion of any school system's budget is teachers salaries, so the money is available soon after the change to computers is made, the computers do not need lunch breaks, holidays, summer vacations, or personal leave days, although they might need sick days, a computer does not care if a student is poor, what his race is, what his social background is, what the parents are like, or what their values are: The computer accepts all users: An equal opportunity teacher in the real sense of the word. A teacher making \$30000 per year, cannot teach as well, cannot teach with such immediate feedback, and can be replaced with thirty computers over a three-year period. Computers and software do need replacing, but the cost should still be less than what is paid to many teachers making the top salary scale who have just had the same experience twenty times. Surely, I jest. Surely, I do not. Computers are the future of education, and the sooner the educational world recognizes this fact, the sooner mankind can arrive on Mars. The Pedagogy of the Future is not pedagogy, but technology...but computer-assisted instruction is a solution to centuries of educational bankruptcies.

The Pedagogy of the Future is also the National Board for Professional Teaching Standards and its National Board Certified Teachers. The National Board process enables teachers to demonstrate their skills through portfolio development over a school year, videotapes, and testing. The future of teaching is being changed by the thousands of newly certified teachers. Unfortunately, there are millions of teachers in America and the National Board is only reaching the tip of the iceberg. Even so, the future of education can be clearly seen in the rigorous and challenging National Board process, which forever changes the way teachers teach.

The Pedagogy of Read the Word and Read the World v. The Pedagogy of Live the World

Paulo Freire made a major contribution to social justice with his *Pedagogy of the Oppressed* (1970). His basic premise is "read the word, read the world." Freire changed the lives of hundreds of thousands of people on the planet through his wisdom and efforts in educating the oppressed masses and showing others how to do so also. Freire was true to his efforts and his message: To bring social justice to the world's oppressed peoples. Freire's life is a monument to social justice and his work reminds one of Matthew of the New Testament.

The Pedagogy of Live the World is the philosophy of Freire with one notable exception. The Practitioners of This pedagogy live with the oppressed peoples they are representing, live in the local communities, visit their students homes, rent or buy a house in the same neighborhood, engage in the local culture, learn the native language, raise their families in these communities, and do not visit the poor daily as the mainstay of white teachers all across America do on a daily basis. Living the world as a pedagogical philosophy means riding the school buses to see where the students live, committing to social justice in the school's community, practices social activism, participating in community and cultural events, and becoming a figure of trust for the local community.

To practice the Pedagogy of Live the World, the new teacher must read Freire and Alinski(1946, 1972), learn community-organizing tactics from a appropriate training school, and make a lifelong commitment to social justice and social change. In accepting this pedagogical approach, the new teacher will "live the world," and in the process, change the world for the better.

The Golden Gate: Arriving at the Pedagogy of Emancipation and Transformation

All new teachers have two choices: Devolution or evolution. The Pedagogy of Emancipation and Transformation is the evolutionary Road, "the road not taken" too often by too many. It is a difficult pathway, which includes the positive pedagogies outlined above. Teachers who follow the evolutionary pathway create a new and total pedagogy: A Pedagogy of the Human Spirit: Taking themselves and their students into a land of awe and wonder, where the magical lives, the mystical stirs the heart, the spirit flies, and all mankind advances. Emancipation and transformation starts within each new teacher, creates a ripple effect which emancipates their students and transforms their lives, and gives a new birth of freedom to the hearts, minds, and spirits of the whole world. The Pedagogy of Emancipation and Transformation together lead to the Pedagogy of the Human Spirit-which can be best summed up in the final words of Dr. Martin Luther King at the Lincoln Memorial in 1963, "The words

of a old Negro spiritual: I'm free at last, I'm free at last. Thank God Almighty, I'm free at last" (King, 1963).

"Some men see things as they are, and they say why? I see things that never were, and I say, why not?"

-Alfred Lord Tennyson

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