

nect my teaching to their own languages, cultures, and lived experiences. I soon found out that giving students some sense of power and ownership over their own educational experience has more to do with developing a language that was risk taking and self-critical for me and meaningful, practical, and transformative for them. During that first year, I also learned something about the ways in which many school administrators are educated.

### LEADERSHIP WITHOUT VISION

During that first year, I rented movies from the American Friends Service Committee, ignored the officially designated curriculum textbooks, and eventually put my own books and magazine articles on reserve in the school library for my students to read. Hoping to give my students some control over the conditions for producing knowledge, I encouraged them to produce their own texts through the use of school video equipment, cameras, and daily journals. Within a very short time, I came into conflict with the school principal. He was a mix between General Patton and the Encino Man. At six foot three, weighing in at 250 pounds, his presence seemed a bit overwhelming and intimidating. The first time he called me into his office, I learned something about how he was educated. He told me that in his mind students should be quiet in classrooms, teachers should stick to giving lectures and writing on the board, and that I was never to ask a student a question that he or she could not answer. He further suggested that rather than developing my own materials in class I should use the curricula packages made available through the good wishes of local businesses and companies. While clearly being a reflection, if not a parody, of the worst kind of teacher training, he adamantly believed strict management controls, rigid systems of accountability, and lock step discipline were at the heart of educational leadership. Hence, I found myself in a secular version of hell. This was a school in which teaching became reduced to the sterile logic of flow charts. Moreo-

ver, it was a school in which power was wielded largely by white, male administrators further reinforcing the isolation and despair of most of the teachers. I engaged in forms of guerrilla warfare with this administration, but in order to survive I had to enlist the help of a few other teachers and some members of the community. At the end of the school year, I was encouraged not to come back. Fortunately, I had another teaching job back east and ended up in a much better school.

In retrospect, the dominant view of educational leadership has had a resurgence during the Reagan and Bush eras. Its overall effect has been to limit teachers' control over the development and planning of curriculum, to reinforce the bureaucratic organization of the school, and to remove teachers from the process of judging and implementing classroom instruction. This is evident in the growing call for national testing, national curriculum standards, and the concerted attack on developing multicultural curricula. The ideology that guides this model and its view of pedagogy is that the behavior of teachers needs to be controlled and made consistent and predictable across different schools and student populations. The effect is not only to remove teachers from the process of deliberation and reflection, but also to routinize the nature of learning and classroom pedagogy. In this approach, it is assumed that all students can learn from the same standardized materials, instructional techniques, and modes of evaluation. The notion that students come from different histories, experiences, and cultures is strategically ignored within this approach. The notion that pedagogy should be attentive to specific contexts is ignored.

### TEACHERS AS PUBLIC INTELLECTUALS

I want to challenge these views by arguing that one way to rethink and restructure the nature of teacher work is to view teachers as public intellectuals. The unease expressed about the identity and role of teachers as public intellectuals has a long tradition in the United States and has become the