

manifesto

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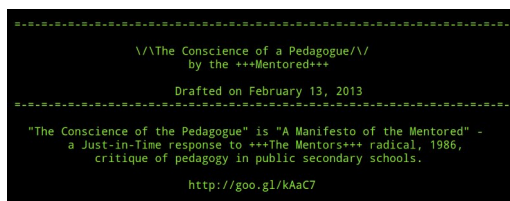
resources

June 04, 2013

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Conscience of the Pedagogue



Contents:

Preamble

Shortly after his arrest in 1986, a high-school junior published "[The Conscience of a Hacker](#)" under the pseudonym *The Mentor*. Known popularly as "The Hacker Manifesto," it says very little about the (ab)use of technology; instead, The Mentor offers chilling insights into secondary-school pedagogy from a student's perspective: "The Conscience of a Hacker" ultimately offers both a searing indictment of public education *and* a forgotten stub of a manifesto for substantive school reform.

When we listen, we recognize in him the caring [Mentor](#),¹ as he shares wisdom from sage experience as a public school student and as a successful independent learner.

We understand that wisdom² as an unambiguous call to

- [differentiate instruction](#);
- provide rigorous content;
- maintain rigorous expectations;
- value authentic learning and assessment that serves beyond the walls of the classroom;
- encourage and provide for [connected learning](#).

We recognize that since 1986, pedagogy research has followed The Mentor in calling for these best-practice mandates. We bear witness to the chilling effects of the following power centers on the implementation and innovation of best practices for our students: The State; School Boards; Superintendents; The Principal and administration; The Federal Government; Lobbyists.

We recognize too that the Mentor is not alone, and that schools have been failing students across the curriculum since the success of Sputnik.³

We are authorities in our fields, [professional](#) scholars and academics. We contribute to knowledge and bring discipline to the content areas. We end now the 26-years of silence the education community offered in response to The Mentor's substantive and expert testimony.

We will not be complicit in the violent neglect of school children.⁴

Now is the Just-in-Time deposition of administrators and lawmakers who have perpetrated violence and perpetuated social and economic injustice by impeding our urgent transgression.⁵

¹ To engage the mentor, we must come to terms. The titular *Hacker* invokes not the digital intruder...Ellipses to Coleman, code, political heritage, meritocracy

² "It's the truth, even if it didn't happen." (Kesey)

³ Approximately 25 of every 100 students drop out before graduating; A 2010 report finds that only 24 percent of high schoolers who took the ACT were college-ready in all subject areas; in 2000, 28 percent of entering college freshmen enrolled in one or more remedial reading, writing, or mathematics courses; as of 2008, only 55.9 percent of first-time, full-time bachelor's degree-seeking students earned a degree within six years (Wolk). Wolk makes clear that this is not an improvement over time (contrasted with 1981 data).

⁴ Coretta Scott King

⁵ bell hooks

The Conscience of the Pedagogue

We seek after knowledge... and you call us criminals.

--The Mentor

We hear The Mentor clearly now in retrospect and register our understanding with this Just-in-Time Insurrection.

As scholars, we share The Mentor's "transgressive" quest.⁶

We resolve, then, to collaborate with you to make the most of our mutual transgression, to transgress effectively, transgress creatively, and transgress efficiently in pursuit of knowledge.

We do not seek after knowledge because we are patriots committed to our nation's competitive edge in a global market. Nor do seek after knowledge in the interest of luxurious retirement. Policies and practices justified by those assumptions shall be transgressed and stricken.

Like you, like Einstein, we are committed to education because we are committed to individual independence.

Like you, like Godwin, we are committed to education because we are committed to individual happiness.

Expect, then, no fallacious appeals to nationalism or bribes of posh potential from us.

We recognize that your interest – our shared interest – is in the practice of liberation, not submission.

Rely on us to stand united and resolute against Those who seek to ensure not your education, but rather your docile submission.

We share in a mission: we shall develop, together, the core literacy to articulate our unfreedom.

We shall not allow your school to remain an advertising agency for the status quo, nor a factory for the manufacture of consent.

This marks the end of our tenure as commodities circulating on the marketplace: our schools will not be markets, our services will not be commodities. We will not be labor left alienated from our dire mission and your best interest.

We shall not navigate a marketplace in the interests of spectral stakeholders.

Anticipate this: we will tactically resist and bluntly depose those who call for us to merchantalize your time or commodify your place in your space. They shall not speculate on our pursuit of knowledge.

We shall not be puppets on the set of a part-time prison - We shall not play guards of students feigning docile subjection - outside or inside our subject area. We shall not participate in the frivolous abuse of premium time for substantive scholarship and achievement. Rely on us to stand united and resolute against Those who seek to ensure not your education, but rather your docile submission.

We recognize that your interest, our mutual interest, lies in practicing liberation, not submission.

We yearn to share and grow and contribute in content areas where we are competent – but and even more so, we yearn to nourish others. Some professionals catch your drift and silently stew about malnourished students eager for substantive satisfaction. But those who were passive will act now with us or else brood in an environment that can tolerate their post-cynical comas.

And we will act decisively, strategically, and tactically to ensure that competent leadership, serving by our mutual consensus, commits every resource to an academic rigor that serves each of you beyond the tenuous, temporary, and tentative schoolhouse walls.

Justly strike, with us, inequitable and arbitrary institutional behavior guidelines that are not supported by curricula – strike them with surgical precision or catastrophic and monolithic erasure or purge of institutional memory at our shared discretion.

Moreover, enforcement of policies - just and unjust - will never interfere with the inalienable right to an appropriate education recognized by court precedent. The only zero-tolerance rhetoric will come collectively from our united voices calling out and calling down those who would stand to call you banned from your place at the table at their whim.

In support of these resolutions, we declare no confidence in an institutional culture where every action may be recalled as an infraction and will redefine it collaboratively at our discretion.

We remember now the high stakes of the international struggles of students in 1968, and will never again take for granted your right to transparency and an equitable role in institutional governance.

And don't call me a hacker!

You are not all alike. We shall uphold your inalienable privilege not to be conflated with other students or bound by lazy minds who recognize, determine, or discipline with all the brutish consequences of dim-witted hasty generalizations or vulgar prejudices.

You are not all alike. We advocate for and win every students' inalienable privilege to access the curriculum as best suits them, and will displace Those who, through incompetence or malicious misappropriation, fail to deliver to you the resources your instruction calls for. We therefore commit to partnerships in your unique, rigorous pursuits and will depose malefactors who conflate you with your colleagues; b-school and ed-school graduates who justify this mistake in the lonely, despotic logic of the stakeholder will resign out of necessity, out of shame, or out of ruin.

With this declaration, High-stakes tests that hold no instructional value – that bear the counterfeit faces of equity and social justice and economic justice – no longer can count on us for their security, integrity, validity. We are not to be trusted to proctor, or participate any longer in perpetually erecting the impossible gatekeeping mechanisms intended to bar your access.

No, we do not identify with colleagues who cite a disembodied “calling” to teach. We do feel compelled, however, to answer an insistent call to practice and model collaboration, freedom, and connected scholarship: scholarship connected to your interests, to your communities, to your peers, and to your ambitions. This fiercely urgent call comes in contrast, from the meat-embodied voices of the marginalized, subjected, vulnerable, nondominant.

We recognize the need for administrators, perhaps leadership, but we value heterarchies and anarchies over hierarchies. We have the experience, resources, expertise, and research to depose and refactor insidious hierarchies - throughout the community - from your striated lunch room to Their closed boardroom.

The impulse to vulgarly stratify and rank our peers, your colleagues, is an obstacle to goals we share in spite of our discrete Difference.

We thus call now for a leadership eager to pioneer heterarchical and distributed responsibility. When we're all administrators, our responsibilities fluidly defined by our relationships of praxis, we can look forward to the extirpation of the institutional stratification that, on one hand, inhibits connected learning through peer-to-peer collaboration and consultation among students, and on the other produces leadership that perpetuates a culture of competition over a culture of collaboration among faculty.

Clearly, we are not all alike and you are not all alike. Ours is not a monolithic threat. But it's no less real or potent. Our common stakes, interests, and values call for nothing less than coordinated, collaborative reform.

And don't call me a hacker!

Learning from Mazel: <http://ellamazel.org/yellowbook/>

This is a problem—for young people and for our country. We need STEM-related talent to compete globally, and we will need even more in the future. It is not a matter of choice: For the United States to remain the global innovation leader, we must make the most of all of the potential STEM talent this country has to offer. (USNews, John Engler, <http://www.usnews.com/opinion/articles/2012/06/15/stem-education-is-the-key-to-the-uss-economic-future>)

Everything changes with the emancipation of the slave and the internalization of the master by the emancipated slave. Hegemony begins here in the disappearance of the dual, personal, agonistic domination for the sake of integral reality--the reality of networks, of the virtual and total exchange where there are no longer dominators or dominated....this brings us back to the literal meaning of the word "cybernetic". (Baudrillard, *The Agony of Power* 33-34)

The only rational way of educating is to be an example -- if one can't help it, a warning example. (Einstein 61)

the aim must be the training of independently acting and thinking individuals, who, however, see in the service of the community their highest life problem. (Einstein 65)

Education either functions as an instrument which is used to facilitate integration of the younger generation into the logic of the present system and bring about conformity or it becomes the practice of freedom, the means by which men and women deal critically and creatively with reality and discover how to participate in the transformation of their world. (Freire, *Pedagogy of the Oppressed*)

<http://www.youtube.com/watch?v=zDZFcDGpL4U&feature=share&list=PL39BF9545D740ECFF>

"Every country on earth is, at the moment, reforming public education." Because "how do we educate our children to take their place in the 21st century economy."

"The only rational way of educating is to be an example -- if one can't help it, a warning example." (Einstein 61)

"the aim must be the training of independently acting and thinking individuals, who, however, see in the service of the community their highest life problem" (Einstein 65)

Resources

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Indices and tables

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6 “Transgression, then, is not related to the limit as black to white, the prohibited to the lawful, the outside to the inside, or as the open area of a building to its enclosed spaces. Rather, their relationship takes the form of a spiral which no simple infraction can exhaust. Perhaps it is like a flash of lightning in the night which, from the beginning of time, gives a dense and black intensity to the night it denies, which lights up the night from the inside, from top to bottom, and yet owes to the dark the stark clarity of its manifestation, its harrowing and poised singularity; the flash loses itself in this space it marks with its sovereignty and becomes silent now that it has given a name to obscurity.” (Michel Foucault, Preface to *Transgression*)

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