Dr. Freire writes from a Third World perspective, but with obvious implications for education in general. He rejects mechanistic conceptions of the adult literacy process, advocating instead a theory and practice based upon authentic dialogue between teachers and learners. Such dialogue, in Freire's approach, centers upon codified representations of the learners' existential situations and leads not only to their acquisition of literacy skills, but more importantly to their awareness of their right and capacity as human beings to transform reality. Becoming literate, then, means far more than learning to decode the written representation of a sound system. It is truly an act of knowing, through which a person is able to look critically at the culture which has shaped him, and to move toward reflection and positive action upon his world.
“We Are the Forgotten of the Forgettens”: The Effects of Charter School Reform on Public School Teachers
ERIKA M. KITZMILLER

Curricular Contradictions: Negotiating Between Pursuing National Board Certification and an Urban District's Direct Instruction Mandate
TRAVIS J. BRISTOL, JOY ESBOLDT

Technical Ceremonies: Rationalization, Opacity, and the Restructuring of Educational Organizations
MAXWELL M. YURKOFSKY

Authority and Control: The Tension at the Heart of Standards-Based Accountability
JACK SCHNEIDER, ANDREW SAULTZ

Why Trust Science?
Ellis E. Reid, V