Isolation and segregation not a good combination

ARTHUR H. CAMINS GUEST CONTRIBUTOR

Mr. Casey, my high school English teacher, was fond of proclaiming, "From suffering alone comes wisdom." There seems to be plenty of suffering around, but insufficiently distributed wisdom to protect our nation from the alarming triple threats to our democracy from esclating authoritar-ianism, inequality and divisiveness. I wonder: What is it that turns the bandity of suffering in tow visiom? Why do some people turn against one another in tough times, while others form the wisdom of observers into mass engaged action? As a teenager with a typical level of angst, I thought Mr. Casey was especially insightful. After al, maybe I too could be wise. His gift was to help to nudge natural self-centered-ness toward empathy. But it was the civil rights and antiwar movements of the 1960s that connected my self-absorbed worries with deeper struggles in the world around me and gave me a lifelong sense of belonging and purpose. — Bersonal suffering may sensitize people to the plight of others, but that is insufficient for a successful organized resistance. That requires empathy and a sense of belonging, shared experiences with common goals across typical divi-sions, and development of agency. — Elected officials will not address current threats to de-mocracy and equity on their own. They never have. In the short-term, that responsibility rests on the shoulders of com-munity acrivits, I. I always has. For the future. Bat obligation Mr. Casev, my high school English teacher, was fond of

Sina and development of agency. Telected officials will not address current threats to de-mocracy and equity on their own. They never have. In the short-term, that responsibility rests on the shoulders of com-munity activists. It always has. For the future, that obligation falls to educators. They have always been the hope. Globalization, pervasive information technology, and es-calating automation provide new contexts, but today's threats are not unique. U.S. History is replete with examples of how the empowered have fostered divisiveness to protect their privileges: Poor whites against freed slaves and their descendants, Men against women; old immigrants against recent arrivals; previously persecuted religious secis against new religious minorities; underpaid American workers against more exploited foreign workers in developing coun-tries. The list is endless. Alternatively, the potential for unity across these groups to challenge power and insist on a more equitable future is nonumental. Mistorically, authoritarianism, lies, and repression have been the turn-to solutions when elites perceived a challenge. Today, the empowerment and collective action of women, voter participation of non-whites and newer immigrants, and organized workers pose such threats. They challenge those who rely on dark American myths of a dog-eat-dog compet-tive meritocracy and self-reliance to justify their position. Isolation bredes ignorance of the unknown other. Isolation makes us stupid. I use the term stupid purposefully. I do not mean intellectually limited. Rather, I mean committedly ignorant about matters of personal and social consequence. Such ignorance and stupid ty are enabled when self-sinkness is exalled over empathy in the context of competition for struc-turally dimited resources. Such ignorance and at unifying counter, by our problems. Be out for yourself." Thertunately, many Americans do not accept or identify whit disempowering dystopian mindset. Let us not forget that a mino

what brings people together. Shared experience across perceived differences combats the stupidity that isolation fosters. Community activists and educators can lead front-line push back, engaging citizens and students across traditionally divisive lines in explicitly

and students are lead from line push back, engaging citizens and students across traditionally divisive lines in explicitly designed shared experiences. A disciplined resistance movement can provide an al-ternative sense of belonging by organizing around shared unifying concerns, such as health care, fair wages, equitable local, states and federal taxes, high quality public education, protecting Social Security, expanding Medicare, protecting he environment, and sustainable development. Purposefully, doing so across neighborhood boundaries and workplaces enables empathy and identification with the suffering of others and structures for action. Similarly, integrated schools that emphasize academic, as well as social and emotional learning can build trust and a common sense of belonging. Curricula that infuse personal and social meaning into daily instruction offers the possibil-ity for young people to see past selfish concerns. I imbibed the lessons of Mr. Casey's English class in 1967, atterie of suffering but also an era of hope. The wisdom that carries forth and provides a guide to action is that isolation and secial matt. Common struggle makes a difference. Arthur H. Camins is a lifelong educator. Most recently, he was the director of the Catter for Innovation in Engineering and Science Education at the Stevens Institute of Technology in Hoboken, N.J. He has taught and been and administratory. The ideas expressed in this article are his alone. His writings are collected at www.arthurcamins.com . Follow on Twitter: @arthurcamins

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