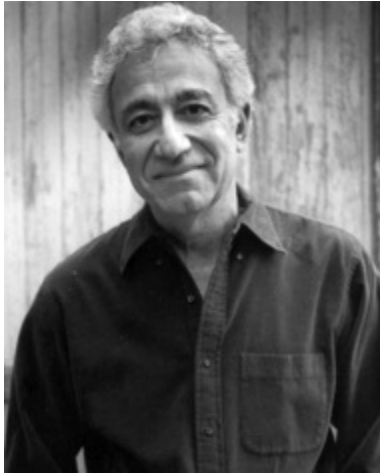


Mike Rose

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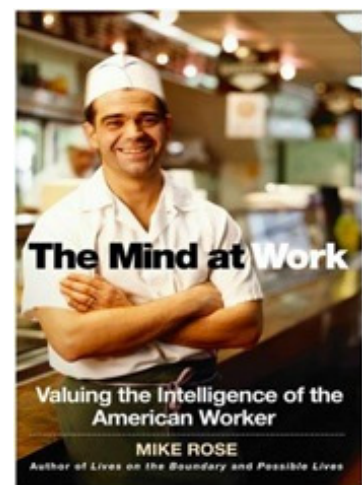
MIKE ROSE, the son of Italian immigrants, was born in Altoona, Pennsylvania, and raised in Los Angeles, California. He is a graduate of Loyola University (B.A.), the University of Southern California (M.S.), and the University of California, Los Angeles (M.A. and Ph.D.). Over the last 40 years, he has taught in a range of educational settings, from kindergarten to job training and adult literacy programs. He is currently on the faculty of the UCLA Graduate School of Education and Information Studies.

Rose has written a number of books and articles on language, literacy, and cognition and has received a Guggenheim Fellowship, the Grawemeyer Award in Education, and the Commonwealth Club of California Award for Literary Excellence

in Nonfiction. He has also been honored by the Spencer Foundation, the McDonnell Foundation Program in Cognitive Studies for Educational Practice, the National Council of Teachers of English, the Modern Language Association, and the National Academy of Education. He has won numerous awards for his teaching including the UCLA campus-wide Distinguished Teaching Award. He is the author of 10 books including *Lives on the Boundary: A Moving Account of the Struggles and Achievements of America's Underprepared*; *Possible Lives: The Promise of Public Education in America*; *The Mind at Work: Valuing the Intelligence of the American Worker*; and the forthcoming *Why School?: Reclaiming Education for All of Us*.

Excerpts from *The Mind at Work*

“I have been a teacher for over forty years in a wide range of settings: from kindergarten to adult literacy programs, and now in a research university’s graduate school of education. Many of the populations I’ve taught and studied were considered to be educationally at-risk, and questions about intellectual capacity, either implied or explicit, were ever-present. And in a school of education, issues of ability, schooling, and work are part of the conceptual terrain. One thing I’ve learned from all this is the powerful effect our assumptions about intelligence have on the way people are defined and treated in the classroom, the workplace, and the public sphere. It seems fitting, therefore, to turn with the investigative tools I now have to the work represented by my forebears—factory work, skilled and semiskilled trades, and service occupations—with a focus on the mental



processes involved in doing such work, the thought that enables it. To be sure, our view of occupations is shaped by the form of capitalism that has developed in the United States and by the social traditions that attend particular occupations. But running through this economic and cultural history are beliefs about mind. *The Mind at Work*, then, offers an analysis of physical work and intelligence and a reflection on how we might think more clearly and fairly about them.”

“The nation is currently engaged in a discussion about the training of the workforce and about a range of educational experiments involving the integration of the academic and vocational curriculum and the transition from school to work. Yet the educational literature on these issues tends to be pretty thin on any close analysis of the cognitive dimension of physical work. This absence, I think, is rooted in the reductive notions the society carries about such work and the people who do it, notions that prove to be especially troubling as we try to rethink the connection between the schoolhouse and the workplace.”