



November 1, 2014

Revealing Quotes Resulting from *High-Stakes* Standardized Testing

- *“There cannot be any moral, fundamental or practical civil rights and Constitutional–protection difference between disabling discrimination based on race versus a low(er) test score.”* – John Charles Thompson, Parents and Students for Music and Arts, 2014. Refer to [The LEARNING DISADVANTAGE GAP](#).
- *“We will not endorse or sanction any specific curricula and the Department is in fact appropriately prohibited by law from endorsing or sanctioning curricula.”* –U.S. Secretary of Education Arne Duncan, April 9, 2010, The Well Rounded Curriculum Speech. *“... Why, in education, are we scared to talk about what success looks like?”* [rising high stakes standardized-testing scores] –Sec Arne Duncan, August 26, 2010.
- *“So, I am 110 percent behind our teachers (Applause.) But all I’m asking in return -- is some measure of accountability [high-stakes testing]. (Applause.) ... If we’re not seeing results in the classroom, then let’s work with teachers to help them become more effective [higher math and English test scores]. If that doesn’t work, let’s find the right teacher for that classroom. [teach to the test] (Applause.)”* –excerpt from National Urban League speech by President Obama, July 29, 2010.
- *“It makes me want to throw up. The White House’s obsession with data is sick.”* –Diane Ravitch, 2014
- **Arrogance Rule:** Arrogance becomes anti-democratic, corruptive and harmful when any person, group or government acts on the belief that “we know best” and *the end justifies the means*. –J.C. Thompson 2014.
- **Authoritarianism:** Principle of blind submission to authority as opposed to individual freedom of thought and action.–Encyclopedia Britannica • **Educational authoritarianism:** The systemic arrangements designed to enforce government-prescribed uniform standards upon all children. –Yong Zhao, 2014. ^{04q}
- *“They know exactly what they are doing and nothing we say matters.”* –Anthony Cody, educator (see pg 2.)
- *“Well doctor, what have we got – a republic or a monarchy?”* –Mrs. Powell; *“A republic, if you can keep it.”* –Benjamin Franklin, 1787 Constitutional Convention, Independence Hall.
- *“Where the people fear the government you have tyranny. Where the government fears the people you have liberty”* –John Basil Barnhill, 1914
- *“The smart way to keep people passive and obedient is to strictly limit the spectrum of acceptable opinion, but allow very lively debate within that spectrum... That gives people the sense that there’s free thinking going on...”* –Noam Chomsky, M.I.T. professor emeritus, The Common Good (Real Story), 1998.
- *“Kindergarten show canceled so kids can keep studying to become ‘college and career ready’. Really.”* –Valerie Strauss, April 26, 2014, Answer Sheet blog, Washington Post.
- *“My kids used to love math. Now it makes them want to cry. Thanks Common Core!”* – Louis C.K. 2014.
- *“Kids against kids, parents against parents, teachers against teachers, schools against schools, districts, states, nations against each other. And it hasn’t worked...”*. –Marion Brady, veteran teacher
- *“I believe that the basic reason that policymakers are ignoring this research is political...the media continually treats this as if it is a new and important idea without seriously examining what is known...”* –Gary Orfield, Professor of Education and Social Policy, Harvard University, 2007, currently with UCLA-IDEA.
- *“The fact that the current [high-stakes testing] fix isn’t working doesn’t mean we don’t have a whole lot to fix.”* –Gerald Graff, professor, University of Ill., January 21, 2014.
- *“Our education system has mined our minds in the way that we strip-mine the earth for a particular commodity...for the future, it won’t serve us...”*. –Sir K. Robinson, Ph.D, author of “How Schools Kill Creativity”.
- *“Preparing young people for government ‘of the people, by the people, for the people’ means more than a course in civics, and more than basic skills in reading and math...”* –Ross Weiner, Aspen Institute
- ★ *“Will there be anything we need to remember after the test?”* –A young student’s recent revealing question.

More Revealing Quotes

1. (a) *“It will take a knowledgeable, emboldened populace to push back against the political and corporate forces that seek to demoralize teachers and monetize public education. I hope it is not too late to change course.”* –Chris Gilbert, English teacher.
- (b) *“It is time for those who fight for equity to question the very assumptions of reform. If a goal of public education is to expand the life chances of all students, why are we pursuing punitive policies and practices that push the opportunities of our most vulnerable students even further behind?”* –Carol Burris, 2013 NY Principal of the Year, educator and activist.
- (c) *“Not everything that counts can be counted, and not everything we count, counts”* –Albert Einstein
- (d) *“We would never let businessmen design warheads. Why would you cut out educators when you’re designing education policy?”* –Matt Damon, actor/activist, Feb. 8, 2014, son of college-ed professor.
- (e) *“In education, we were told we would enter a new era of ‘mutual responsibility,’ stop spending the year preparing for bubble tests, and stop blaming teachers for all the problems in our schools....At first, we were dismayed, when cruel practices of NCLB were extended. Did they not understand what they were doing? Could they see this was not consistent with our shared vision? So we wrote, we organized on Facebook, we lobbied, and we spoke by phone with Secretary Duncan. It has become clear they know exactly what they are doing, and nothing we say matters.”* –Anthony Cody, Living in Dialogue blog, Education Week, educator and activist, August 15, 2010.
- (f) *“I recently asked some of my teacher friends what they thought of Arne’s seemingly endless supply of ‘game changers.’ They to me to a person that the one ‘game-changer’ they’d like to see coming out of Washington, D.C. during the new school year would be the appointment of a Secretary of Education who actually has a background in education.”* –Matt Farmer, teacher.
- (g) *“Even if Secretary of Education Duncan did not mean to show contempt for teaching it is implied by the fact that their motives are left out of the policies he supports...People want to do this meaningful work, but reforms are breaking them, one teacher at a time. I see it in my marriage to a great teacher. He needs support from leadership to do what he does. We voted for President Obama twice, because we naively hoped he’d eventually improve his education policy...We are saddened that those in power are weakening the teaching profession...If you believe in them President Obama, then please stop this runaway reform now. America’s most vulnerable kids can’t wait until 2016.”* February 7, 2014–Letter to Pres. Obama from Dana Baltman, associate professor, University of Georgia, and wife of second-grade public school teacher.
- (h) *“The high-stakes pressure atmosphere currently surrounding the teaching profession has teachers watching their backs and paying serious attention to assessment.”* –Gloria Tobiason, formerly ESL teacher and currently grad student at UCLA, October 24, 2013.
- (i) *Early Childhood (education) is all about early academic achievement, with the ultimate goal of...improved test scores! Ugh.* –Crunchy Mama blog.
- (j) *“Because they are! I’m tired of you people! What do you want?”* –Gov. Chris Christy, November 2, 2013: His response to the elementary school teacher’s question, “Why do you continue to spread the myth that our schools and teachers are failing?”
- (k) *“It has led to sanity-resistant racist and classist testing practices that pile more reward on the already privileged, while blaming teachers and the children themselves for not correcting the inequalities that are sustained by a persistent avoidance of reality by those with the resources to actually alter that reality...”* –Tom Horne, Arizona Superintendent of Public Instruction, excerpt from “Schools Matter” blog, June 13, 2007.
- (l) *“Our nation’s myopic near-pathological obsession with standardized tests has driven the best teachers out and will keep the best candidates away from teaching. If the goal of the education reform movement was to improve teacher quality through the use of tests to grade schools, teachers and students, they have failed miserably.”* –NYC teacher, July 25, 2013.
- (m) *“Test scores are unreliable, unfair and unhelpful in evaluating teachers”* –from All-Star roster of education researchers 2010.
- (n) *“Our country doesn’t value education enough... Changing the standards isn’t going to put us in*

better competition with other countries. Teaching does. Not tests... Teaching the love of learning and a well-rounded education that captures their interests.” –[Chermoe, grandmother, October 15, 2013.](#)

(o) Question to guest expert: “*How are teachers in China evaluated?*” Answer: “*By the things they do to increase students’ learning and accomplishments, but not standardized test data.*” –[Professor Yong Zhao, M.S.U., excerpts from Teacher Letters to Obama topic: “Testing, Testing, Too Much Testing.” June 14, 2010.](#)

(p) “*Leave it to the British to teach Americans about their common language. A report by the Institute of Education on more than 100 international studies found that obsessing on performance on standardized tests is counterproductive to learning about the subjects evaluated by these tests. (‘Performance Is Not Necessarily Learning’)*” –[Walt Gardner’s Reality Check Blog – Education Week, August 23, 2010.](#)

2. **(a)** “*So I am 110 percent behind our teachers. (Applause.) But all I’m asking in return -- as a President, as a parent, and as a citizen -- is some measure of accountability [high-stakes testing]. (Applause.) So even as we applaud teachers for their hard work, we’ve got to make sure we’re seeing results in the classroom. If we’re not seeing results in the classroom, then let’s work with teachers to help them become more effective. If that doesn’t work, let’s find the right teacher for that classroom. (Applause.)*” –[excerpt from National Urban League speech by President Obama, July 29, 2010.](#)

(b) “*The ideal of a public education has always been at the heart of the American promise....Don’t tell me the only way to teach a child is to spend too much of the year preparing him to fill out a few bubbles in a standardized test.*” –[Senator Barack Obama, July 5, 2007.](#)

(c) “*We have piled on a lot of standardized tests on our kids. Now, there’s nothing wrong with a standardized test being given occasionally just to give a baseline of where kids are at. Malia and Sasha, my two daughters, they just recently took a standardized test. But it wasn’t a high-stakes test...one thing I never want to see happen is schools that are just teaching to the test. Because then you’re not learning about the world; you’re not learning about different cultures, you’re not learning about science, you’re not learning about math...And young people do well in stuff that they’re interested in. They’re not going to do as well if it’s boring.*” –[excerpts from President Obama speech to students, September 28, 2011.](#)

(d) “*Everyone claims there’s all this local control and the ability for teachers to do what’s best for teachers, but as long as you have assessment tied to the Common Core, you are teaching to the tests.*” –[Rep. Tom McMillin, Michigan Republican, December 2, 2013: His response to the ???](#)

(e) “*Students (in South Korea) from low income families are actually more likely than students from rich families to have high quality teachers.*” –[Duncan, January 13, 2013.](#)

(f) The exposé from a former student entitled ‘Tell-all from TFA and KIPP Teacher’: “*Unprepared for the Classroom, Lack of Focused Support, Isolation, Shame, Burnout...Do I believe that Teach for America as an organization is solving the [low income] problem of education inequality? No...Teach for America is like when you shake a machine because you cannot make it work, and you think what the heck, maybe this will magically solve the problem. Unfortunately, 5 weeks of training and throwing unprepared, young people into a [disadvantaged-students] classroom will not create a sustainable solution*” –[Julian Vasquez-Heilig, University of Texas associate professor of ed policy and planning, December 29, 2013.](#)

3. **(a)** “*...the policymakers want students to be excellent test-takers. The federal government is racing to the top of standardization and standardized testing; states are working hard to make two subjects common and core for all students; an increasing number of teachers are being paid on their students’ test scores; and students are fed with increasingly narrow, standardized, uniform, and imagination-depleted education diet. All these measures are intended to improve students’ academic achievement, or, in plain English, test scores...But test scores are not measures of entrepreneurship or creativity ...Standardized testing rewards the ability to find the ‘correct answer’ and thus discourages creativity, which is about asking questions and challenging the status quo. I don’t know how policymakers can hold, simultaneously, these two ideas, creative entrepreneurship and test-driven curriculum standardization, that both research and common sense recognize as contradictory unless they change the slogans of 1984’s Oceania, ‘War is Peace, Freedom is Slavery, and*

Ignorance is Strength' into 'Standardization is Innovation, Uniformity is Creativity, and Testing is Enterprising' for education today.” – Yong Zhao, Phd. August 25, 2012.

(b) *“When parents object to multiple days of standardized testing, they are told that the tests will make their children college and career ready. The old scores were lies, the new ones [Common Core] are truth...Parents understand the high-stakes testing rationale. They just don’t buy it. The interpretation of grassroots parental opposition as a “communication failure” communicates arrogance. It is the ultimate “nanny state” response---you do not understand what we know, and what we know and do are best for you...the Opt Out movement is growing. It has become parents way of fighting back. They are shouting, ‘Can you hear me now?’. ” –Carol Burris, Principal. September 23, 2013.*

(c) *“CCSS (Common Core State Standards) could not be expected to be implemented in any way but top down. It was created top down, by a consortium of edu-crats and edu-business reps with no meaningful teacher input and not an iota of basis in real research. There is no other way to move forward with CCSS except to roll it back to the very beginning and redesign it from scratch, and the rich and powerful forces behind it are not about to willingly volunteer for that approach.” –Peter, teacher, November 9, 2013*

(d) *“Once we stop playing “pretend”, educators must acknowledge that CCSS mathematics is deeply flawed and irredeemably tainted by the overall Common Core Initiative, Race to the Top, the high-stakes testing monster, and the ugly fingerprints of corporate educational deform. Twenty years from now, the best we can hope for is that we’ll still be having these same arguments. At worst, all debate will be effectively shut down, while American students will be forced to subsist on curricula and pedagogy that would be better suited to East Germany, North Korea, Stalinist Russia, and other Cold War totalitarian regimes. The irony is vast, and would be funny if the victims weren’t children.” –Michael Goldenberg, M.S., Mathematics educator, “Rational Mathmatics Education” blog, December 10, 2013.*

(e) *“Regarding teachers and parents, and their students and children, as ‘special interests’ to be marginalized or ignored seems less than a workable plan for the Common Core’s success... These people are not the people you want to see running the show; public officials and policy makers who refuse to embrace input from teachers and parents, pundits and philanthropists who continue to treat education as their pet cause, and businesses and entrepreneurs who are only in it for the money... We don’t need that kind of ‘reform’ again. Instead, heed the voices from the classrooms and communities – critics and all. Then, and only then, does any sort of positive way forward have a chance to succeed.” – Jeff Bryant, The Education Opportunity Network, October 15, 2013.*

(f) *“This [‘Common Core standards’] is a major public-policy shift. It’s going to have a serious effect, a disparate impact on minorities and other disadvantaged children.” –Williamson Evers, research fellow, Hoover Institution, Stanford University; Los Angeles Times article “State signs on to school standards,” August 3, 2010.*

(g) *“One thing being seen by students, teachers and parents all across America is this: The questions on tests aligned with the CCSS [Common Core State Standards] are not more demanding, they are not harder or more ‘rigorous’. What they are is more convoluted and impossible to understand. Math is still math, the only way to make it harder according to CCSS skills is to make it harder to understand. That’s why kids scores are dropping.” –CitizenArrest, October 15, 2013.*

4. **(a)** *“And as hard as we’re pushing everybody else to change, we’re pushing the department to change even more. There’s just an outpouring of support for the common-sense changes and the unprecedented investments we are making.” –Duncan, May 3, 2010.*

(b) *“It’s fascinating to me that some of the [Common Core] pushback is coming from, sort of, white suburban moms who – all of a sudden – their child isn’t as brilliant as they thought they were and their school isn’t quite as good as they thought they were, and that’s pretty scary... You’ve bet your house and where you live and everything on, ‘My child’s going to be prepared... That can be a punch in the gut.” – Duncan, November. 16, 2013.*

(c) From an open letter response to Secretary Duncan statement: *“The rest of the country is watching what we ‘suburban moms’ do now... I will not stop advocating for my children. I will not let you, or commissioner King experiment with my child’s education because Bill Gates has a lot of money to*

throw away. He said himself [it would take a decade](#) to see if his ‘education stuff’ works. My kids don’t have a decade to waste on your hunches or his money.” –[Ali Gordon, mother of four, November 19, 2013.](#)

(d) “Common Core has become a lightning rod because of political silliness, nothing more. Out in the states and schools, educators have moved past politics and are rolling up their sleeves and working on implementation.” –[Arne Duncan, September 30, 2013.](#)

5. (a) “We will not endorse or sanction any specific curricula---the Department is in fact appropriately prohibited by law from endorsing or sanctioning curricula.” –[Duncan, April 9, 2010.](#)

(b) “As a NYC public school teacher for over 14 years, I have witnessed firsthand the destruction of public education in general and the decimation of arts in particular.” –[July 25, 2013.](#)

(c) “I believe education is the civil-rights issue of our generation...and why arts education remains so critical to leveling the playing field of opportunity. We all know that unacceptable disparities in arts education between low-income and affluent districts continue to persist.” –[Duncan, April 9, 2010.](#)

(d) “When you are required to spend 90 minutes to two hours a day on a specific [Common-Core aligned] program that [school officials] purchased...it shuts out other things. A huge majority of our day has to be focused on teaching reading and math. But what does that do for science, what does that do for physical education, what does that do for the arts, what does that do for social studies and history and all those things that are important to a well-rounded education? It just narrows the focus down, and hurts kids.” –[Amy Prime, Iowa teacher.](#)

(e) “Learning in the arts can and should be rigorous and based on high standards and that it can only be evaluated objectively, using well-designed measures.” –[Duncan, June 15, 2009.](#)

(f) “For decades, arts education has been treated as though it was a novice teacher at school, the last hired and first fired when times get tough. But President Obama, the First Lady, and I reject the notion that the arts, history, foreign languages, geography, and civics are ornamental offerings that can or should be cut from schools during a fiscal crunch. The truth is that, in the information age, a well-rounded curriculum is not a luxury, but a necessity.” –[Duncan, April 9, 2010.](#)

(g) “Yes to art, yes to music, yes to debate, yes to academic decathlon, yes to robotics....These have to be the norm, not the exception. We have to fund it....these programs should be available not only at private schools, but for public schools.” –[Duncan, September 10, 2013, El Paso, Texas \(AP\).](#)

(h) “I recognize that our plans to shift to competitive funding for arts education may make some arts providers nervous, even if they can potentially compete for significantly more funding than in the past.... But I urge arts educators to have the confidence of their convictions to compete and demonstrate the value of their disciplines on student outcomes.” –[Duncan, April 9, 2010.](#)

(i) “Almost everywhere I went, I heard people express that curriculum has narrowed, especially in schools that serve disproportionate numbers of disadvantaged....A well-balanced curriculum is too vital to students and our national character to let teaching of arts and humanities erode.” – [Duncan, April 9, 2010.](#)

(j) “**Low-income students who play in the orchestra or band are twice as likely to perform at the highest levels in math as peers who do not play.** In James Catterall’s well-known longitudinal study, ‘Doing Well and Doing Good by Doing Art,’ low-income students at arts-rich high schools were twice as likely to earn a B.A. as low-income students at arts-poor high schools...English language learners at arts-rich high schools were also far more likely than their peers at arts-poor high schools to go on to college. Is it any surprise then to learn of the large impact that arts education has on student achievement and attainment, especially among disadvantaged students?” –[Duncan, April 9, 2010.](#)

6. (a) “We all but eliminated science. And social studies. There was so little music. Hardly any arts. Limited time for physical education (yes, I know it is required by Ed Code!). We didn’t have dances on the blacktop like the year before. Or teams. Our students were not asked enough to think critically or creatively. They did not ponder the engineering difficulties of the gulf oil crisis, let alone the long term impact on the natural ecosystems there. They didn’t discuss the politics of

unemployment or global warming or the conflicts of culture world-wide. They didn't solve 'real' problems at all. But they did plenty of practice problems and sample test items. And it paid off in our API. And I confess. I feel like we robbed them, in many ways, of the joy of learning." – excerpts from Kevin W. Riley, Principal, Mueller Charter School.

(b) *"It is with a heavy, frustrated heart that I announce the end of my personal career in education, disappointed and resigned because I believe in learning...I come from a long line of teachers and I loved school from day one...To pursue this calling, I worked hard to earn the title of 'classroom teacher', but I became quickly disillusioned when my title of teacher did not in any way reflect my actual job. I realized that I am not permitted to really teach students anything...*

Now, I was called to drag them through shallow activities that measured meaningless but 'measurable' objectives...I resigned myself to the superficial curriculum that encouraged mindless conformity... I had lowered the bar so much that it took hardly anything to pass...They are not allowed to fail...I taught the bare minimum and didn't feel like my students learned anything of value, but they all got good grades. I got frequent praise for being such a "good teacher." It made me physically ill...I would love to teach, but I will not spend another day under the expectations that I prepare every student for the increasing numbers of meaningless [standardized] tests that take advantage of children for the sake of profit."–Anonymous 7th grade language arts teacher, December 8, 2013.

(c) *"We are so focused on a goal, whether it be passing a test, or graduating as first in the class. However, in this way, we do not really learn. We do whatever it takes to achieve our original objective. Some of you may be thinking, "Well, if you pass a test, or become a valedictorian, didn't you learn something? Well yes, you learned something, but not all you could have. Perhaps, you only learned how to memorize names, places, and dates to later forget in order to clear your mind for the next test. School is not all that it can be. Right now, it is a place for most people to determine that their goal is to get out as soon as possible*

I am now accomplishing that goal. I am graduating. I should look at this as a positive experience, especially being at the top of my class. However, in retrospect, I cannot say that I am any more intelligent than my peers. I can attest that I am only the best at doing what I am told and working the system." –Erica Goldman, June 2010 valedictory speech at Coxsackie-Athens High School in New York.

(d) *"The American College Testing Service compared the value of four factors in predicting success after high school. 'Success' was defined as self-satisfaction and participation in a variety of community activities two years after college. The one yardstick that could be used to predict later success in life was achievement in school activities [such as music, sports, debate, drama]. Not useful as predictors were high grades in high school, high grades in college or high ACT scores."* –NFHS, The Case for High School Activities, 2008.

(e) *"Instead of pitting one subject against another, look at the comprehensive needs of students in the context of educating the whole child."* –Joan E. Schmidt, past President, NSBA

(f) *"...a financial crisis always exposes an educational philosophy."* –John Benham, Music education advocate, excerpt from NAME (National Association for Music Education, December 10 2009.

7. **(a)** *"NCLB has continued a separate and unequal educational system while shifting the debate from unequal schools to how to measure such schools....Expansion of definitions of academic skills beyond math and English....Important subjects such as art, music, history, biology, speech and social studies must be included in the fabric of schooling....Expansion of assessment to include multiple measures of academic success. Research has shown that in order for assessment to effectively guide school efforts, it must reflect a wide range of student skills and provide a foundation from which to teach."* –Christopher Knaus: "Still Segregated, Still Unequal" from National Urban League, 2007.

(b) *"We are losing millions of our children to inferior schools and catastrophically misguided and ineffective so-called education reforms. Our schools are being destroyed by politics, profit, greed and lies...Instead of evidence-based practices, money has become the engine of education policy, and our schools are being hijacked by politicians, non-educators and for-profit operators. Parents,*

teachers, citizens and community elders must arm ourselves with the best evidence and take back control of our children's public education before it is too late. We all must work together to improve our public schools, not on the basis of profit or politics, but on the basis of evidence, and on the basis of love for America's children..” –XYZ

8. (a) *“The student and her friends joked about being in the math remedial ‘stupid class,’ so she didn’t bother to work hard at school. ‘I didn’t think I had to try because I was below average anyway,’ the eighth grader said.” –Emily Alpert reporting for the Voice of San Diego, June 7, 2010.*
(b) *“The ones who bear the brunt of the punitive consequences of high stakes testing are the students. Similarly, the question is not one of lowered – or even varied – expectations for any population of students, but the misuse of an invalid instrument [test] to reinforce negative and false stereotypes. High stakes tests will reflect the economic ability of students’ families to provide private tutorials and preparation devices.” –Jennifer Mueller, Kansas Journal of Law and Public Policy, winter 2001.*
9. *“Federal assessments are not required for critical thinking, art, history, biology or anything specifically related to participating in democratic society, and NCLB provides incentives to eliminate such curricula from “failing” schools. Increasingly absent from low-income urban schools across the country are creative, flexible curricula that allow students to express themselves outside the arena of whether or not what they say is on the test.” –Christopher Knaus: “Still Segregated, Still Unequal” from the National Urban League, 2007.*
10. *“If a school’s use of testing hurts opportunities for minority students, the testing might be successfully challenged in court. Nonetheless, if a discriminatory test was even one factor among many, and a clear disparate impact on minority students is the end result, the educational decision may violate Title VI civil rights laws. If there is proof that a biased test was used purposely to segregate students, the decision to use the test violates the Equal Protection Clause of the U.S. Constitution.” –excerpts from UCLA Civil Rights Project.*
11. *“...the more paperwork teachers are asked to do, the less time they have for teaching; the less time for teaching, the less learning occurs...” –excerpt from “The Right to Learn” by Linda Darling Hammond*
12. *“And the Fourteenth Amendment [of the U.S. Constitution] starts out by saying that everyone who’s born here is a citizen of the United States and no state shall make or enforce any law which shall abridge the privileges or immunities of citizens of the United States. Then it demands states to respect due process, equal protection, and a whole bunch of other restrictions. And so what that means is that starting in 1868 when the Fourteenth Amendment was ratified, states were held to national civil rights standards so they cannot take your guns away or ban newspapers or force you to follow a religion that conflicts with your values.” –from the Glen Beck Show, Fox News, June 29, 2010, excerpt from Alan Gura, constitutional law attorney.*
13. *“Today, education is perhaps the most important function of the state and local governments... It is the very foundation of good citizenship. Today it is a principle instrument in awakening the child to cultural values, in preparing him for later professional training, and in helping him to adjust normally to his environment. In these days, it is doubtful that any child may reasonably be expected to succeed in life if he is denied the opportunity of an education. Such an opportunity, where the state has undertaken to provide it, is a right which must be made available to all on equal terms. We come then to the question presented: Does segregation of children in public schools solely on the basis of race, even though the physical facilities and other “tangible” factors may be equal, deprive children of the minority group** of equal educational opportunities? We believe it does.” –U.S. Supreme Court, Brown v. Board of Education, 1954; opinion authored by Chief Justice Earl Warren.*

* “What gets measured gets done”: April 28, 1986 -appeared in an article by author-consultant Tom Peters. He described the phrase as an ‘old saw’. “What gets tested gets taught”: August 1998 -appeared above the article titled, “Curriculum Framework Development Process” by Patricia Burgess and Sarah Kennedy. Published by the U.S. Office of Education Programs. Same title, “What gets tested gets taught”: April 2006 -appeared in a ‘Head for The Edge’ column by Doug Johnson for the Chronicle of Higher Education. “What is tested is what is taught”: July 25, 2007 by Jack F. Jennings. Also appears routinely in web articles from The National Center for Fair and Open Testing, a.k.a. FairTest.

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