

# READING CLOSELY GRADES 9-10 UNIT TEXTS

**IMPORTANT NOTE:** Because of the ever-changing nature of website addresses, the resources may no longer be available through the suggested links. Teachers and students can relocate these texts through web searches using the information provided.

AUTHOR	DATE	PUBLISHER	L	NOTES
<b>Text #1: Classroom Pictures (Photos)</b>				
NA	1950s & 2012	University of Miami - Craig Michaels inc.	NA	Photos from a 1950s classroom and a classroom in 2012.
<b>Text #2: The Story of My Life (Personal Narrative)</b>				
Hellen Keller	1905	Doubleday, Page & Co	1250L	Keller talking about her teacher, Anne Sullivan.
<b>Text #3: Changing Paradigms (Video)</b>				
Ken Robinson	2010	TED Talk	NA	TED talk describing the changing educational landscape across the United States and world.
<b>Text #4: Only a Teacher (Website)</b>				
NA	NA	PBS	NA	Website allows for students to read and search about the history of the role of the teacher in U.S. education.
<b>Text #5: Kids Need Structure (Speech)</b>				
Colin Powell	2012	TED Talk	950L	Text of Powell's TED talk where he states the importance of structure in kids lives.
<b>Text #6: Dr. Montessori's Own Handbook (Informational Text)</b>				
Maria Montessori	1914	Frederick A Stokes Co	1250L	Descriptive text describing how children should be allowed to develop through independence and little influence from adults.
<b>Text #7: The Purpose of Education (Personal Narrative)</b>				
Eleanor Roosevelt	1930	Pictorial Review	1140L	Abridged essay describing Roosevelt's beliefs on the purpose of education.
<b>Text #8: Notes on the State of Virginia (Government Document)</b>				
Thomas Jefferson	1784	University of Chicago Press	1430L	Jefferson's note on the importance of compulsory education.
<b>Text #9: The Vision of Education Reform in the United States (Speech)</b>				
Arne Duncan	2010	United States Department of Education	1240L	Duncan's argument for raising educational standards in order to remain economically competitive.
<b>Extended Reading: Lectures and Biographical Sketches (Personal Narrative)</b>				
Ralph Waldo Emerson	1863-1864	Houghton Mifflin and Co	1170L	Essay describing Emerson's beliefs on the purpose of education.
<b>Extended Reading: Education and National Welfare (Speech)</b>				
Horace Mann	1848	Tennessee Criminal Law Resources	1300L	Report detailing how education leads to social mobility in society.



# TEXT #1

## *Classroom pictures*

1950s & 2012



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**Photo 1**

[http://scholar.library.miami.edu/umhistory/large\\_images/LG0062.jpg](http://scholar.library.miami.edu/umhistory/large_images/LG0062.jpg)



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## Photo 2

<http://www.k12techsummit.com/2012/07/452/>



# TEXT #2

## *The Story of My Life*

Helen Keller

Doubleday, Page & Company, 1905

Thus I learned from life itself. At the beginning I was only a little mass of possibilities. **P1**

It was my teacher who unfolded and developed them. When she came, everything about me breathed of love and joy and was full of meaning. She has never since let pass an opportunity to point out the beauty that is in everything, nor has she ceased trying in

**5** thought and action and example to make my life sweet and useful.

It was my teacher's genius, her quick sympathy, her loving tact which made the first **P2**

years of my education so beautiful. It was because she seized the right moment to impart knowledge that made it so pleasant and acceptable to me. She realized that a child's mind is like a shallow brook which ripples and dances merrily over the stony course of its

**10** education and reflects here a flower, there a bush, **yonder a fleecy** cloud; and she attempted to guide my mind on its way, knowing that like a brook it should be fed by mountain streams and hidden springs, until it broadened out into a deep river, capable of reflecting in its **placid** surface, **billowy** hills, the **luminous** shadows of trees and the blue heavens, as well as the sweet face of a little flower.




**15** Any teacher can take a child to the classroom, but not every teacher can make him **P3**  
learn. He will not work joyously unless he feels that liberty is his, whether he is busy or at  
rest; he must feel the flush of victory and the heart-sinking of disappointment before he  
takes with a will the tasks distasteful to him and resolves to dance his way bravely through  
a dull routine of textbooks.

**20** My teacher is so near to me that I scarcely think of myself apart from her. How much **P4**  
of my delight in all beautiful things is **innate**, and how much is due to her influence, I can  
never tell. I feel that her being is inseparable from my own, and that the footsteps of my  
life are in hers. All the best of me belongs to her—there is not a talent, or an aspiration or a  
joy in me that has not been awakened by her loving touch.




## **TEXT #3**

### ***Changing Paradigms***

**Sir Ken Robinson**

**TED Talk, 2010**

<http://www.youtube.com/watch?v=zDZFcDGpL4U>

## **TEXT #4**

### ***Only a Teacher***

**PBS**

<http://www.pbs.org/onlyateacher/index.html>



# TEXT #5

## *Kids Need Structure*

### TED Talk Speech

Colin Powell, 2012

<http://www.amara.org/en/videos/opUb6RdnDhXy/info/colin-powell-kids-need-structure/>

I want to talk about young people and structure. This was last Wednesday afternoon **P1**  
at a school in Brooklyn, New York, at Cristo Rey High School, run by the **Jesuits**. And I was  
talking to this group of students, and take a look at them (shows a picture)... And there  
are about 300 kids in this school, and the school's been going now for four years, and  
**5** they're about to graduate their first class. Twenty-two people are graduating, and all 22  
are going to college. They all come from homes where there is, for the most part, just one  
person in the home, usually the mother or the grandmother, and that's it, and they come  
here for their education and for their structure...

He does look good, because kids need structure, and the trick I play in all of my school **P2**  
**10** appearances is that when I get through with my little **homily** to the kids, I then invite  
them to ask questions, and when they raise their hands, I say, "Come up," and I make them  
come up and stand in front of me. I make them stand at attention like a soldier. Put your  
arms straight down at your side, look up, open your eyes, stare straight ahead, and speak  
out your question loudly so everybody can hear. No slouching, no pants hanging down,




**15** none of that stuff. (Laughter) And this young man, his name is -- his last name Cruz -- he loved it. That's all over his Facebook page and it's gone viral. (Laughter) So people think I'm being unkind to this kid. No, we're having a little fun...

But anyway, it's a game I play, and it comes obviously from my military experience. **P3**  
Because for the majority of my adult life, I worked with young kids, teenagers with guns, I  
**20** call them. And we would bring them into the army, and the first thing we would do is to put them in an environment of structure, put them in ranks, make them all wear the same clothes, cut all their hair off so they look alike, make sure that they are standing in ranks. We teach them how to go right face, left face, so they can obey instructions and know the consequences of not obeying instructions. It gives them structure. And then we introduce  
**25** them to somebody who they come to hate immediately, the drill sergeant. And they hate him. And the drill sergeant starts screaming at them, and telling them to do all kinds of awful things. But then the most amazing thing happens over time. Once that structure is developed, once they understand the reason for something, once they understand, "Mama ain't here, son. I'm your worst nightmare. I'm your daddy and your mommy. And  
**30** that's just the way it is. You got that, son? Yeah, and then when I ask you a question, there are only three possible answers: yes, sir; no, sir; and no excuse, sir. Don't start telling me why you didn't do something. It's yes, sir; no, sir; no excuse, sir."

"You didn't shave." "But sir —" **P4**  
"No, don't tell me how often you scraped your face this morning. I'm telling you you didn't  
**35** shave."  
"No excuse, sir." "Attaboy, you're learning fast."






But you'd be amazed at what you can do with them once you put them in that structure. In 18 weeks, they have a skill. They are mature. And you know what, they come to admire the drill sergeant and they never forget the drill sergeant. They come to respect  
**40** him. And so we need more of this kind of structure and respect in the lives of our children.

**P5**

I spend a lot of time with youth groups, and I say to people, "When does the education process begin?" We're always talking about, "Let's fix the schools. Let's do more for our teachers. Let's put more computers in our schools. Let's get it all online."

**P6**

That isn't the whole answer. It's part of the answer. But the real answer begins with  
**45** bringing a child to the school with structure in that child's heart and soul to begin with.

**P7**

When does the learning process begin? Does it begin in first grade? No, no, it begins the first time a child in a mother's arms looks up at the mother and says, "Oh, this must be my mother. She's the one who feeds me. Oh yeah, when I don't feel so good down there, she takes care of me. It's her language I will learn." And at that moment they shut out all  
**50** the other languages that they could be learning at that age, but by three months, that's her. And if the person doing it, whether it's the mother or grandmother, whoever's doing it, that is when the education process begins. That's when language begins. That's when love begins. That's when structure begins. That's when you start to imprint on the child that "you are special, you are different from every other child in the world. And we're  
**55** going to read to you." A child who has not been read to is in danger when that child gets to school. A child who doesn't know his or her colors or doesn't know how to tell time, doesn't know how to tie shoes, doesn't know how to do those things, and doesn't know

**P8**




how to do something that goes by a word that was drilled into me as a kid: mind. Mind your manners! Mind your adults! Mind what you're saying! This is the way children are raised properly. And I watched my own young grandchildren now come along and they're, much to the distress of my children, they are acting just like we did. You know? You imprint them.

And that's what you have to do to prepare children for education and for school. And I'm working at all the energy I have to sort of communicate this message that we need preschool, we need Head Start, we need prenatal care. The education process begins even before the child is born, and if you don't do that, you're going to have difficulty. And we are having difficulties in so many of our communities and so many of our schools where kids are coming to first grade and their eyes are blazing, they've got their little **knapsack** on and they're ready to go, and then they realize they're not like the other first graders who know books, have been read to, can do their alphabet. And by the third grade, the kids who didn't have that structure and minding in the beginning start to realize they're behind, and what do they do? They act it out. They act it out, and they're on their way to jail or they're on their way to being dropouts. It's predictable. If you're not at the right reading level at third grade, you are a candidate for jail at age 18, and we have the highest **incarceration** rate because we're not getting our kids the proper start in life.




# TEXT #6

## *Dr. Montessori's Own Handbook*

**Maria Montessori**

**Frederick A Stokes Co, 1914**

<http://www.gutenberg.org/files/29635/29635-h/29635-h.htm#FREEDOM>

### **FREEDOM**

The success of these results is closely connected with the delicate intervention of the **P1** one who guides the children in their development. It is necessary for the teacher to *guide* the child without letting him feel her presence too much, so that she may be always ready to supply the desired help, but may never be the obstacle between the child **5** and his experience.

A lesson in the ordinary use of the word cools the child's enthusiasm for the **P2** knowledge of things, just as it would cool the enthusiasm of adults. To keep alive that enthusiasm is the secret of real guidance, and it will not prove a difficult task, provided that the attitude towards the child's acts be that of respect, calm and waiting, and **10** provided that he be left free in his movements and in his experiences.

Then we shall notice that the child has a personality which he is seeking to expand; **P3** he has initiative, he chooses his own work, persists in it, changes it according to his inner needs; he does not shirk effort, he rather goes in search of it, and with great joy overcomes




obstacles within his capacity. He is sociable to the extent of wanting to share with every  
15 one his successes, his discoveries, and his little triumphs. There is therefore no need of  
intervention. "Wait while observing." That is the motto for the educator.

Let us wait, and be always ready to share in both the joys and the difficulties which P4  
the child experiences. He himself invites our sympathy, and we should respond fully  
and gladly. Let us have endless patience with his slow progress, and show enthusiasm and  
20 gladness at his successes. If we could say: "We are respectful and courteous in our dealings  
with children, we treat them as we should like to be treated ourselves," we should  
certainly have mastered a great educational principle and undoubtedly be setting  
an *example of good education*.

What we all desire for ourselves, namely, not to be disturbed in our work, not to find P5  
25 hindrances to our efforts, to have good friends ready to help us in times of need, to  
see them rejoice with us, to be on terms of equality with them, to be able to confide and  
trust in them--this is what we need for happy companionship. In the same way children  
are human beings to whom respect is due, superior to us by reason of their "innocence"  
and of the greater possibilities of their future. What we desire they desire also.

30 As a rule, however, we do not respect our children. We try to force them to follow us P6  
without regard to their special needs. We are overbearing with them, and above all, rude;  
and then we expect them to be **submissive** and well-behaved, knowing all the time how




strong is their instinct of imitation and how touching their faith in and admiration of us. They will imitate us in any case. Let us treat them, therefore, with all the kindness which  
**35** we would wish to help to develop in them. And by kindness is not meant **caresses**. Should we not call anyone who embraced us at the first time of meeting rude, vulgar and ill-bred? Kindness consists in interpreting the wishes of others, in conforming one's self to them, and sacrificing, if need be, one's own desire. This is the kindness which we must show towards children.

**40** To find the interpretation of children's desires we must study them scientifically, for **P7** their desires are often unconscious. They are the inner cry of life, which wishes to unfold according to mysterious laws. We know very little of the way in which it unfolds. Certainly the child is growing into a man by force of a divine action similar to that by which from nothing he became a child. Our intervention in this marvelous process is *indirect*; we are  
**45** here to offer to this life, which came into the world by itself, the *means* necessary for its development, and having done that we must await this development with respect.

Let us leave the life *free* to develop within the limits of the good, and let us observe **P8** this inner life developing. This is the whole of our mission. Perhaps as we watch we shall be reminded of the words of Him who was absolutely good, "Suffer the little children to  
**50** come unto Me." That is to say, "Do not hinder them from coming, since, if they are left free and unhampered, they will come.




# TEXT #7

## *Good Citizenship: The Purpose of Education*

**Eleanor Roosevelt**

**Pictorial Review, 1930**

<http://newdeal.feri.org/er/er19.htm>

- What is the purpose of education? This question agitates scholars, teachers, **P1**  
statesmen, every group of thoughtful men and women. The conventional answer is the  
acquisition of knowledge, the reading of books, and the learning of facts. Perhaps because  
there are so many books and the branches of knowledge in which we can learn facts are so  
**5** multitudinous today, we begin to hear more frequently that the function of education is to  
give children a desire to learn. Also to teach them how to use their minds and where to go  
to acquire facts when their curiosity is aroused. Even more all-embracing than this is the  
statement made not long ago, before a group of English headmasters, by the Archbishop  
of York, that "the true purpose of education is to produce citizens."...
- 10** Theodore Roosevelt was teaching by precept and example. He believed that men **P2**  
owed something at all times, whether in peace or in war, for the privilege of citizenship. He  
was saying that, no matter what conditions existed, the blame lay no more heavily on the  
politician than on the shoulders of the average citizen. For it was he who concerned  
himself so little with his government that he allowed men to stay in power in spite of his




15 dissatisfaction because he was too indifferent to exert himself to get better men in office...

Gradually a change has come about. More young men and more young women (since the latter have had the vote) are doing political work. And even if they do not hold political office they have felt the need to understand their own government. In our schools  
20 are now given courses in civics, government, economics, and current events. Very few children are as ignorant as I was. But there still remains a vast amount to be done before we accomplish our first objective—informed and intelligent citizens. Secondly, to bring about the realization that we are all responsible for the trend of thought and the action of our times.

25 How shall we arrive at these objectives? We think of course of history as a first means of information. Not the history which is a mere **recital** of facts, dates, wars, and kings, but a study of the life and growth of other nations. These nations are ones in which we follow the general moral, intellectual, and economic development through the ages. We note what brought about the rise and fall of nations and what were the lasting contributions of  
30 peoples now passed away to the development of the human family and the world as a whole.

Gradually from this study certain facts emerge. A nation must have leaders, men who have the power to see a little farther, to imagine a little better life than the present. But if this vision is to be fulfilled, it must also have a vast army of men and women capable of  
35 understanding and following these leaders intelligently. These citizens must understand


their government from the smallest election district to the highest administrative office. It must be no closed book to them, and each one must carry his own particular responsibility or the whole army will lag.

I would have our children visit national shrines, know why we love and respect P6

40 certain men of the past. I would have them see how government departments are run and what are their duties. I would have them see how courts function, what juries are, what a legislative body is and what it does. I would have them learn how we conduct our relationships with the rest of the world and what are our contacts with other nations. The child seeing and understanding these things will begin to envisage the varied pattern of  
45 the life of a great nation such as ours. He will see how his own life and environment fit into the pattern and where his own usefulness may lie...

Learning to be a good citizen is learning to live to the maximum of one's abilities P7

and opportunities, and every subject should be taught every child with this in view. The teacher's personality and character are of the greatest importance. I have known many  
50 erudite and scholarly men and women who were dismal failures as teachers. I have known some less learned teachers who had the gift of inspiring youth and sending them on to heights where perhaps they themselves were unable to follow...

You will be thinking that few teachers of this type exist and you will be right. The P8

blame lies with the attitude toward teachers and the teaching of our present generation.

55 We have set up a money value, a material gauge by which we measure success. We have frequently given more time and more material compensation to our cooks and chauffeurs




and day-laborers, bricklayers, carpenters, and painters than we have to our nurses, governesses, and tutors and teachers in schools and colleges.

We entrust the building of our children's characters and the development of their P9  
60 minds to people whom we, as a rule, compensate less **liberally** than we do the men and women who build our houses and make our day-by-day existence more comfortable and luxurious. These men and women teachers, paid from \$1,200 to \$5,000, and in extraordinary cases \$10,000 a year, mold the future citizens of our country. We do not treat them with the respect or consideration which their high calling deserves. Nor do we  
65 reward them with the only reward which spells success according to our present standards.

One of our hard-worked businessmen said to me not long ago, "Why, these teacher P10  
fellows have a snap. Look at their long summer holidays, and you can't tell me it's as hard to tell a lot of youngsters about logarithms or Scott's novels as it is to handle my board of  
70 directors at one end and my shop committee at the other." My thought was that if he and his fellow members on the board of directors and the men on the shop committee had had the right kind of teaching his job would be easier because at both ends he would have men better able to understand the whole problem of **industry** and realize the necessity of cooperation...


**75** I believe that each one of us, if we delve in our memories, can find some similar **P11**  
experience which will uphold my contention that a great teacher is more important than  
the most gorgeous building. Where no such contacts have been experienced, the most  
ideal surroundings will not make our school-days anything but a succession of dull and  
meaningless tasks.

**80** There are many inadequate teachers today. Perhaps our standards should be **P12**  
higher, but they cannot be until we learn to value and understand the function of the  
teacher in our midst. While we have put much money in buildings and laboratories and  
gymnasiums, we have forgotten that they are but the shell, and will never live and create  
a vital spark in the minds and hearts of our youth unless some teacher furnishes the  
**85** inspiration. A child responds naturally to high ideals, and we are all of us creatures of  
habit.

Begin young to teach the standards that should prevail in public servants, in **P13**  
governmental administration, in national and international business and politics, and  
show by relating to daily life and known experience the advantages derived from a well-  
**90** run government. It will then be a logical conclusion that the ends cannot be achieved  
without the cooperation of every citizen. This will be readily grasped by the child because  
his daily experience in school illustrates the point.




# TEXT #8

## *Notes on the State of Virginia*

Thomas Jefferson

University of Chicago Press, 1784

<http://press-pubs.uchicago.edu/founders/documents/v1ch18s16.html>

Another object of the revisal is, to **diffuse** knowledge more generally through the mass of the people. This bill proposes to lay off every county into small districts of five or six miles square, called hundreds, and in each of them to establish a school for teaching reading, writing, and arithmetic. The tutor to be supported by the hundred, and every person in it

5 entitled to send their children three years **gratis**, and as much longer as they please, paying for it. These schools to be under a **visitor**, who is annually to chuse the boy, of best genius in the school, of those whose parents are too poor to give them further education, and to send him forward to one of the grammar schools, of which twenty are proposed to be erected in different parts of the country, for teaching Greek, Latin,

10 geography, and the higher branches of numerical arithmetic. Of the boys thus sent in any one year, trial is to be made at the grammar schools one or two years, and the best genius of the whole selected, and continued six years, and the residue dismissed. By this means twenty of the best geniusses will be raked from the **rubbish** annually, and be instructed, at the public expense, so far as the grammar schools go. At the end of six years

15 instruction, one half are to be discontinued (from among whom the grammar schools will probably be supplied with future masters); and the other half, who are to be chosen for the superiority of their




parts and disposition, are to be sent and continued three years in the study of such sciences as they shall chuse, at William and Mary college, the plan of which is proposed to be enlarged, as will be hereafter explained, and extended to all the useful sciences. The

**20** ultimate result of the whole scheme of education would be the teaching all children of the state reading, writing, and common arithmetic: turning out ten annually of superior genius, well taught in Greek, Latin, geography, and the higher branches of arithmetic: turning out ten others annually, of still superior parts, who, to those branches of learning, shall have added such of the sciences as their genius shall have led them to: the furnishing

**25** to the wealthier part of the people convenient schools, at which their children may be educated, at their own expense.-- But of all the views of this law none is more important, none more legitimate, than that of rendering the people the safe, as they are the ultimate, guardians of their own liberty. For this purpose the reading in the first stage, where *they* will receive their whole education, is proposed, as has been said, to be chiefly historical.

**30** History by **apprising** them of the past will enable them to judge of the future; it will avail them of the experience of other times and other nations; it will qualify them as judges of the actions and designs of men; it will enable them to know ambition under every disguise it may assume; and knowing it, to defeat its views. In every government on earth is some trace of human weakness, some germ of corruption and **degeneracy**, which cunning will

**35** discover, and wickedness insensibly open, cultivate, and improve. Every government **degenerates** when trusted to the rulers of the people alone. The people themselves therefore are its only safe **depositories**. And to render even them safe their minds must be improved to a certain degree. This indeed is not all that is necessary, though it be essentially necessary. An amendment of our constitution must here come in aid of the




**40** public education. The influence over government must be shared among all the people. If every individual which composes their mass participates of the ultimate authority, the government will be safe; because the corrupting the whole mass will exceed any private resources of wealth: and public ones cannot be provided but by levies on the people. In this case every man would have to pay his own price. The government of Great-Britain has

**45** been corrupted, because but one man in ten has a right to vote for members of parliament. The sellers of the government therefore get nine-tenths of their price clear. It has been thought that corruption is restrained by confining the right of suffrage to a few of the wealthier of the people: but it would be more effectually restrained by an extension of that right to such numbers as would bid defiance to the means of corruption.




## TEXT #9

### ***The Vision of Education Reform in the United States Remarks to UNESCO in Paris, France. November 4, 2010*** **Secretary Arne Duncan** **United States Department of Education**

<http://www.ed.gov/news/speeches/vision-education-reform-united-states-secretary-arne-duncans-remarks-united-nations-ed>

The promise of universal education was then a lonely beacon—a light to guide the way to peace and the rebuilding of nations across the globe. Today, the world is no longer recovering from a tragic global war. Yet the international community faces a crisis of a different sort, the global economic crisis. And education is still the beacon lighting the path forward—perhaps more so today than ever before.

P1

Education is still the key to eliminating gender inequities, to reducing poverty, to creating a sustainable planet, and to fostering peace. And in a knowledge economy, education is the new currency by which nations maintain economic competitiveness and global prosperity....

P2

10 I want to make the case to you today that enhancing educational attainment and economic viability, both at home and abroad, is really more of a win-win game; it is an opportunity to grow the economic pie, instead of carve it up. As President Obama said in his speech to the Muslim world in Cairo last year, "Any world order that elevates one nation or group of people over another will inevitably fail."

P3




**15** There is so much that the United States has to learn from nations with high-performing education systems. And there is so much that America can share from its experience to the mutual benefit of nations confronting similar educational challenges. **P4**

I am convinced that the U.S. education system now has an unprecedented opportunity to get dramatically better. Nothing—nothing—is more important in the long-run to American prosperity than boosting the skills and attainment of the nation's students. **P5**

In the United States, we feel an economic and moral imperative to challenge the status quo. Closing the achievement gap and closing the opportunity gap is the civil rights issue of our generation. One quarter of U.S. high school students drop out or fail to graduate on time. Almost one million students leave our schools for the streets each year. That is economically unsustainable and morally unacceptable. **P6**

One of the more unusual and sobering press conferences I participated in last year was the release of a report by a group of top retired generals and admirals. Here was the stunning conclusion of their report: 75 percent of young Americans, between the ages of 17 to 24, are unable to enlist in the military today because they have failed to graduate from high school, have a criminal record, or are physically unfit. **P7**

Now, everyone here today knows that education is taking on more and more importance around the globe. In the last decade, international competition in higher education and the job market has grown dramatically. As the New York Times columnist Thomas Friedman famously pointed out, the world economy has indeed "flattened." Companies now digitize, automate, and outsource work to the most competitive **P8**


individuals, companies, and countries.

In the knowledge economy, opportunities to land a good job are vanishing fast for young workers who drop out of school or fail to get college experience. That is why **P9**

**40** President Obama often says that the nation that "out-educates us today is going to out-compete us tomorrow."

Yet there is also a paradox at the heart of America's efforts to bolster international competitiveness. **P10**

To succeed in the global economy, the United States, just like other nations, will **P11**

**45** have to become both more economically competitive and more collaborative.

In the information age, more international competition has spawned more international collaboration. Today, education is a global public good **unconstrained** by national boundaries. **P12**

In the United States, for example, concerns are sometimes raised about the large **P13**

**50** number of foreign-born students earning masters and doctorates in science and engineering fields. Immigrants now constitute nearly half of America's PhD scientists and engineers, even though they constitute only 12 percent of the workforce overall.

These foreign-born students more often return to the country of origin than in the past. But their scientific skills and entrepreneurship strengthen not only their native **P14**

**55** economy but also stimulate innovation and new markets that can help boost the U.S. economy.




The same borderless nature of innovation and ideas is evident when foreign-born students remain in America. Immigrants to the U.S. started a quarter of all engineering and technology companies from 1995 and 2005, including half of the start-ups in Silicon Valley, our high-tech capital. Sergey Brin, Google's co-founder, was born in Moscow but educated in the United States. Google is now used throughout the globe to gather information and advance knowledge. The brain drain, in short, has become the brain gain.

**P15**

It is no surprise that economic interdependence brings new global challenges and educational demands.

**P16**

The United States cannot, acting by itself, dramatically reduce poverty and disease or develop sustainable sources of energy. America alone cannot combat terrorism or curb climate change. To succeed, we must collaborate with other countries.

**P17**

Those new partnerships require American students to develop better critical thinking abilities, cross-cultural understanding, and facility in multiple languages. They also will require U.S. students to strengthen their skills in science, technology, engineering, and math—the STEM fields that anchor much of our innovation in the global economy.

**P18**

These new partnerships must also inspire students to take a bigger and deeper view of their civic obligations—not only to their countries of origin but to the betterment of the global community. A just and socially responsible society must also be anchored in civic engagement for the public good.

**P19**


In our view, the United States will be better off, in comparative terms, if we lead the world in educational attainment, rather than lagging behind. A generation ago, **P20**

**80** America did in fact lead the world in college attainment. But today among young adults, the U.S. is tied for ninth. That is why President Obama has set a goal that America will once again have the highest proportion of college graduates in the world by 2020, a decade from now.

Yet even as the United States works to strengthen its educational system, it is **P21**

**85** important to remember that advancing educational attainment and achievement everywhere brings benefits not just to the U.S. but around the globe. In the knowledge economy, education is the new game-changer driving economic growth. Education, as Nelson Mandela says, "is the most powerful weapon which you can use to change the world."




# EXTENDED READING

## *Lectures and Biographical Sketches*

Ralph Waldo Emerson

Houghton Mifflin and Co, 1863-1864

<http://aboq.org/emerson/essays/education.htm>

I believe that our own experience instructs us that the secret of Education lies in **P1**  
respecting the pupil. It is not for you to choose what he shall know, what he shall do. It is  
chosen and **foreordained**, and he only holds the key to his own secret. By your  
**tampering** and **thwarting** and too much governing he may be **hindered** from his end  
**5** and kept out of his own. Respect the child. Wait and see the new product of Nature.  
Nature loves analogies, but not repetitions. Respect the child. Be not too much his parent.  
Trespass not on his **solitude**.

But I hear the outcry which replies to this suggestion: – Would you verily throw up **P2**  
the reins of public and private discipline; would you leave the young child to the mad  
career of his own passions and **whimsies**, and call this anarchy a respect for the child's  
**10** nature? I answer, – Respect the child, respect him to the end, but also respect yourself. Be  
the companion of his thought, the friend of his friendship, the lover of his virtue, – but no  
kinsman of his sin. Let him find you so true to yourself that you are the **irreconcilable**  
hater of his **vice** and **imperturbable** sligher of his trifling.

I confess myself utterly at a loss in suggesting particular reforms in our ways of **P3**  
teaching. No **discretion** that can be lodged with a school-committee, with the overseers  
or visitors of an academy, of a college, can at all avail to reach these difficulties and




15 perplexities, but they solve themselves when we leave institutions and address individuals. The will, the male power, organizes, imposes its own thought and wish on others, and makes that military eye which controls boys as it controls men; admirable in its results, a fortune to him who has it, and only dangerous when it leads the workman to overvalue and overuse it and precludes him from finer means. Sympathy, the female force, 20 – which they must use who have not the first, – deficient in instant control and the breaking down of resistance, is more subtle and lasting and creative. I advise teachers to cherish mother-wit. I assume that you will keep the grammar, reading, writing and arithmetic in order; 't is easy and of course you will. But smuggle in a little contraband wit, fancy, imagination, thought. If you have a taste which you have suppressed because it is 25 not shared by those about you, tell them that. Set this law up, whatever becomes of the rules of the school: they must not whisper, much less talk; but if one of the young people says a wise thing, greet it, and let all the children clap their hands. They shall have no book but school-books in the room; but if one has brought in a Plutarch or Shakespeare or Don Quixote or Goldsmith or any other good book, and understands what he reads, put him at 30 once at the head of the class. Nobody shall be disorderly, or leave his desk without permission, but if a boy runs from his bench, or a girl, because the fire falls, or to check some injury that a little **dastard** is inflicting behind his desk on some helpless sufferer, take away the medal from the head of the class and give it on the instant to the brave rescuer. If a child happens to show that he knows any fact about astronomy, or plants, or 35 birds, or rocks, or history, that interests him and you, hush all the classes and encourage him to tell it so that all may hear. Then you have made your school-room like the world. Of course you will insist on modesty in the children, and respect to their teachers, but if the boy stops you in your speech, cries out that you are wrong and sets you right, hug him!




# EXTENDED READING

## *Education and National Welfare*

Horace Mann

Tennessee Criminal Law Resources, 1848

[http://www.tncrimlaw.com/civil\\_bible/horace\\_mann.htm](http://www.tncrimlaw.com/civil_bible/horace_mann.htm)

### EXCERPT OF THE TWELFTH ANNUAL REPORT OF HORACE MANN AS SECRETARY OF MASSACHUSETTS STATE BOARD OF EDUCATION

Now two or three things will doubtless be admitted to be true, beyond all controversy, in regard to Massachusetts. By its industrial condition, and its business operations, it is exposed, far beyond any other State in the Union, to the fatal extremes of overgrown wealth and desperate poverty. Its population is far more dense than that of any  
5 other State. It is four or five times more dense than the average of all the other States taken together; and density of population has always been one of the **proximate** causes of social inequality. According to population and territorial extent there is far more capital in Massachusetts -- capital which is movable, and instantaneously available -- than in any other State in the Union; and probably both these qualifications respecting population  
10 and territory could be omitted without endangering the truth of the **assertion**....

P1

Now surely nothing but universal education can counterwork this tendency to the domination of capital and the **servility** of labor. If one class possesses all the wealth and the education, while the **residue** of society is ignorant and poor, it matters not by what name the relation between them may be called: the latter, in fact and in truth, will be the

P2




15 servile dependents and subjects of the former. But, if education be equally diffused, it will draw property after it by the strongest of all attractions; for such a thing never did happen, and never can happen, as that an intelligent and practical body of men should be permanently poor. Property and labor in different classes are essentially **antagonistic**; but property and labor in the same class are essentially **fraternal**. The people of

20 Massachusetts have, in some degree, appreciated the truth that the unexampled prosperity of the State -- its comfort, its competence, its general intelligence and **virtue** -- is attributable to the education, more or less perfect, which all its people have received; but are they sensible of a fact equally important,— namely, that it is to this same education that two-thirds of the people are indebted for not being to-day the **vassals** of

25 as severe a **tyranny**, in the form of capital, as the lower classes of Europe are bound to in any form of brute force?

Education then, beyond all other devices of human origin, is a great equalizer of the conditions of men,—the balance wheel of the social machinery. I do not here mean that it so elevates the moral nature as to make men disdain and abhor the oppression of

30 their fellow men. This idea pertains to another of its attributes. But I mean that it gives each man the independence and the means by which he can resist the selfishness of other men. It does better than to disarm the poor of their hostility toward the rich: it prevents being poor. **Agrarianism** is the revenge of poverty against wealth. The wanton destruction of the property of others -- the burning of hay-ricks, and corn-ricks, the

35 demolition of machinery because it supersedes hand-labor, the sprinkling of vitriol on rich dresses -- is only agrarianism run mad. Education prevents both the revenge and the




madness. On the other hand, a fellow-feeling for one's class or caste is the common instinct of hearts not wholly sunk in selfish regard for a person or for a family. The spread of education, by enlarging the cultivated class or caste, will open a wider area over which  
40 the social feelings will expand; and, if this education should be universal and complete, it would do more than all things else to obliterate factitious distinctions in society.. ..

For the creation of wealth, then,—for the existence of a wealthy people and a wealthy P4 nation,—intelligence is the grand condition. The number of improvers will increase as the intellectual constituency, if I may so call it, increases. In former times, and in most parts of  
45 the world even at the present day, not one man in a million has ever had such a development of mind as made it possible for him to become a contributor to art or science.... Let this development proceed, and contributions . . . of inestimable value, will be sure to follow. That political economy, therefore, which busies itself about capital and labor, supply and demand, interests and rents, favorable and unfavorable balances of  
50 trade, but leaves out of account the elements of a wide-spread mental development, is naught but **stupendous folly**. The greatest of all the arts in political economy is to change a consumer into a producer; and the next greatest is to increase the producing power,—and this to be directly obtained by increasing his intelligence. For mere delving, an ignorant man is but little better than a swine, whom he so much resembles in his  
55 appetites, and surpasses in his power of mischief....
