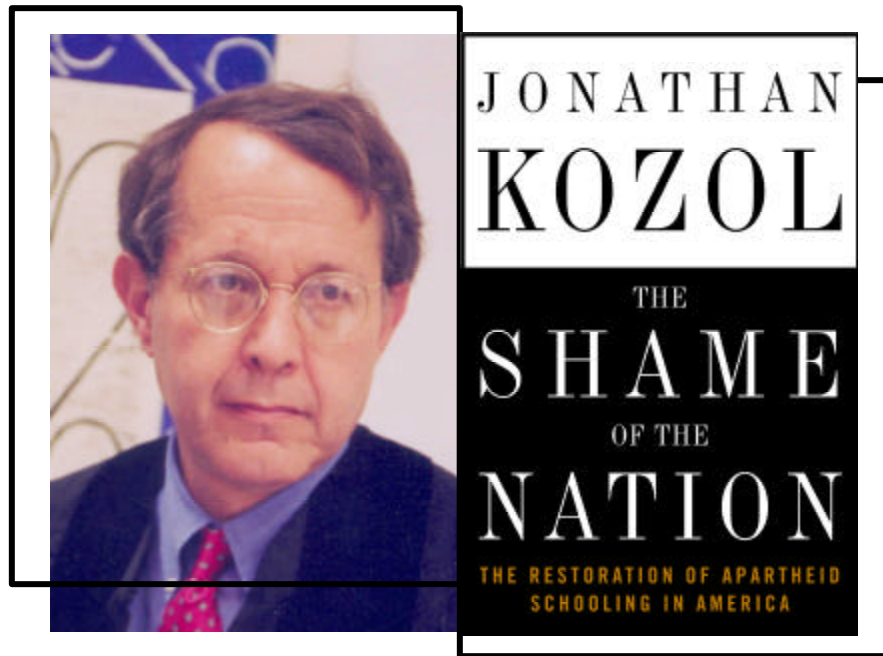


Hear **JONATHAN KOZOL**
acclaimed author of
SAVAGE INEQUALITIES,
on the release of his new book,
**THE SHAME OF THE NATION: THE RESTORATION OF
APARTHEID SCHOOLING IN AMERICA**



**Saturday, September 17, 2005
2-4PM
Blair High School Auditorium
51 University Boulevard, Silver Spring, MD 20901**

This event is brought to you by the
Center For Teacher Leadership

BOOKS WILL BE
AVAILABLE FOR
PURCHASE TO BE SIGNED
BY THE AUTHOR.

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Equity in Education Coalition in Montgomery County
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Montgomery County Education Forum

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Many Americans who live far from our major cities and who have no firsthand knowledge of the realities to be found in urban public schools seem to have the rather vague and general impression that the great extremes of racial isolation that were matters of grave national significance some thirty-five or forty years ago have gradually but steadily diminished in more recent years. The truth, unhappily, is that the trend, for well over a decade now, has been precisely the reverse. Schools that were already deeply segregated twenty-five or thirty years ago are no less segregated now, while thousands of other schools around the country that had been integrated either voluntarily or by the force of law have since been rapidly resegregating.

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‘I went to Washington to challenge the soft bigotry of low expectations,’ said President Bush in his campaign for reelection in September 2004. ‘It’s working. It’s making a difference.’ Here we have one of those deadly lies that by sheer repetition is at length accepted by surprisingly large numbers of Americans. But it is not the truth; and it is not an innocent misstatement of the facts. It is a devious appeasement of the heartache of the parents of the black and brown and poor, and if it is not forcefully resisted it will lead us further in a very dangerous direction.

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Whether the issue is inequity alone or deepening resegregation or the labyrinthine intertwining of the two, it is well past the time for us to start the work that it will take to change this. If it takes people marching in the streets and other forms of adamant disruption of the governing civilities, if it takes more than litigation, more than legislation, and much more than resolutions introduced by members of Congress, these are prices we should be prepared to pay.

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Teachers and principals should not permit the beautiful profession they have chosen to be redefined by those who know far less than they about the hearts of children. When they do this, as in schools in which the principals adopt the borrowed lexicons of building managers or CEOs, they come out sounding inauthentic, self-diminished, and they end up diminishing the human qualities of teachers. Schools can probably survive quite well without their rubric charts and numbered standards-listings plastering the walls. They can’t survive without good teachers and, no matter what curriculum may be in place, whether its approved by state officials or by Washington or not, they are no good at all if teachers are unable to enjoy the work they do and be invigorated by its unpredictables.

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‘ALL CHILDREN CAN LEARN’ the advocates for the agenda say hypnotically, as if the tireless reiteration of this slogan could deliver to low-income children the same clean and decent infrastructure and amplitude of cultural provision by experienced instructors that we give the children of the privileged.

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There is no misery index for the children of apartheid education. There ought to be; we measure almost everything else that happens to them in their schools. Do kids who go to schools like these enjoy the days they spend in them? Is school, for most of them, a happy place to be? You do not find the answers to these questions in reports about achievement levels, scientific methods of accountability, or structural revisions in the modes of governance.

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