

“... this is a search for truth, with the most amazing truth being the fact that I somehow had to search for it.— I am at once outraged to have learned that those whose role it was to call it to my attention failed to do so, and embarrassed to have to admit that I was not smart enough to find it on my own.—It’s like an experienced physician asking,—“You mean you can immunize a kid by actually *giving him the disease?*” P. 2-3

If I were truly looking to advance the cause of children’s literacy, then I would be well-advised to find areas upon which all could agree, as opposed to ripping the scabs off old wounds. P. 3

On the reading wars

The whole debate is essentially a fraud.—And the notion that we must draw lines in the sand over these issues while children fail to master essentially literacy skills is an **abomination**-betrayal of our high-minded expressions of *children first*. P. 8

In reading education, protecting one’s professional turf seems to have eclipsed the ultimate purpose of making everyone a reader.

On the need to revise our notions of child centricism

School should be an enjoyable experience. But is that to suggest that children should never have to struggle, never be required to show resolve and perseverance when the solutions to problems don’t just fall into their laps?

A child-centric curriculum builds esteem based on performance rather than pretense. To be child-centric, therefore, is to be honest and straightforward so we do not give children the notion that they are doing well when, in fact, they are not.

The idea that learning should be motivated solely by interest and enthusiasm not only ignores the role of work, but also skews the focus of education. P. 221

If we wish to honor children’s lifelong needs, we need to let them know that when it comes to achieving at high levels, the operational words are *practice, practice, practice*.

Shielding our kids from a little hard work for fear that they will somehow come to despise reading is an expression of disrespect to students and teachers alike.

On Developmental Appropriateness

If one wants to observe developmental appropriateness in its purest form, all one would need to do is visit third grade classrooms where children are incapable of decoding even simple words.

On the fact that educational research does not drive educational practice

It is hard to fathom that those who sign off on teacher certification would choose to ignore the science that undergirds their profession.