

A SURVEY OF FAIRFAX COUNTY PUBLIC SCHOOLS

By

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Public education began in Virginia in 1870 when it was mandated by the Federal Government as a stipulation allowing the state to reenter the federal union following the Confederacy's defeat in the Civil War. Prior to that time, parents with the means engaged tutors or sent their children to private academies. Even with the mandate in place, only an elementary education was expected for grades 1-8 within segregated facilities for black and white students. While a "Uniform System of Public Free Schools" was established with a State Superintendent of Public Instruction, each county was expected to organize its own school division and a heavy burden fell upon parents. Trustees were appointed by a State Board of Education. Within Fairfax County, six districts with three trustees each were established to organize the local school board. They were to enforce state school laws, hire and fire teachers, suspend or dismiss pupils, supply textbooks for poor children (the state Literary Fund was to help with this) and manage all property.¹

The acceptable method for establishing a one-room schoolhouse following state guidelines was for parents to declare a need, choose the land and donate it to the county. They then had to provide the funding and/or the labor to build it. Teachers often lived in the homes of students while parents bought textbooks. A state compulsory attendance law was passed in 1922. High schools were established at the turn of the twentieth century during the forty-three year tenure of the third Superintendent, Milton Dulaney Hall. Under his successor Wilbert T. Woodson, many one-room schoolhouses were consolidated into larger facilities and new funding was sought. By 1941, the average annual teacher's salary was \$1,117.75. The 1950s and 60s witnessed the first major population explosion in Fairfax County. In the 1960s, the state tried to enforce massive resistance to integration only to back down after several Supreme Court decisions overruled such resistance. In 1970, S. John Davis became Superintendent. Under him, the first Standards of Quality were established. In the 1980s, he became State Superintendent and initiated SOQs for the entire state. These would be the forerunner of Standards of Learning which were to follow.²

As the twelfth largest school division in the nation today with 163,830 students currently, Fairfax County has dealt with constant change, multiple mandates—both federal and state—and the continuing arrivals of multitudes of non-English speaking students. The challenges are constant and ongoing, but division personnel have worked hard to meet them and succeed. Success is not, however, one hundred percent. This survey will examine what the system is doing to meet today's challenges and needs.

Organization

During the administration of former Superintendent Daniel Domenech, the county schools direct administration was tightened. Schools were reorganized into eight clusters ranging in

number from 23 to 30 schools. Each cluster is grouped geographically within two or three pyramids made up of elementary and middle schools that feed into particular high schools. The exception is Thomas Jefferson High School for Science and Technology which while in Cluster III, is filled through a student application and screening process. Next year another traditional high school, South County, will open in the Lorton area. Administration comes from a director of each cluster and principals within each pyramid school. In addition, to the traditional schools, there are 15 special education centers, 34 alternative high schools and programs plus four alternative learning centers. Approximately 21,000 school-based staff are employed K-12. In the school year 2003-04, the average cost per student was \$10,113. The operating budget for 2004-05 is \$1.8 billion. The use of computer technology advances continually in all of the facilities and is in use by all county students, teachers and administrations to communicate and access information. Email is available for all teachers and staff members. Teachers, students and parents can access and update homework and course enrichment resources via the web or a web-enabled library system. Continual upgrades of the system occur. Wireless laptop labs continue to be implemented in many schools. Ironically, telephones within each classroom have yet to be acquired.³

Instructional Programs

There are a variety of special programs from which students and their parents may choose to become involved beyond traditional programs. At the pre-school level, Family and Early Childhood Education (FECEP), called Head Start, is available. Bailey's Elementary and Hunter Woods Elementary are schools for the Arts and Sciences. Applicants to these schools must be in grades K-4. English for Speakers of Other Languages (ESOL) classes are provided in grades 1-12 in over 200 school settings. Selected elementary and middle schools offer partial immersion in one of these languages: French, Spanish, Japanese or German. Students who are identified as gifted and talented K-12 participate in school-based programs at each school. Full-time center programs for highly academically gifted are located at selected elementary and middle schools, grades 3-8.⁴

In the high school, the program includes the International Baccalaureate, a rigorous academic curriculum in 11th and 12th grades, honors and gifted courses for ninth and tenth grade English, mathematics, science and social studies. Three middle schools are partnered with three high schools to offer the International Baccalaureate Middle Years Program. Students who elect the IB program can earn the full IB diploma upon graduation by taking external examinations in six subjects, participating in community service activities and completing a 4,000 word extended essay. Those not desiring a full IB diploma may earn a separate IB certificate for each IB course completed. Another challenging program leading to a diploma is Advanced Placement. To earn an AP diploma, students must complete a broad academic program which includes five AP courses with end-of-the-course examinations. Grades of 3 or higher on these exams must be attained. AP courses are open to all students. AP examinations provided by the College Board through the Educational Testing Service. Fifteen county schools offer these courses. Scores of 4 and 5 are recognized for college credit by many U.S. universities. All county high schools have either IB or AP programs. A few have both.⁵

In conjunction with George Mason University, an Early Identification Program (EIP) is offered for Fairfax students. It is an innovative multi-year college preparatory program for middle and high school students. This partnership increases the number of students from traditionally underrepresented populations who attend and complete college. The objectives of this program are to identify students who have academic potential but are not working up to their abilities, to improve academic achievement, to increase academic aspirations, to develop students' leadership skills and to facilitate successful application and admission to college. Cultural events, tutoring and counseling sessions, workshops and activities designed to strengthen families occur on campus during the school year. In summer, a three-week academic enrichment program is held to encourage active class participation. Successful completion of EIP and a county high school academic program guarantees admission to GMU.⁶

High School Academics provide advanced technical and specialized elective courses for students interested in pursuing careers in communication arts, business, engineering, scientific technology or health and human services. There are 30 school programs offered at sites administered and funded by other public agencies such as the Juvenile and Domestic Relations Court. These programs are designed for at-risk youth who have been placed by agency representatives and who have not been successful in traditional school settings. Smaller classes and a structured environment designed to meet students needs help them to develop their academic and social skills. The county also has an Online Campus for web-based course delivery identical to those offered in traditional classrooms. The online campus is aligned with Virginia SOLs. It is handled by individual schools.⁷

Other Diverse Programs

Children between the ages of two and five may take advantage of the Preschool Diagnostic Centers that offer comprehensive developmental assessments at three locations. A vast comprehensive professional technical studies program is offered to high school students. It includes business and information technology, family and consumer sciences, industrial technology, marketing, trade and industry, health and medical sciences. Numerous site-based programs for special interest students include classroom-on-the-mall providing retail and fashion marketing experience, hotel management, auto technology, practical nursing and participation in home construction. Project Excel works to boost student achievement at selected schools where large numbers of students are at risk of failing standardized tests. They receive additional resources to improve academic achievement by providing increased time for learning, an enhanced academic program and school accountability. These schools all have all-day kindergarten. The Success by Eight program is designed to ensure that every child will be able to read and do mathematics on grade level by age eight. Located at 17 elementary schools, the program provides ungraded instruction for students K-2. Students are grouped and regrouped for different types of instruction to ensure each one receives the necessary instruction needed to move on to the next level of learning. In the area of special education, services are provided for every eligible student with disabilities between the ages of 2 and 22. The disabilities addressed include: autism, developmental delay (preschool), emotional disability, hearing impairment, specific learning disability, mental retardation, multiple disabilities, orthopedic impairment, other health impairment, speech or language impairment, severe disability, traumatic brain injury and visual impairment.⁸

Standards of Learning

In the mid-1990s, the Virginia Board of Education established new Standards of Learning that were mandated for all school divisions to implement. Official testing began in 1998. 2004 was the first year all Virginia high school students were expected to pass state standards tests in English, math, history and science in order to graduate. Students take SOL tests in their third, fifth and eighth grades. In their final year, seniors are tested in reading and writing plus four other SOL exams or tests from a list of accepted alternatives to obtain a standard diploma. To the surprise of some, the state's graduation rate held steady as 94.3 percent of the total number of enrolled students graduated. The attrition rate from 9th to 12th grade was 26.5 percent, less than one percent over previous years. Credit for this accomplishment is given to early identification of struggling students and providing extra tutorial assistance to help them master the basics in order to pass. Both Virginia and Fairfax put extra professionals and dollars into making this happen. Nevertheless, 100 percent remains elusive and difficult to attain.⁹

Other Academic Testing

While SOL testing has assumed a top priority position in daily school division teaching, it is significant that testing in other areas has proven the instructional program to be strong and solid in the county over time. The College Board, which administers SAT and AP exams, released 2003 class scores (the latest available) as the highest ever. County students scored much higher in the mathematics section than students across the nation and in Virginia. On the verbal section of the SAT, they scored significantly higher than students nationwide and in Virginia. The average Fairfax verbal score increased by six points over 2002 while the math score increased by 6 points over 2002. The average score of 1110 out of 1500 division-wide is the highest ever reported for Fairfax County students. It remains to be seen how well the students will perform on the 2005 SAT as its format has been changed and an essay has been added. In the area of advanced placement (AP) exams, Fairfax County students have achieved some of the best results in the nation and in the metropolitan Washington area. Nearly two students out of five have achieved passing scores. Teacher training and wider availability of AP and IB courses for more African American and Hispanic students have elevated their success rates also. For instance, 10.4 percent African Americans passed while 23.9 percent Hispanics passed. Thomas Jefferson High School students had the top mastery rate for the nation in eight AP subjects. IB program testing occurs through the International Baccalaureate program. 2002 records indicate that 81.5 percent of enrolled students scored a 4 or higher in testing results.¹⁰

No Child Left Behind

Into this enriching scenario, the new federal mandate, No Child Left Behind, appeared. Since the mid-1950s, the federal government has played an ever-growing role in state and local education despite the fact that states have the primary authority over public education. Whether it was desegregation, stress on math, science and foreign languages or equal access for females in athletics, the mandates have been handed down. Generally, they have occurred because elected representatives and senators wished to eliminate the practices of inequity in public schools and states were not responding on their own. However, with the passage of the 2001 No

Child Left Behind law, the Congress, with Presidential leadership promoting it, made the uniformity of student testing mandatory for all states and placed the oversight of the law in the hands of the U.S. Department of Education. It is unquestionably the most sweeping piece of education legislation involving curriculum ever passed and 2014 is when all fifty states, Puerto Rico and the District of Columbia must be in total compliance.¹¹

The goal is to close the achievement gap with “accountability, flexibility and choice” so as to leave no child behind.¹² Despite the fact that Virginia already had SOL testing in place, the federal law now demands annual testing to ensure every child is learning and achieving. Following guidelines provided by the U.S. Department of Education, each state, and every public school division within, (private schools are NOT included) must align its state academic standards of learning (SOLs) and provide accurate and consistent information about every student’s attainment of the standards. Assessment must involve multiple measures of academic achievement. Since Virginia already had SOL testing in place, no new tests were necessary. However, annual testing of progress in reading and writing must occur from third grade forward.¹³

These testing programs have to have participation of 95 percent of students. Annual measurable objectives (AMO) and adequate yearly progress (AYP) has to reach 100 percent by the 2013-14 school year. The annual yearly progress applies to all students who are divided into six subgroups which are carefully tracked. These groups are white, black, Hispanic, economically disadvantaged (those receiving free lunches) students with disabilities (mental and physical) and students with limited English proficiency. Target pass rates must be met annually by all students in all groups to show progress. The one accommodation in this area granted by the U.S. Department of Education has been to discount one percent of the scores of the most highly disabled from that sub-group. State accreditation is separate from achieving adequate yearly progress. Annually, Virginia’s accreditation standards become more stringent just like federal standards but at a slower pace. For instance, this year 75 percent of a pass rate is expected by the state over 70 percent last year. Previously, third graders scores in science and history were counted only if they helped boost a school’s overall rating. Now, all scores are counted with a target pass rate of 50 percent. Another state change the Virginia Board of Education adopted this year was to drop the “provisional” accreditation or accreditation “with warning.” In Fairfax County, 95 percent of the schools are accredited up from 91 percent last year. Six elementary schools operate “with warning” and are apart of Project Excel which offers them longer hours and strengthened academics.¹⁴

Accountability And Funding

In order to continue receiving federal funding under NCLB, every state must submit for approval to the U.S. Department of Education an accountability plan outlining its testing, annual measurable objectives, and progress that shows improvement annually. Failure rates are expected to drop 10 percent annually. If schools receiving Title I funding for low achieving and poor school children do not improve, sanctions are imposed upon them. Four schools in Fairfax County had to offer students the choice of moving to an excelling school this year because they were slightly under the mark for the second year. Only two schools had students exercise choice and they were better rather than weaker students. Should failure continue in the current school

year, choice will be necessary for all four schools and where choice has already occurred, supplemental educational services must be offered. If necessary, the school division must supply transportation for students who move out. Of the current Title I funding earmarked for these schools, 20 percent of it is to be set aside for transportation and supplemental tutoring under NCLS. However, no additional federal funds are available to do this, which means taking funds from troubled schools to conform to the law.¹⁵

The impact of NCLB has been tremendous on the school system. Numerous measures have been taken to improve annual progress such as the Project Excel and all-day kindergarten. The continual influx of new families skews results in a number of schools. Last year faculty members with substantial experience and success in working with problem subgroups were transferred to the failing schools. Since longer hours and more intensive instruction is necessary, they were rewarded with substantial salary increases. These efforts had some positive effects, but were not 100 percent fulfilled. There is a certain amount of trial and error as different approaches work for different students. Thus, Superintendent Jack Dale is targeting particulars for performance improvement in his 2005-06 budget request of \$1.9 billion. (Annually the school budget is about 52 percent of the total county budget.) He would like to give all-day kindergarten to an additional four elementary schools bringing the total with full-day kindergarten to 66. FCPS Project Excel and outside studies have demonstrated the positive effects which result from all-day kindergarten. Dale had also asked for \$5.2 million for a Formative Assessment Program, which would have created a standardized testing system to track student progress and to hire specialists to help teachers analyze the data. In total, Dale had requested a 9.7 percent increase over the previous year. The School Board reduced his proposed budget by 6.4 million, for an overall increase of 9.2 percent. The reductions included eliminating the Formative Assessment Program. Never before has teaching students been more driven by their individual needs than NCLB's expectations. Prior to this time, equal access was all the provision necessary. Now, equal outcome of success is expected to result or the system may be considered failing. The revised budget request represents a 9.2 percent increase to help fund NCLB requests. Board of Supervisors guidelines were for \$1.43 billion or an 8.2 percent increase. To go with the latter amount will mean sacrificing some of the NCLB priorities Dale has requested unless a compromise is reached.¹⁶

Other financial concerns develop as the demands upon states to lift all children into a passing status arise and must be met. In the 2005-06 school year, NCLB demands that 70 percent of students must pass each test and all teachers must be "highly qualified" to be teaching their subject to assigned students. This means certified by Virginia. If a teacher is on a provisional certificate or not fully certified, the school in which he/she serves will not pass NCLB requirements. The basic goals are sound, but the reality of achieving them without adequate funding is mind-boggling. Initially President George Bush promised the necessary dollars to help states reach expected goals. His request fell short of the need and congressional allocations while higher, put the bulk of the financial burden on states and local school districts. In some cases, Bush's increases were taken from other crucial education programs. Essentially, while the federal government is demanding 100 percent accountability, it is paying just 10 percent of the bill and that does not satisfy the challenges. The U.S. Department of Education has made a few adjustments regarding some sub-groups of students, but now President Bush wants to expand NCLB to include the high school level. (To date, it covers K-8.) The new Secretary of

Education, Margaret Spellings from Texas, who was an architect of NCLB, vowed to overcome the deficiencies in today's schools with "continuing reforms and new resources." She has not clarified what that means. The facts of the annual 2005 budget presented to and passed by Congress show a \$600 million shortfall for educationally disadvantaged children and \$480 million shortfall for special education funding, just two examples of why paying for NCLB is proving financially difficult.¹⁷

When the Virginia General Assembly met this past winter, legislators voiced their frustration with NCLB demands by establishing a study commission to analyze the impact of NCLB upon the state and to report back by October 1, 2005. They want to know what the state is paying for implementation and how much would be lost financially if Virginia pulled out of the program. It also illustrates their seriousness in supporting a State Board of Education vote to see waivers for ten detailed requirements of NCLB citing a provision in the law allowing the U.S. Secretary of Education to make exemptions. State Superintendent Jo Lynne DeMary has had a meeting on this request with federal regulators but they have made no comment. The waivers involve duplicative testing that overlap Virginia's SOLs. Legislators also voiced loudly their objections to intrusive federal control of public schools. Plans to move NCLB requirements into the high school could result in court battles over federal-state jurisdiction that could undermine the law's basic good intentions. Approximately \$350 million in federal funds for low-income students under Title I would be at risk if the state rejects federal requirements without waivers.¹⁸

Governor Mark Warner, as chairman of the National Governors Association (NGA) which met in Washington this past February, has urged a strengthening of the high school curriculum as that group's top priority for the nation. Currently for every 100 ninth graders, only 41 will enter college of which 22 will actually get a degree. The assumption is that low numbers in college graduates lies in the low quality of school curriculums. NGA wants nothing less than a guarantee that no student will finish twelfth grade without the rigorous training that equips them for college or the technological proficiency needed to thrive in America's information-based economy.¹² On the surface, it would appear that Fairfax County is exceptionally well poised to meet this demand. The reality of these goals is that they take time and most politicians want instant results. Consequently, according to Chief Academic Officer Brad Draegar of Fairfax, when the states are pushed to the wall to meet the increasing demands of NCLB, they will start lowering standards. This will be most notable regarding certification for highly qualified teachers.¹⁹

In 2005-06, the county anticipates paying new teachers just under \$40,000 to attract good candidates. This year it was necessary to hire 1,500 new teachers to add staff and replace retirees. One plus for this year was the population leveling off of new students for the first time in recent memory. Student population increased by only 186 pupils, quite a contrast to previous years when growth of 2,000-3,000 was the norm. This sudden change is accredited to the vast new development in Loudoun County and western Prince William county which is siphoning off many newcomers to Northern Virginia.²⁰

Without question, every school employee's days are geared to SOLs/NCLB. Curriculum is planned around them and testing has become everyone's central concern. Many teachers see the stress on testing as eating into their personal styles of creativity and realize a continual loss of

control over what they do in the classroom. With teacher burnout exceeding between three and five years on the job, serious mentoring of newcomers is needed and does occur to some extent in the county. In an unscientific poll, 25 FCPS classroom teachers K-12 were asked for their input on the impact of SOLs and NCLB in their work. They were divided on whether or not SOLs help them focus their planning and whether they are developmentally appropriate for their particular grade levels. They seem united that ESOL students are not benefited by the overemphasis on testing and believe NCLB should not be applicable to these students. They unanimously agree that teachers should have more input in the design of both SOLs and NCLB tests. Some teachers think the FCPS Program of Studies provided them with more guidance than SOLs. Elementary school teachers suggested pre and post testing would give a better idea of where students are and where they end up. All teachers stressed the importance of a parental accountability component that covered attendance expectations, tardiness limits and conference attendance, points barely alluded to be NCLB. Repeatedly, teachers stressed the unreasonableness of NCLB in expecting all children to perform at the same level. They stressed that everyone is different and that all students learn at different levels and stages. One teacher suggested NCLB should be “left behind or be funded!” Like their administrators, they are bound to uphold federal (NCLB) and state (SOLs) legislation or move on. The impact of these regulations is now in the opening phase.²¹

Meanwhile, a strong contingent of parents claim a realignment of the school day for middle and high school students to better synchronize school schedules to their children’s body schedules would, in turn, improve their attentiveness and performance in school. Start Later for Excellence in Education Proposal (SLEEP) suggests a rearrangement of starting times for all students would be the solution to their concerns since younger children arise earlier and run out of steam by afternoon. They claim that it makes sense to send younger children to school earlier and allow older students to sleep later and then start their school day later. The School Board has added \$150,000 to hire consultants to examine the student transportation system and analyze cost-effective ways to change school start times which could answer these concerns. Other parents are grateful the county School Board, now chaired by Phillip Niedzielski-Eichner, has adjusted the admission policies to Thomas Jefferson High School for Science and Technology. Raising the admission number to 2000 students will necessitate adding trailers to expand the aging building, but will allow greater opportunities for more of those who qualify. Also helpful in deciding admissions will be putting more emphasis on high SAT and GPA scores while deemphasizing standardized tests. Finally, the county Office of Adult and Community Education (ACE) serves approximately 61,000 individuals in 229 facilities including schools, senior centers and libraries.

ACE offers three ways for adults to complete high school: the External Diploma Program (EDP), the General Educational Development (GED) tests, and Woodson Adult High School for students 18 years old and older. ACE also offers courses for English language improvement and simply life-long learning experiences.

Thus, a gargantuan attempt is made to provide for all educational needs in Fairfax County.²²

- 1 Constitution of Virginia, 1868, Richmond Office of the New Nation, 1868, Article VIII; Janice Artemel, “1800-1840”, *Fairfax County, Virginia, A History*, Fairfax County Board of Supervisors, Fairfax, VA., 1992, p. 236.
- 2 Nan Netherton “The Schools: Reading, Writing and Reorganization”, *Fairfax County, A History*, pp. 569, 590.
- 3 <http://www.fcps.edu/about/stats.htm>
- 4 <http://www.fcps.edu/about/specpro.htm>; “Fairfax County Loves Its Schools” brochure for 2004-05, School Board publication, 2004.
- 5 <http://www.fcps.edu/about/specpro.htm>; Fairfax County Public Schools—Quality Programs Assurance System Review Report, p.2.
- 6 <http://www.fcps.edu/about/specpro.htm>.
- 7 *Ibid.*
- 8 *Ibid.*
- 9 <http://www.fcps.edu/mediapub/pressrel/sato3.htm>; Jay Mathews, “Fairfax Student AP Results Among Top in U.S.”, *Washington Post*, Feb. 8, 2005, B1-8; Fairfax County Public Schools—Quality Programs Assurance System Review Report, p. 4. Rosalind S. Helderman, “LOL Tests Spurring Dropouts, Group Says”, *Washington Post*, June 15, 2004; B1-5; Rosalind S. Helderman, “Graduation Rate in Virginia Is Steady With SOLs”, *Washington Post*, Oct. 19, 2004, B1-4.
- 10 Public Law 107-110 signed into law on January 8, 2002.
- 11 *Ibid.*
- 12 <http://www.pen.k-12.va.us/VDOE/nclb/>
- 13 Brad Draeger, Chief Academic Officer of Fairfax County Public Schools, Power Point Presentation to the Fairfax County Board of Supervisors, Jan. 31, 2005; Christina A. Samuels, “Virginia Schools Gain Again on State’s Accrediting”, *Washington Post*, Oct. 29, 2004, B1-6
- 15 Maria Glod, “Fairfax Considers ‘No Child’ Budget”, *Washington Post*, Jan. 14, 2005, B1-4; Maria Glod, “Fairfax Schools Warn of Mounting Costs”, *Washington Post* Feb. 1, 2005, A1, B6.
- 16 <http://www.pen.k12.va.us/VDOE/nclb/> “Virginia Implements No Child Left Behind”, Nov. 3, 2004, p. 1; Brad Draeger Interview with Rita Koman, Dec. 14, 2004; Jack Jennings & Nancy Kober, “Talk Tough, But...”, *Washington Post*, Oct. 3, 2004, B 3, “Nuts and Bolts of Bill”, *The Federal Page*, *Washington Post*, Dec. 7, 2004, A-23.
- 17 Rosalind S. Helderman, “Cost Analysis of ‘No Child Left Behind’ Law Backed”, *Washington Post*, Feb. 25, 2005, B1-4; <http://pta.org/parentinvolvement/helpchild/hc>; nochildleftbehindtesting.asp
- 18 David Broder, “The Next School Reform”, *Washington Post*, Jan. 2 2005, Op Ed section; “Two Messages on Education” editorial, *Washington Post*, Feb. 25, 2005.
- 19 Draeger Interview; Glod, “Fairfax Considers ‘No Child’ Budget”; “Fairfax County Public Schools”, *Washington Post* Dec. 3, 2004.
- 20 *Ibid.*
- 21 Informal teacher poll conducted by Alice Bagwell, fall, 2004.
- 22 www.SLEEP.Foundation.org; Draeger Interview; <http://www.fcps.edu/about/specpro.htm>, p. 1.

Some Suggested Quotes to Include If Needed!

All that we lack at birth, all that we need when we come to man's estate, is the gift of education.
John Jacques Rousseau, *Emile*

Educate and inform the whole mass of people. Enable them to see that it is in their interest to preserve peace and order....They are the only sure reliance for the preservation of our liberty.
Thomas Jefferson, letter to James Madison, 1787

I call...a complete and generous education, that which fits a man to perform justly, skillfully, and magnanimously all the offices, both private and public, of peace and war. John Milton, *Of Education*

A popular government without popular information or the means of acquiring it is but a prologue to farce or a tragedy or perhaps both. James Madison, letter to W.T.Barry, 1822

If a nation expects to be ignorant and free, in a state of civilization, it expects what never was and never will be. Thomas Jefferson, letter to Col. Charles Yancey, 1816

We must not believe the many, who say that free persons only ought to be educated, but we should rather believe the philosophers who say that the educated only are free. Epicictetus, *Discourses*, 1, 22

We can get along without burgomasters, princes and noblemen, but we can't do without schools, for they must rule the world. Martin Luther, *Table Talk*, 5247

Liberty cannot be preserved without general knowledge among people. John Adams, "Dissertation on the Canon and the Feudal Law", 1765

Soap and education are not as sudden as a massacre, but they are more deadly in the long run.
Mark Twain, *The Facts Concerning the Recent Resignation*

Education as growth or maturity should be an ever-present process. John Dewey, *Experience and Education*, 111