“We cannot seek achievement for ourselves and forget about progress and prosperity for our community. Our ambitions must be broad enough to include the aspirations and needs of others, for their sakes and for our own.”

- Cesar Chavez, United Farm Workers
"I pray for all of us the strength to teach our children what they must learn, and the humility and wisdom to learn from them so that we might teach better."

- Lisa Delpit, *Other People’s Children: Cultural Conflict in the Classroom*
“We can, whenever and wherever we choose, successfully teach all children whose schooling is of interest to us. We already know more than we need in order to do this. Whether we do it must finally depend on how we feel about the fact that we haven’t so far.”

- Dr. Ron Edmonds, *A Blueprint for Action II*
"The knowledge and skills to educate all children already exist. There are no pedagogical barriers to teaching and learning when willing people are prepared and made available to children."

- Asa G. Hilliard, *The Maroon Within Us*
"To teach in a manner that respects and cares for the souls of our students is essential if we are to provide the necessary conditions where learning can most deeply and intimately begin."

- bell hooks, Teaching to Transgress: Education As The Practice of Freedom
"Fatigue makes cowards of us all."

- Vince Lombardi
“He prayed—it wasn't my religion.
He ate—it wasn't what I ate.
He spoke—it wasn't my language.
He dressed—it wasn't what I wore.
He took my hand—it wasn't the color of mine.
But when he laughed—it was how I laughed,
And when he cried—it was how I cried.”

- “Underneath We're All The Same,” by Amy Maddox,
  16 years old

Franklin Community High School, Bargerville, IN
"We can't teach what we don't know, and we can't lead where we won't go."

- Malcolm X
"I dedicate this day to . . . today's youth that's filled to the brim with yesterday's lies about tomorrow's truths."

  National Teen Poetry Slam
"Public schools can train us for conversations across divisions of race, class, religion, and ideology. It is often in the clash of irreconcilable ideas that we can learn how to test or revise ideas, or invent new ones."

• – Deborah Meier, *The Power of Their Ideas*
Sinawa (the Great Spirit) gave us two ears and one mouth in order that we might listen twice as much as we talk.

- Native American saying
"Multicultural education, and all good teaching, is about transformation – individual, collective, and institutional. Each of these levels is needed to foster student learning."

• - Sonia Nieto, The Light in Their Eyes
"Each time a person stands up for an ideal, or acts to improve the lot of others, or strikes out against injustice, he/she sends forth a tiny ripple of hope ... and crossing each other from a million different centers of energy and daring, those ripples build a current that can sweep down the mightiest walls of oppression and resistance."

– Robert F. Kennedy
"Let truth come out the way it wants to come out. Let the hearers utilize a different area of themselves to try to understand."

- Malidoma Patrice Some
“To put it as succinctly as possible, if you want to change and improve the climate and outcomes of schooling both for students and teachers, there are features of the school culture that have to be changed, and if they are not changed, your well-intentioned efforts will be defeated.”

-Seymour Sarason, Revisiting The Culture of the School and The Problem of Change
“The research is abundantly clear; nothing motivates a child more than when learning is valued by schools and families/community working together in partnership…. These forms of [parent] involvement do not happen by accident or even by invitation. They happen by explicit strategic intervention.”

-Michael Fullen, Rethinking Educational Change with Heart and Mind
“I believe that the school is primarily a social institution. Education, therefore, is a process of living and not a preparation for future living.”

-John Dewey, U.S. educator & philosopher
“It is not up to you to finish the work, but neither are you free not to take it up.”

- The Talmud
“You must do the thing you think you cannot do.”

-Eleanor Roosevelt
“In times of drastic change, it is the learners who inherit the future. The learned usually find themselves beautifully equipped to live in a world that no longer exists.”

- Eric Hoffer,

Reflections on the Human Condition
“A movement is a collective state of mind - a public and common understanding that the future can be created, not simply experienced or endured.”
“Once you see something, you can’t unsee it. So to be silent, to say nothing, is just as political an act as speaking out. Either way you’re accountable. So we’re not saved through our silence, actually, the politics of silence is a negative one, we’re still accountable.”

- Arundhati Roy
“To any citizen of this country who figures himself as responsible – and particularly those of you who deal with the minds and hearts of young people – must be prepared to “go for broke.” Or to put it another way, you must understand that in the attempt to correct so many generations of bad faith and cruelty, when it is operating not only in the classroom but in society, you will meet the most fantastic, the most brutal, and the most determined resistance. There is no point in pretending that this won’t happen.”

- James Baldwin
“In this country American means white. Everybody else has to hyphenate.”

- Toni Morrison
“If you're going to hold someone down, you're going to have to hold on by the other end of the chain. You are confined by your own repression.”

- Toni Morrison
“[A] friend once told you there exists the medical term—John Henryism—for people exposed to stresses stemming from racism. They achieve themselves to death trying to dodge the buildup of erasure.”

- Claudia Rankine
“It does not require many words to speak the truth.”

- Chief Joseph, Nez Perce
“I don't know what any individual should do about crossing her own borders. I only know that I live a happier, more adventurous life, by crossing borders.”

- Sherman Alexie
“The pursuit of knowing was freedom to me, the right to declare your own curiosities and follow them through all manner of books. I was made for the library, not the classroom. The classroom was a jail of other people’s interests. The library was open, unending, free.”

- Ta-Nehisi Coates
“But all our phrasing—race relations, racial chasm, racial justice, racial profiling, white privilege, even white supremacy—serves to obscure that racism is a visceral experience, that it dislodges brains, blocks airways, rips muscle, extracts organs, cracks bones, breaks teeth. You must never look away from this. You must always remember that the sociology, the history, the economics, the graphs, the charts, the regressions all land, with great violence, upon the body.”

- Ta-Nehisi Coates
“Elegant racism is invisible, supple, and enduring. It disguises itself in the national vocabulary, avoids epithets and didacticism. Grace is the singular marker of elegant racism. One should never underestimate the touch needed to, say, injure the voting rights of black people without ever saying their names.”

- Ta-Nehisi Coates
“[R]ace is the child of racism, not the father.”

- Ta-Nehisi Coates
“[T]he school-to-prison pipeline is a set of seemingly unconnected school policies and teacher instructional decisions that over time result in students of color not receiving adequate literacy and content instruction while being disproportionately disciplined for nonspecific, subjective offenses such as “defiance.” Students of color, especially African American and Latino boys, end up spending valuable instructional time in the office rather than in the classroom. Consequently, they fall further and further behind in reading achievement just as reading is becoming the primary tool they will need.”

- Zaretta Hammond
“Every child deserves a champion: an adult who will never give up on them, who understands the power of connection and insists they become the best they can be.”

– Rita Pierson
“Education either functions as an instrument which is used to facilitate integration of the younger generation into the logic of the present system and bring about conformity of it becomes the practice of freedom, the means by which men and women deal critically and creatively with reality and discover how to participate in the transformation of their world.”

- Paulo Freire
“Being hopeful can be hard if as social justice educators, we continually beat the drum of oppression and social inequity. Culturally and linguistically diverse students know this reality already. Instead, we should focus on highlighting a community’s resiliency and vision for social change. Culturally and linguistically diverse students are not helpless victims. They come from communities with a rich history of being the catalyst for social justice movements that have changed the face of the world. And that’s not hype. It’s history.”

- Zaretta Hammond
“Better is possible. It does not take genius. It takes diligence. It takes moral clarity. It takes ingenuity. And above all, it takes a willingness to try.”

- Atul Gawande
“Highly effective teachers are “rewarded” with teaching assignments to high performing schools or gifted and talented classes. We routinely put the less experienced teachers with the neediest students. No other profession does this. A challenging medical case gets the attention of top specialists and skilled surgeons. It would be considered malpractice to put someone unskilled or new to the profession on a complicated medical case. Yet, in education, we subject our neediest learners to inadequate instruction given their needs, or we allow them to lose valuable instructional time because of questionable discipline practices.”

- Zaretta Hammond
“[T]he idea of a culture of poverty is incompatible with culturally responsive teaching because it promotes deficit thinking. Deficit thinking defines students by their weaknesses rather than their strengths, suggesting these weaknesses stem from low intelligence, poor moral character, or inadequate social skills. At its core, the culture of poverty theory says that poor people are responsible for their lot in life … [and] does not acknowledge the impact of institutionalized racism, structural racialization, skin color privilege, or language discrimination.”

- Zaretta Hammond
“Being oppressed means the absence of choices”

- bell hooks
“To fulfill [their] mission, my teachers made sure they “knew” us. They knew our parents, our economic status, where we worshipped, what our homes were like, and how we were treated in the family.”

- bell hooks