



What We Know:

- We know that when a "need" exists, organisms when cognitively, spiritually and emotionally mediated, become more hopeful, which animates belief, sustains determination and enables confidence.
- We know that the new circuits and pathways that the brain fashions in order to read become the foundation for being able to think in different, creative, and innovative ways.
- We know that learning to read the world is shaped by experience, an "open cognitive architecture" if you will, as Proust declares and Wolf captures, i.e., "...reading is a kind of intellectual sanctuary..." where learners engage their emotions, their hopes and dreams.
- We know, as Coyle writes, "greatness isn't born. It's grown."
- We know that the average IQ for children of poverty in the lowest third of socio-economic demographic is about 95 and the average for children in highest third is 105. Insufficient to declare, as Charles Murray, that only 10% of Americans are capable of succeeding in higher education.
- We know high IQ's are overrated -- that the normal brain is capable of extraordinary accomplishments according to Ben Carson of Johns Hopkins.
- We know, as Colvin that "the differences between expert performers and normal adults reflect a life-long period of deliberate effort to improve performance in a specific domain."
- We know that "intelligence is not what you know, but what you do when you don't know what to do," and that intelligence is strengthened when we are able to learn from our mistakes through the deep practice provided by neuroscience research.
- We know that more than 25% of the nation's schoolchildren and youth are dependent on schools and communities for improved life trajectories.
- We know that teacher quality is the holy grail of education reform.
- We know that the educator embraces many roles, the least of which is: advocate, architect, minister, soul friend and muse.
- We know, as you, as Emily Dickerson, that "hope is the thing with feathers that perches on the soul."
- We know as Susan Sontag that society is challenged by the "pessimism of the intellect" as opposed to the "optimism of the will."

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