

Quotations on Education

The great men and women of our time, those who have their name in history books, had no college degree. They found and designed their own education. Their learning was the result of focus on whatever they had a natural interest in. Many wrote mini-essays on a clear and specific one-word subject. They knew if they could clearly focus on their gut feelings, they're true feelings; the light in the end of their tunnel; the light of their life would shine brighter. They followed their own thinking, made their own decisions.

When students perceive that they are free to follow their own goals, most of them invest more of themselves in their effort, work harder, and retain and use more of what they have learned, than in conventional courses.

Carl R. Rogers

Adults who think that children must be manipulated for their own good have developed the attitude of a controlling parent who lacks faith in himself the child or humanity or himself.

Carl R. Rogers

We must view young people not as empty bottles to be filled, but as candles to be lit.

Robert H. Shaffer

If I distrust the human being then I must cram him with information of my own choosing, lest he go his own mistaken way. But if I trust the capacity of the human individual for developing his own potentiality, then I can provide him with opportunities and permit him to choose his own direction in his learning.

Carl R. Rogers

I will perhaps be different tomorrow, if I learn something new which changes me.

Montaigne

Whence it happens that, because we have failed to choose their road well, we often spend a lot of time and effort for nothing, trying to train children for things in which they cannot get a foothold.

Montaigne

The authority of those who teach is often an obstacle to those who want to learn.

Cicero

Teachers get in the way of the students who are trying to reach the goal, set by the teachers! No one - not your parents, nor your teacher, nor your peers can

teach you how to be yourself.
Warren Bennis

One of the reasons mature people stop learning is that they become less and less willing to risk failure.
John W. Gardner.

Josh Billings said, "It is not only the most difficult thing to know oneself, but the most inconvenient one, too." Human beings have always employed an enormous variety of clever devices for running away from our-selves, and the modern world is particularly rich in such stratagems. We can keep ourselves busy, fill our lives with so many diversions, stuff our heads with so much knowledge, involve ourselves with so many people and cover so much ground that we never have time to probe the fearful and wonderful world within. More often than not, we don't want to know ourselves, don't want to live with ourselves.

By middle life most of us are accomplished fugitives from ourselves.
John W Gardner

Education becomes the release of human possibilities and life long growth.
John W.Gardner

Students who are in real contact with problems which are relevant to them, wish to learn, want to grow, seek to discover, endeavor to master, desire to create, move toward self-discipline.
Carl R. Rogers

The only man who is educated is the man who has learned how to learn; the man who has learned how to adapt and change; the man who has realized that no knowledge is secure, that only the process of seeking knowledge gives a basis for security. Changing-ness, a reliance on process rather than upon static knowledge, is the only thing that makes any sense a goal for education in the modern world.
Carl R. Rogers

We pay a heavy price for our fear of failure. It is a powerful obstacle to growth. It assumes the progressive rearranging of the personality and prevents exploration and experimentation. There is no learning without some difficulty and fumbling. If you want to keep on learning, you must keep on risking failure-

all of your life. I am, vividly reminded of Goethe's saying that men will always be making mistakes as long as they are striving for something.

John W Gardner

I believe that we can almost guarantee that meaningful learning will be at an absolute minimum when we prescribe what and when subjects should be learned. If we have similar assignment, standard test, and instructor chosen grades significant learning is improbable, if not impossible.

Carl R. Rogers

There are practical ways of dealing with students, which stimulate and facilitate significant and self-reliant learning. These ways eliminate every one of the elements of conventional education. They do not rely on a carefully prescribed curriculum, but rather on one that is largely self-chosen; instead of standard assignments for all, each student sets his own assignment; lectures constitute the most infrequent mode of instruction, standardized tests lose their sanctified place, grades are either self-determined or become a relatively unimportant index of learning.

Carl R. Rogers

The development of abilities is at least in part a dialogue between the individual and his environment. If he has it to give and the environment demands it, the ability will develop. Most of us have potentialities that have not been developed simply because the circumstances of our lives never called them forth.

Exploration of the full range of his own potentialities is not something that the self-renewing man leaves to the chances of life. It is something he pursues systematically to the end of his days. And by potentialities I mean not just skills, but the full range of his capacities for sensing, wondering, learning, understanding, loving and aspiring.

The ultimate goal of the educational system is to shift to the individual the burden of pursuing his own education.

This means doing away with the gross inequalities of opportunity imposed on some of our citizens by race prejudice and economic hardship. And it means a continuous and effective operation of "talent salvage" to assist young people to achieve the promise that is in them.

John W. Gardner

It is in fact nothing short of a miracle that the modern methods of instruction have not yet entirely strangled the holy curiosity of inquiry; for the delicate little planet, aside from stimulation, stands mainly in need of freedom; without his it

goes to wrack and ruin without fail
Albert Einstein

If you tell children often enough that they are Clumsy, Ugly, Stupid, or Incapable, they will in time become just that. At some level, the mind accepts and retains repeated statements and beliefs as the truth, even though they may be far from it.
Benjamin Hoff

One day well spent is to be preferred to an eternity of error.
Cicero

We learn how to make decisions by making decisions.
Ancient proverb

I find that a great part of the information I have; was acquired by looking up something and finding something else on the way.
Eugene E. Wilson.

Some will never learn anything because they understand everything too soon.
Thomas Blount.

If, as is our custom, the teacher undertakes to regulate many minds of such different capacities and forms with the same lesson and a similar amount of guidance, it is no wonder if in a whole race of children they find barely two of three who reap any proper fruit from their instruction. (This was written before 1592; and we still have that problem today, 400 years later.)
Montaigne

Carl Rogers asks the question; will learning move outside of the "halls of learning," leaving them for only those who want to conform?

The aim of good teaching is to turn the young learner, by nature a little copycat, into an independent, self-propelling creature, who cannot merely learn but study- that is work as his own boss to the limit of his powers. This is to turn pupils into students, and it can be done on any rung of the ladder of learning.
Jacques Barzun

The humble knowledge of thy-self is surer way to God than the deepest search after science.

Thomas A. Kempis

Education is freedom.

Andre Gide.

It seems to me that anything that can be taught to another is relatively inconsequential and has little or no significant influence on behavior. Ones' own thinking makes a difference.

Carl Rogers

We know what we are, but know not what we may be.

Shakespeare

Vitally important for a young man or woman is first to realize the value of education, and then to cultivate earnestly, aggressively, ceaselessly; the habit of self-education. Without fresh supplies of knowledge, the brain will not develop healthily and vigorously any more than the body can be sustained without fresh supplies of food.

B.C. Forbes.

It is the privilege to learn to use his own mind rather than somebody else's mind.

Howard Lowry

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John Gardner

Our educational system seems to have developed a community of faith and obedience. It should be replaced with knowledge and the will to make a difference.

H.G. Wells

They know enough who know how to learn.
Henry Adams

The foundation of every state is the education of its youth.
Diogenes

Children are naturally fascinated and excited by grown-up words.
John R. Silber

Only the educated are free.
Epictetus

The most manifest sign of wisdom is a continual cheerfulness.
Montaigne

Treat a man as he is and he will remain as he is. Treat a man as he can and should be and he will become as he can and should be.
Goethe

"So much does the soul require an object at which to aim," wrote Montaigne, "that when it does not have one, it will turn its violence upon itself, and create a false and fantastic problem, in which it does not even believe, rather than not have something to work upon. If you have education-chance and accident have less influence on your life. Education can guide your own destiny. When young people learn what and who they are it helps them to think about what they wish to become as individuals and as a people.
John W Gardner

I agree with Plutarch, the Aristotle did not waste his great pupil's time on lesson in the construction of syllogisms, or on the principles of geometry, but taught him wise precepts on the subject of valour prowess, magnanimity, temperance, and that assurance which knows no fear.
Montaigne

In other words he did not teach rules of logic and deduction, or the principles of geometry, but taught him wise rules on the subject of courage, physical skills, to think "big" about himself and his effect upon the world. He taught him to think on a grand scale, with strength and power of his own design. He taught him that he could make a difference in the world. Personal self-restraint was important to him. He taught him ambition, generosity, forgiveness, liberalism and tolerance. He taught him to be comfortable with himself; to have hope, confidence and belief in himself. Self-respect was important with self assurance that knows no fear.
R. V.E.

Change is so swift that the latest thing today may be old-fashioned by the time young people enter adulthood. So they must be taught in such a way that they can learn for themselves the new things of tomorrow. In all subjects it means teaching habits of mind that will be useful in new situations: curiosity, open-mindedness, objectivity, respect for evidence and the capacity to think critically; education for versatility.
John W. Gardner

Almost everybody is a teacher at some time or other during his life.
Jacques Barzun

The founding fathers in their wisdom decided that children are an unnatural strain on parents. So they provided jails called schools, equipped with torture called education.

School is where you go between when your parents can't take you and industry can't take you.
John Updike

The discovery of talent is only one side, perhaps the easier side of self-development. The other side is self-knowledge. The maximum "Know-thyself"-so ancient....so deceptively simple...so difficult to follow...has gained in richness of meaning as we learn more about man's nature.
John W. Gardner

Every man is the architect of his own future.

Appins Claudins Caecus

Resolve to be thyself: And know that he who finds himself, loses his misery.
Matthew Arnold

The kingdom of God is within you Luke 17:21

Soap and education are not as sudden as a massacre, but they are more deadly in the long run.
Mark Twain

If you want a thing done well, do it yourself.
Napoleon Bonaparte.

The first forty years of life give us the text; the next thirty supply the commentary.
Arthur Schopenhauer

Stupidity and a confused mind are not to be cured by a word of admonition; and we may fitly say of this kind of correction what Cyrus replied to one who urged him to harangue his army when on the point of entering into battle. "That men are not suddenly made brave and warlike by a fine harangue, any more than a man immediately becomes a musician after hearing a good song" It needs a preliminary apprenticeship, along and continued education.
Montaigne

Cease to ruled by dogmas and authorities; look at the world.
Bacon

The scientific method is this: To make no unnecessary hypotheses, to trust no statements without verification, to test all things as rigorously as possible, to keep no secrets, to attempt no monopolies, to give out ones' best modestly and plainly, serving no other end but knowledge.
Francis Bacon

Most men are old fogies at twenty-five because they have ceased to grow.
William James

A man doesn't learn to understand anything unless he loves it.
Goethe

I find the great thing in this world is not so much where we stand as in what
direction we are moving
Oliver Wendell Homes

There is no lock or seal on the knowledge thoughtful reading makes available to
us-no abracadabra is necessary to release it. It is free and open to anyone who
has the ambition to step up and help themselves.
George H Lorimer.

To know by heart is not to know: it is to retain what we have given our memory
to keep. What we know rightly we dispose of, without looking at the model,
without turning our eye towards our books. Sad competence. a purely a bookish
competence! I intend it to serve as decoration. not as foundation, accord to the
opinion of Plato, who says that steadfastness, faith, and sincerity are the real
philosophy.
Montaigne

The gain from study is to have become better and wiser by it.
Montaigne

Teachers attempt to control their entire class with the same lessons, even
though they all have different levels of interest, talent, and ability. Carl Rogers
would say, "I would rather facilitate thinking than tell what the thought should be.