

# HOW TO EFFECTIVELY USE QUOTATIONS IN YOUR CLASSROOM

By

**Dan L. Miller, Ed.D.**

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I value quotations because they yield the greatest insight from the fewest words. In addition to the wisdom and guidance quotations provide, teachers can effectively use quotations in displays, presentations, speeches, research, writing prompts, classroom lessons, and discussions. Students, as well, can utilize quotations for speeches, classroom assignments, as sources of inspiration and guidance, and as support for essays—particularly those required for entrance to college. In fact, one of the most productive ways to prepare for college entrance exams is to write essays that utilize quotations. Furthermore, teachers using quotations as a lesson component directly address the Common Core Standards by facilitating critical thinking and developing skills such as analyzing, inferencing, paraphrasing, and comparing and contrasting.

Considering the fast-paced, media culture in which today's students thrive, adolescents in a hurry embrace a quotation ranging from five to six words to three or four sentences. As a change of pace from textbook passages, short stories, poems, and novels, teachers find it refreshing to use quotations to stimulate thought and focus on the development of communication, thinking, and social skills. Although the lesson strategies below use sample quotations most appropriately used in English classes, other subject area teachers, librarians, counselors, and administrators can also find value in many of the strategies.

## CREATE & DELIVER LESSONS

**Introduce a New Lesson or Unit** with thought-provoking quotes. Generate interest in a topic by getting students thinking of a question to be answered, a controversial issue, or a reason for them to pursue the topic. When teachers present and discuss interesting quotations at the beginning of a unit or lesson, students, most likely, better understand the value of the topic. Consider, for instance, the

appropriateness of introducing a unit on language by using the following quotes as a focus for discussion:

*Words are, in my not-so-humble opinion, our most inexhaustible source of magic. Capable of both inflicting injury, and remedying it. (J. K. Rowling)*

*If you scoff at language study...how, save in terms of language, will you scoff? (Mario Pei)*

*The limits of my language stand for the limits of my world. (Ludwig Wittgenstein)*

*They sing. They hurt. They teach. They sanctify. They were man's first, immeasurable feat of magic. They liberated us from ignorance and our barbarous past, for without these marvelous scribbles which build letters into words, words into sentences, sentences into systems and sciences and creeds, man would be forever confined to the self-isolated prison of the scuttle fish or the chimpanzee. (Leo Rosten)*

**Lend Authority to Your Words:** Brendan Behan states that “A quotation in a speech, article or book is like a rifle in the hands of an infantryman. It speaks with authority.” Teachers stand as authorities in the classroom, but students may not always consider them as authorities on particular topics. By using quotations, however, teachers lend authority to their words so students may more readily accept particular views knowing that great thinkers and authorities from the past have also held those views. If, for instance, a teacher begins a lesson on revision, and questions arise regarding revision as one writes or revision after one writes, the following quotation makes the point and adds authority to the lesson:

*Write freely and as rapidly as possible and throw the whole thing on paper. Never correct or rewrite until the whole thing is down. Rewrite in process is usually found to be an excuse for not going on. (John Steinbeck)*

Ruskin and Jefferson offer additional advice on revision:

*Say all you have to say in the fewest possible words, or your reader will be sure to skip them; and in the plainest possible words or he will certainly misunderstand them. (John Ruskin)*

*The most valuable of all talents is that of never using two words when one will do. (Thomas Jefferson)*

**Enliven One's Own Words:** All teachers strive to keep the interest level of the class high. Dozing students do not learn. Using colorful language to enrich and enliven the content and more effectively deliver the teacher's message, both in speech and in writing, could inspire students to productive activity. Whether a teacher is preparing a lesson, writing a speech, or writing an article, quotations can enrich and enliven the content and more effectively deliver the message. Quotations are particularly effective for getting students' attention at the beginning of a lesson.

*Slang is language that rolls up its sleeves, spits on its hands and goes to work. (Carl Sandburg)*

*Art is like a border of flowers along the course of civilization. (Lincoln Steffens)*

*I felt my lungs inflate with the onrush of scenery—air, mountains, trees, people. I thought, 'This is what it is to be happy.' (Sylvia Plath)*

**Summarize a Concept** that, without the use of a quotation, might otherwise take several paragraphs to cover. Quotations make the greatest use of the fewest words and often provide the perfect phrase for that which one wishes to describe. By using quotations, one can make a complete, concise statement about any aspect of the concept being addressed. By exploring in class the following quotations, teachers may generate some insight into the concept of understanding the universe.

*As an orangutan cannot embrace higher mathematics or comprehend the architecture and operation of a computer, we humans—so good at loudly proclaiming our intelligence and applauding our own doltish displays of cerebral gymnastics—cannot begin to understand the true structure and functioning of the Universe. (John Rachel)*

*The fact that life evolved out of nearly nothing, some 10 billion years after the universe evolved out of literally nothing, is a fact so staggering that I would be mad to attempt words to do it justice. (Richard Dawkins)*

*The universe extends beyond the mind of man, and is more complex than the small sample one can study. (Kenneth L. Pike)*

*The universe is like a safe to which there is a combination, but the combination is locked up in the safe. (Peter De Vries)*

**Clarify:** Teachers may be able to express themselves better and make their points more precisely through the use of quotations. For instance, Pulitzer and Chekhov would help a teacher describing effective writing techniques.

*Put it before them briefly so they will read it, clearly so they will appreciate it, picturesquely so they will remember it and, above all, accurately so they will be guided by its light. (Joseph Pulitzer)*

*Don't tell me the moon is shining; show me the glint of light on broken glass. (Anton Chekhov)*

**Motivate/Inspire:** Students often need motivation to appreciate a particular subject or topic, and quotations provide insight into the value of a particular topic. One particularly apt quote or one that strikes close to home with a student may truly inspire that student to profitable reflection or action of some kind. Consider, for instance, the following quotes on the value of writing:

*The first good reason to write...is to add value to people's lives. (Guy Kawasaki)*

*Write to please yourself. As you do, you'll reflect on your pages the thoughts and values of the people who share your own strange view of the world, and you'll remind them that they're not mad or alone. (Richard Bach)*

**Provide Advice:** Useful writing advice abounds, and teachers could, hypothetically, teach a writing course exclusively with writing advice quotations. When using quotations to help students improve their writing, using professional authors as models proves most beneficial. Students may very well experience “aha” moments from even the shortest writing quotations, and the exposure could affect their writing forever.

*Write while the heat is in you....The writer who postpones the recording of his thoughts uses an iron which has cooled.* (Henry David Thoreau)

*Formula: 2nd Draft = 1st Draft - 10%.* (Stephen King)

*Avoid using the word ‘very’ because it’s lazy. A man is not ‘very tired,’ he is ‘exhausted.’ Don’t use ‘very sad’, use ‘morose.’* (John Keating, *Dead Poet’s Society*)

A question many students of composition ponder is “how much revision is necessary?” Perhaps students will form a clearer concept of the need for revision after discussing the following two quotations:

*The advice I would offer to any writer is that even when you think you have revised your book to the point where you cannot look at it again, it is time to sit down and revise it some more* (Michael Korda)

*Too much polishing and you spoil things. There’s a limit to the expressibility of ideas. You have a new thought, an interesting one. Then, as you try to perfect it, it ceases to be new and interesting, and loses the freshness with which it first occurred to you. You’re spoiling it.* (Leo Tolstoy)

**Weave Quotations Reflecting Diversity** throughout the teaching of a particular course in order to continually expose students to the wisdom of minority populations and women.

*Educate a man and you educate an individual—educate a woman and you educate a family.* (Agnes Cripps)

*What happens to a dream deferred?  
Does it dry up  
like a raisin in the sun?...  
Or does it explode? (Langston Hughes)*

*Diversity without unity makes about as much sense as dishing up flour, sugar, water, eggs, shortening, and baking powder on a plate and calling it a cake. (C. William Pollard)*

## IMPLEMENT ACTIVITIES

**Start** each class with a **Thought for the Day** displayed in class. Follow up with a brief discussion or journal entry.

*Stop telling girls they can be anything they want when they grow up. I think it's a mistake. Not because they can't, but because it would have never occurred to them they couldn't. (Sarah Silverman)*

*Human beings are not perfectible. They are improvable. (Eric Sevareid)*

*The beautiful part of writing is that you don't have to get it right the first time, unlike, say, a brain surgeon. You can always do it better, find the exact word, the apt phrase, the leaping simile. (Robert Cormier)*

**Enhance Vocabulary Growth:** Teachers promote vocabulary growth by presenting selected words in quotations and explaining connotation and denotation and by presenting quotations demonstrating the use of multiple meaning words. When teachers structure competitions among groups to write their own quotations using words with multiple meanings, enthusiasm may flourish. Consider, for example, the multiple uses of the word *harbor*:

*The fog comes on little cat feet. It sits looking over the harbor and city on silent haunches and then moves on. (Carl Sandburg)*

*Safe Harbor is a state of mind... its the place—in reality or metaphor—to which one goes in times of trouble or worry. It can be a friendship, marriage, church, garden, beach, poem, prayer, or song. (Luanne Rice)*

*She smiles through a thousand tears, and harbors adolescent fears. She dreams of all that she can never be, she wades in insecurity. (Mariah Carey)*

**Teach Paraphrasing:** To paraphrase a quotation requires mental exertion, which helps students better understand a quotation and the topic at hand. Paraphrasing serves as an exercise in interpretation and promotes facility with the use of synonyms. Paraphrasing works well, also, as a task in group discussion. Teachers may find satisfaction in observing the variety of ways students address paraphrasing a quotation. Discussion and sharing enhance the process and generate more imaginative approaches than when students tackle the task alone. Teachers strengthen dictionary and thesaurus skills, as well, when students paraphrase a quotation such as this critical review by Eliot or in the passages by James and Swift:

*It is natural, and in so rapid and superficial review as this, inevitable, to consider the criticism of Wordsworth and Coleridge together. But we must keep in mind how very different were not only the men themselves, but the circumstances and motives of the composition of their principal critical statements. Wordsworth's 'Preface to Lyrical Ballads' was written while he was still in his youth, and while his poetic genius still had much to do; Coleridge wrote the 'Biographia Litteraria' much later in life, when poetry, except for that one brief and touching lament for lost youth, had deserted him, and when the disastrous effects of long dissipation and stupefaction of his powers in transcendental metaphysics were bringing him to a state of lethargy. (T. S. Eliot)*

*In a play, certainly, the subject is of more importance than in any other work of art. Infelicity, triviality, vagueness of subject, may be outweighed in a poem, a novel, or a picture, by charm of manner, by ingenuity of execution; but in a drama the subject is of the essence of the work—it is the work. If it is feeble, the work can have no force; if it is shapeless, the work must be amorphous. (Henry James)*

*If it were a rainy day, a drunken vigil, a fit of the spleen, a course of physic, a sleepy Sunday, an ill run at dice, a long tailor's bill, a beggar's purse, a factious head, a hot sun, costive diet, want of books, and a just contempt for learning—but for these...the number of authors and of writing would dwindle away to a degree most woeful to behold. (Jonathan Swift)*

**Sharpen Analytical Skills:** To sharpen analytical skills students can examine quotations from unidentified authors and infer from the style, choice of words, and the allusions to people and events the location, period, and conditions that produced the quotation and, of course, identify the author.

*The ultimate tragedy is not the oppression and cruelty by the bad people but the silence over that by the good people.* (Martin Luther King, Jr.)

*I am an invisible man...I am a man of substance, of flesh and bone, fiber and liquids—and I might even be said to possess a mind. I am invisible, understand, simply because people refuse to see me.* (Ralph Ellison)

*Listen to the whispers and you won't have to hear the screams.* (Cherokee Saying)

*No one is useless in this world who lightens the burdens of another.* (Charles Dickens)

**Stimulate Thought:** Through quotations teachers can stimulate students to view an issue in a new light or to think about a viewpoint previously not considered. Quotations, for instance, may help students develop new ideas or form an opinion on the subject addressed. The presentation of opposing views in paired quotations is a particularly effective method of helping students clarify their thoughts on views previously unclear. Note the possibilities for discussion and analysis when considering the following views on the classics:

*All the works we consider classics today were written for the audiences of eras now long past, not today's reading public. Wouldn't a writer's time be better spent reading modern works?* (Steven R. Southard)

*A classic is a book that's stood the test of time, a book that men and women all over the world keep reaching for throughout the ages for its special enlightenment....Classics open up your mind. Classics help you grow. Classics help you understand your life, your world, yourself.* (Steve Allen)

**Distill Thought:** Through a series of quotations teachers or students can exhibit the evolution of thought on virtually all aspects of a particular issue or concept, and by presenting quotations chronologically, can show the changing views on a particular subject from age to age. It would be worthwhile, for instance, to focus discussion on the following chronology of quotations demonstrating the shifting views of duty over the centuries:

413 BC—*We should not argue when duty calls—we should act.*  
(Sophocles)

AD 400—*In doing what we ought we deserve no praise, because it is our duty.* (St. Augustine)

1823—*The last pleasure in life is the sense of discharging our duty.*  
(William Hazlitt)

1927—*What is the use of such terrible diligence as many tire themselves out with, if they always postpone their exchange of smiles with Beauty and Joy to cling to irksome duties and relations?* (Helen Keller)

1953—*Nobody is bound by any obligation unless it has first been freely accepted.* (Ugo Betti)

1961—*People are complaining almost everywhere that the sense of duty is disappearing. How could it be otherwise since no one cares any more about his rights?* (Albert Camus)

**Reveal the Nature of the Age/Reveal the Nature of the Author:** Whether taken from 200 BC, Victorian England, or the Roaring '20s, quotations give insight into the nature of the age and also into the nature of the people who originated the quotes. Quotations embody habits of thought, customs, and moral values. By carefully selecting from the writings of a historical period, students can unfold characteristics and values of that particular age.

*I vividly remember seeing a dozen black men and women chained to one another, once, and lying in a group on the pavement, awaiting shipment to the Southern slave market. Those were the saddest faces I have ever seen.* (Mark Twain)

Similarly, students can illustrate the nature of an author's style by selecting passages from a particular authors' writings. They can then illustrate the style, techniques, values, and the unique traits of that writer. Ernest Hemingway's writing, for instance, includes simple language, short sentences, vivid dialogue, visceral/active verbs, and nouns that focus on drinking, war, bullfighting, and travel. By selecting quotations from the writing of Hemingway, students experience a close reading of the text and demonstrate characteristics of the author's style.

*"Now do you want to play chess?"*

*"I'd rather play with you."*

*"No. Let's play chess." (from A Farewell to Arms)*

*"This is a good place," he said.*

*"There's a lot of liquor," I agreed. (from The Sun Also Rises)*

*If you are lucky enough to have lived in Paris as a young man, then wherever you go for the rest of your life, it stays with you, for Paris is a moveable feast. (from A Moveable Feast)*

*All right. Now he would not care for death. One thing he had always dreaded was the pain. (from The Snows of Kilimanjaro)*

**Structure Assignments:** Teachers often struggle to create lessons that will interest students looking only to get through the class session. High-interest quotations make outstanding seeds for assignments. Use a particular quotation or a pool of quotations as the basis for theme topics, small group discussions and reports, research papers, or as the basis for poster or collage projects.

*It is amazing how complete is the delusion that beauty is goodness. (Leo Tolstoy)*

*Everybody is a genius. But if you judge a fish by its ability to climb a tree, it will live its whole life believing that it is stupid. (Albert Einstein)*

*All modern literature comes from one book by Mark Twain called Huckleberry Finn. (Ernest Hemingway)*

*Writing has power, but its power has no vector. Writers can stir the mind, but they can't direct it. Times change things, God changes things, the dictators change things, but writers can't change anything. (Isaac Bashevis Singer)*

**Generate Class Discussions** with thought-provoking quotes. To ignite enthusiasm, debate, and controversy among students, a teacher would do well to introduce thought-provoking quotations that address topics of current interest or philosophical points of view. Launching lessons thusly could lead to vigorous discussion, small-group projects, and follow-up journal writing. For example:

*With guns you can kill terrorists. With education, you can kill terrorism. (Malala Yousafzai)*

*We are not free. It was not intended we should be. A book of rules is placed in our cradle, and we never get rid of it until we reach our graves. Then we are free, and only then. (Ed Howe)*

*It's so deeply disturbing to me that half of the eligible voters don't vote in this country. We talk about how divided the country is. The truth is, we don't even know. We just know what the half that voted thought. I'm a big fan of the Australian approach—there it's required by law that you vote. (Christie Hefner)*

*I spent three days a week for 10 years educating myself in the public library, and it's better than college. People should educate themselves—you can get a complete education for no money. (Ray Bradbury)*

Alternatively, when teachers present antithesis in quotations, they can stimulate thought and subsequent discussion and debate. Since society, and a classroom full of students, represents decisively diverse views, presenting statements with antithetical points of view may generate remarkable levels of debate and discussion.

*It was the best of times, it was the worst of times. (Charles Dickens)*

*Integrity without knowledge is weak and useless, and knowledge without integrity is dangerous and dreadful. (Samuel Johnson)*

**Assign** quotes as **Essay or Speech Topics or Story Starters**. Do students agree/disagree? Would they go in a different direction? How would they address the assigned quote?

*It is not the strongest of the species that survive nor the most intelligent, but the one most responsive to change.* (Charles Darwin)

*Alcoholism isn't a spectator sport. Eventually the whole family gets to play.* (Joyce Roberta-Burditt)

*When dealing with people, remember you are not dealing with creatures of logic, but with creatures of emotion.* (Dale Carnegie)

**Match Quotations:** As a classroom exercise students can select and match quotations to themes, characters, events, terms or textbook passages. As part of the exercise, students should explain their reasons for matching the quotations as they did. Discussing those answers could prove profitable in understanding lesson concepts. Discourse centered on the following quotations matched to Edgar Allen Poe's poem, "Annabel Lee," may generate enthusiasm and enhance understanding:

*We understand death for the first time when he puts his hand upon one whom we love.* (Madame De Stael)

*Loved. You can't use it in the past tense. Death does not stop that love at all.* (Ken Kesey)

*Those who love deeply never grow old; they may die of old age, but they die young.* (Arthur Wing Pinero)

*One realizes the immortality of true love only after the lover dies.* (Kanza Javed)

**Fill-in-the-Quote:** Students might easily find Fill-in-the-Quote to be one of their favorite activities. Particularly appropriate for journaling, group discussion, or paired assignments, teachers should base Fill-in-the-Quote on a well-known quotation but omit critical parts so students can complete the quote with their own

ideas. Discussion can focus on comparing the newly created quotes with the originals. Imaginations can easily catch fire with this activity.

*The only valid censorship of ideas is the right of people not to listen.*  
(Tom Smothers)

*It's not the hand that signs the laws that holds the destiny of America.  
It's the hand that casts the ballot.* (Harry S. Truman)

*The two most important days in your life are the day you are born and  
the day you find out why.* (Mark Twain)

*We have two lives: The life we learn with and the life we live with after  
that.* (Bernard Malamud)

*There are two things to aim at in life: first, to get what you want; and,  
after that, to enjoy it. Only the wisest of mankind achieve the second.*  
(Logan Pearsall Smith)

**Create Role Play Scenarios** based on quotations. Using quotations as the basis for role play can easily generate enthusiasm and productive interaction in any classroom. Students who select quotations appropriate for the topic at hand and spend fifteen minutes creating skits to perform for the class may create performances that result in high-interest activities. Role-playing engages all students and can significantly promote a positive classroom climate.

*Blessed is the influence of one true, loving human soul on another.*  
(George Eliot)

*My motto for the home, in education as in life, is this: For heaven's sake,  
let people live their own lives. It is an attitude that fits any situation.*  
(A. S. Neill)

*I note the obvious differences between each sort and type, but we are  
more alike, my friends, than we are unlike.* (Maya Angelou)

Use engaging quotes as the **Anchor for Students' Art Projects**. Students might create a drawing, painting, or collage or use other media to express the essence of the quote.

*A hunch is creativity trying to tell you something.* (Frank Capra)

*The worst enemy to creativity is self-doubt.* (Sylvia Plath)

*To practice any art, no matter how well or badly, is a way to make your soul grow.* (Kurt Vonnegut)

**Instruct** students to search quotation sources to select and save appropriate quotes for **Journal Writing, Creative Writing, and the School Newspaper**.

*You can always edit a bad page. You can't edit a blank page.* (Jodi Picoult)

*Verbose writing creates comatose readers.* (Elyse Sommer)

*Every kind of writing is good save that which bores.* (Voltaire)

**Extract Quotes from Popular Music:** These are quotes with which students are most familiar. Students can use the lines from song lyrics to demonstrate a relationship with topics or concepts being addressed in class, or as the theme of a speech or paper, or to help make a point in writing or discussion.

*Imagine there's no countries  
It isn't hard to do  
Nothing to kill or die for  
And no religion too  
Imagine all the people  
Living life in peace.* (John Lennon)

*Don't it always seem to go, that you don't know what you've got till it's gone.* (Joni Mitchell)

*As the present now  
Will later be past  
The new order is  
Rapidly fadin'.  
And the first one now  
Will later be last  
For the times they are a-changin'. (Bob Dylan)*

**Guide** students in searching quotation collections and creating a **Personal Quotation Collection** of their favorite quotes for future use in classroom projects or for their own personal inspiration or motivation. Teachers may also ask students to share a favorite quote with the class and explain why that particular quote resonated with them.

*The oldest books are still only just out to those who have not read them.  
(Samuel Butler)*

*A child miseducated is a child lost. (John F. Kennedy)*

*The world belongs to me because I understand it. (Honoré de Balzac)*

### **ADDRESS SOCIAL/EMOTIONAL NEEDS**

**Utilize Bibliotherapy:** Teachers, counselors, librarians, administrators, and parents can utilize bibliotherapy—therapy using literature and quotations to address the counseling/behavioral needs and personal problems of students at all levels—to work with students exhibiting behavior problems or issues a counselor would normally address. Adults working with children and adolescents are in a unique position to notice issues young people face. Using well-chosen quotations matched to students' issues, adults can help them see their issues in a new light, help them reflect on their situation, and, perhaps, even, help them think through a solution. Through bibliotherapy adults can achieve true gratification when matching a student's issue with the power and wisdom of words in order to reach a positive outcome.

*There is nothing in life but refraining from hurting others, and comforting those that are sad. (Olive Schreiner)*

*He who angers you conquers you.* (Elizabeth Kenny)

*I am not a product of my circumstances. I am a product of my decisions.*  
(Stephen R. Covey)

*The only moral lesson which is suited for a child—the most important lesson for every time of life—is this: ‘Never hurt anybody.’* (Jean-Jacques Rousseau)

*How others treat me is their path; how I react is mine.* (Dr. Wayne Dyer)

### **PROMOTE POSITIVE CLASSROOM AND SCHOOL CLIMATE**

**Deliver** an inspirational or motivational quote at the start of the school day with the **Daily Announcements**.

*People rarely succeed unless they have fun in what they are doing.* (Dale Carnegie)

*Your attitude, not your aptitude, will determine your altitude.* (Zig Ziglar)

*Our greatest weakness lies in giving up. The most certain way to succeed is always to try just one more time.* (Thomas A. Edison)

*Problems are not stop signs, they are guidelines.* (Robert H. Schuller)

**Promote a Positive Classroom Climate:** To enhance classroom climate teachers can provide pleasure by choosing humorous quotations, quotations that demonstrate clever word play, or quotations that present a distinctly fresh view of life to display in class, to open a lesson, or make a point as part of a lesson. Students’ ears may perk up when humor or entertainment flashes before them wrapped in an apt quotation.

*I find television very educating. Every time somebody turns on the set, I go into the other room and read a book. (Groucho Marx)*

*One small crack does not mean you are broken. It means that you were put to the test & you didn't fall apart. (Linda Poindexter)*

*The best way to cheer yourself up is to try to cheer somebody else up. (Mark Twain)*

**Display Quotations:** With plentiful media choices available to classroom teachers, as well as the traditional bulletin boards, posters, and whiteboards; opportunities abound for teachers to display quotations for perpetual motivation or as a constant reminder of a message the teacher wants to convey. Changing quotations occasionally also keeps the communication fresh. Educators can further enhance school climate by displaying positive, motivational quotations everywhere—hallways, offices, library, cafeteria, washrooms, gym, and locker rooms.

*Just when the caterpillar thought the world was ending, he turned into a butterfly. (Barbara Haines Howett)*

*Somewhere, something incredible is waiting to be known. (Carl Sagan).*

*Be the person your dog thinks you are! (J. W. Stephens)*

*You don't drown by falling into water. You only drown if you stay there. (Zig Ziglar)*

*The best way to predict your future is to create it. (Abraham Lincoln)*

*Every moment is a fresh beginning. (T. S. Eliot)*

**Post Inspirational Quotes** on report cards and home-bound reports.

*Effort equals results. (Roger Penske)*

*The greater danger for most of us is not that our aim is too high and we miss it, but that it is too low and we reach it. (Michelangelo)*

*If you continuously compete with others, you become bitter. But if you continuously compete with yourself you become better. (positivelifetips.com)*

**Head Classroom Handouts or Tests with a Quotation.** Taking advantage of every opportunity to utilize quotations, teachers also often head tests and handouts with a quotation that focuses attention, motivates, or generates thought. Students may appreciate the unique introduction to their task and begin with renewed vigor rather than resignation.

*Think you can; think you can't; either way you'll be right. (Henry Ford)*

*Whatever is worth doing at all, is worth doing well. (Philip Dormer Stanhop)*

*No one rises to low expectations. (Les Brown)*

*If you refuse to accept anything but the best, you very often get it. (W. Somerset Maugham)*

**Pepper Newsletters** with action-oriented, humorous, or interest-generating quotes.

*If you think you are too small to be effective, you have never been in the dark with a mosquito. (Unknown)*

*Success is the ability to go from failure to failure without losing your enthusiasm. (Sir Winston Churchill)*

*Opportunity is missed by most people because it is dressed in overalls and looks like work. (Thomas Edison)*

**Spice up Staff Development Sessions** with quotes that make a point or quotes that introduce, summarize, or conclude topics.

*We learn to do something by doing it. There is no other way.* (John Holt)

*Play is our brain's favorite way of learning.* (Dianne Ackerman)

*Education's purpose is to replace an empty mind with an open one.*  
(Malcolm Forbes)

**Introduce Pertinent Quotations at Meetings**—faculty, department, PTA—to spur introspection and action.

*High expectations are the key to everything.* (Sam Walton)

*It is the greatest good to the greatest number which is the measure of right and wrong.* (Jeremy Bentham)

*Things do not get better by being left alone. Unless they are adjusted, they explode with a shattering detonation.* (Sir Winston Churchill)

**Populate PowerPoint and Video Presentations** with well-placed quotes to more effectively present an idea. An image combined with the quote makes the quote even more effective.

*It's not our job to toughen our children up to face a cruel and heartless world. It's our job to raise children who will make the world a little less cruel and heartless.* (L. R. Knost)

*Students who are loved at home, come to school to learn, and students who aren't, come to school to be loved.* (Nicholas A. Ferroni)

*My heart is singing for joy this morning. A miracle has happened! The light of understanding has shone upon my little pupil's mind, and behold all things are changed.* (Anne Sullivan)

## ADD A PERSONAL TOUCH

**Integrate** quotations into the text of **Thank-You Notes, Cards, Letters, and Emails** for students, parents, and others who deserve your thanks. These personal sentiments can deliver a more potent message when you include an appropriate quote. Consider weaving the quote into your message or displaying it as a stand-alone.

*Thank you for being the reason I smile. (Unknown)*

*I appreciate you...especially your heart. (Unknown)*

*Your thoughtfulness is a gift I will always treasure. (Keely Chace)*

**Use** quotations for **Celebrations, Parties, Graduations, PTA Events** displayed in attractive frames or use quote books as prizes or gifts, use quotes to head or highlight sections of your program, or use a poster or projected quote for a backdrop.

*Go forth and do well, but most importantly, go forth and do good.  
(Minor Myers, Jr.)*

*May today's success be the beginning of tomorrow's achievements.  
Congratulations! (Unknown)*

*Enthusiasm is the engine of success. (Ralph Waldo Emerson)*

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