

STUDENTS, BEST QUOTES ON

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

Each time someone commented on how I'm always in a good mood or smiling, I felt more and more like a phony. If only they knew that, behind closed doors, I cried and crumbled under unrealistic expectations set not by peers or professors, but by me.

--Deborah Spar

I am a toddler. I am not built to sit still, keep my hands to myself, take turns, be patient, stand in line, or keep quiet. I need motion, I need novelty, I need adventure, and I need to engage the world with my whole body. Let me play. (Trust me, I'm learning.)

—Unknown

The secret of education is respecting the pupil.

--Ralph Waldo Emerson

If you go to an elite school where the other students in your class are all really brilliant, you run the risk of mistakenly believing yourself to not be a good student.

—Malcolm Gladwell

The best students come from homes where education is revered: where there are books, and children see their parents reading them.

—Leo Buscaglia

Most of the time, all that separates a class president and a gang leader is numbers: a zip code, a paycheck, or a drug dealer's phone number.

—Thomm Quackenbush

The schoolroom clock was worn raw by stares; and you couldn't look up at the big Puritanical face of it and not feel the countless years of young eyes reflected in it, urging it onwards. It was a dark, old spirit that didn't so much mark time as bequeath it.

—Tod Wodicka

When teachers doubt your potential, show them how wrong they truly are.

—Ace Antonio Hall

Students never think it can be the teacher's fault and so I thought I was stupid. I was frustrated and would come home and cry because I couldn't do it. Then we got a new teacher who made math accessible. That made all the difference and I learned that it's how you present it that makes it scary or friendly.

—Danica McKellar

The more I see, the more I think American kids are confused about what they're supposed to do. Asian parents stress that schoolwork comes first, but American students are told they're supposed to have a job, earn money, have chores at home, be popular, have dates, participate in sports—and do well in their schoolwork.

--Harold W. Stevenson

That is still the case in this country for too many students, the soft bigotry of low expectations. If you don't expect them to learn, if you don't expect them to succeed—then it becomes a self-fulfilling prophecy.

—Tavis Smiley

The child to be concerned about is the one who is actively unhappy, [in school].... In the long run, a child's emotional development has a far greater impact on his life than his school performance or the curriculum's richness, so it is wise to do everything possible to change a situation in which a child is suffering excessively.

—Dorothy H Cohen

It was a formidable criticism when a student said, 'They do not know I am here.' In fact no teacher or official does, in most cases, become aware of the student as a human whole; he is known only by detached and artificial functions.

--Charles Horton Cooley

I cant keep track of all the days maybe i shouldn't right everyday because I have home work and music lessons and guitar lessons and Brownies and many other things.

--1945 Diary Entry by
7-Year-Old Girl

When I was a kid in the Midwest I got straight A's in school, and I spent 13 years on the psychiatrist's couch paying for it.

--Wally Cox

Some students drink at the fountain of knowledge. Others just gargle.

--Robert Anthony

There are no bad students, only discouraged ones.

--Unknown

Get over the idea that only children should spend their time in study. Be a student so long as you still have something to learn, and this will mean all your life.

--Henry L. Doherty

When I look at them,
When I smile at them,
When I hold them,
I realize that I have the universe in my hands.

They are the light of my life.
They are the love of my life.

They are life.

--Unknown

Student goes back to Latin *studium*, zeal or eagerness—a misnomer if there was one.

--Francis Griffith

Regardless of what the law or your teachers have to say about this, you are as human as anyone over the age of 18 or 21, yet, 'minors' are one of the most oppressed groups of people in the world, and certainly the most discriminated against legally.

—Grace Llewellyn

In the little world in which children have their existence, whosoever brings them up, there is nothing so finely perceived and so finely felt, as injustice.

--Charles Dickens

It is very difficult to cheat a gifted child out of making good use of his intellectual abilities, but is very easy to cheat him out of his childhood....Enjoying childhood experiences to the full is the best preparation for becoming a mature adult.

--Bruno Bettelheim

Students will not work in classes that do not satisfy their needs.

--William Glasser

All children are gifted; some just open their package sooner than others.

--Michael Carr

The notion that schoolboys are generally content with their lot seems to me to be a sad delusion. They are, in the main, able to bear it, but they like it no more than a soldier enjoys life in a foxhole. The need to endure it makes actors of them; they learn how to lie—perhaps the most valuable thing, to a citizen of Christendom, that they learn in school. No boy genuinely loves and admires his teacher; the farthest he can go, assuming him to have all of his wits, is to tolerate her as he tolerates castor oil. She may be the loveliest flower in the whole pedagogical garden, but the most he can ever see in her is a jailer who might conceivably be worse.

--H. L. Mencken

School-days, I believe, are the unhappiest in the whole span of human existence. They are full of dull, unintelligible tasks, new and unpleasant ordinances, brutal violations of common sense and common decency. It doesn't take a reasonably bright boy long to discover that most of what is rammed into him is nonsense, and that no one really cares very much whether he learns it or not. His parents, unless they are infantile in mind, tend to be bored by his lessons and labors, and are unable to conceal the fact from his sharp eyes. His first teachers he views simply as disagreeable policemen. His later ones he usually sets down quite accurately as asses.

--H. L. Mencken

There should be more sympathy for school-children. The idea that they are happy is of a piece with the idea that the lobster in the pot is happy. They are, in more ways than one, the worst and most pathetic victims of the complex of inanities and cruelties called civilization. The human race is so stupid that it has never managed to teach them its necessary tricks and delusions in a painless and pleasant manner. The cats and dogs do better by their young, and so, in fact, do savages.

--H. L. Mencken

High school students are the largest oppressed minority in America.

--Jerry Rubin

I will study and get ready, and perhaps my chance will come.

--Abraham Lincoln

There are more men ennobled by study than by nature.

--Cicero

The noblest exercise of the mind within doors, and most befitting a person of quality, is study.

--William Ramsay

Good apples and good students are crisp—they're sweet but they bite back a little.

--Dean Sluyter

A pint can't hold a quart—if it holds a pint it is doing all that can be expected of it.

--Margaretta W. Deland

Any teacher can take a child to the classroom, but not every teacher can make him learn. He will not work joyously unless he feels that liberty is his, whether he is busy or at rest; he must feel the flush of victory and the heart-sinking of disappointment before he takes with a will the tasks distasteful to him and resolves to dance his way bravely through a dull routine of textbooks.

--Helen Keller

America's future walks through the doors of our schools each day.

--Mary Jean LeTendre

I was a fantastic student until ten, and then my mind began to wander.

--Grace Paley

You have to study a great deal to know a little.

--Montesquieu

No student ever attains very eminent success by simply doing what is required of him; it is the amount and excellence of what is over and above the required, that determines the greatness of ultimate distinction.

--Charles Kendall Adams

Say I'm a philosopher, say I'm a seeker for truth, say I'm a lover of my kind; or, best of all, just say I'm a Student.

--Henry James, Sr.

School children make up their own rules and enforce their own conformities. They feel safest when leisure time is rationed and dosed. They like to wear uniforms, and they frown on personal idiosyncrasies. Deviance is the mark of an outsider.

—Louise Kaplan

A student should not be taught more than he can think about.

--Alfred North Whitehead

My schooldays were the period when I was being instructed by somebody I did not know about something I did not want to know.

--Chesterton

The high IQ has become the American equivalent of the Legion of Honor, positive proof of the child's intellectual aristocracy....It has become more important to be a smart kid than a good kid or even a healthy kid.

--Sam Levenson

The students are used to being entertained. They are used to the idea that if they are just the slightest bit bored, they can flip the switch and turn the channel.

--Irene Kramsky

Never say, 'I can't,' say, 'Teacher me how.'

--Unknown

All the flowers of all the tomorrows are in the seeds of today.

--Indian Proverb

I not only use all of the brains I have, but all I can borrow.

--Woodrow Wilson

If someone had told me I would be Pope one day, I would have studied harder.

--Pope John Paul I

It is important that students bring a certain ragamuffin, barefoot irreverence to their studies; they are not here to worship what is known, but to question it.

--Jacob Bronowski

If we lived in the best of all possible worlds, we would separate sixth-to ninth-grade girls and boys. They're in the middle of a massive biochemical and psychological transformation. The girls dumb themselves down, the boys posture. It's all mating behavior, and it's all very appropriate. But the object of education is to instruct. All this stuff gets in the way of instruction.

--Michael Gurian

The C students run the world.

—Harry S. Truman

You do girls no favors by putting them in single-sex schools. We live in a real world, and that world has got men and women in it. They must compete.

--Eleanor Smeal

These kids become tough because that is what the law of poverty and violence on the street dictates. Underneath it all, they are hurting.

--Elizabeth Wiley

We must expect each student to strive for excellence in terms of the kind of excellence that is within his reach.

--John W. Gardner

Never regard study as a duty, but as the enviable opportunity to learn to know the liberating influence of beauty in the realm of the spirit for your own personal joy and to the profit of the community to which your later work belongs.

--Albert Einstein

Teachers open the door; you enter by yourself.

--Chinese Proverb

We should not only use the brains we have, but all that we can borrow.

--Woodrow Wilson

Students are more likely to believe in themselves if a teacher truly believes in them.

--Jean Holley

If someone had told me I would be Pope someday, I would have studied harder.

--Pope John Paul I

All students wear the sign: 'I want to be important NOW!' Many of our juvenile delinquency problems arise because nobody reads the sign.

--Dan Pursuit

You are always a student, never a master. You have to keep moving forward.

—Conrad Hall

If you are not willing to learn, no one can help you. If you are determined to learn, no one can stop you.

—*Grammarly*

What is the student but a lover courting a fickle mistress who ever eludes his grasp?
—William Osler

Luthar constructed a profile of elite American adolescents whose self-worth is tied to their achievements and who see themselves as catastrophically flawed if they don't meet the highest standards of success. Because a certain kind of success seems well within reach, they feel they have to attain it at all costs—a phenomenon she refers to as 'I can, therefore I must.' Middle-class kids, she told me, generally do not live with the expectation that they should go to Stanford or earn \$200,000 a year. 'If I've never been to the moon,' she said of middle-class families, 'why would I expect my kids to go there?' The yardstick for the children of the meritocratic elite is different, and it can intimidate as much as it can empower.

—Hanna Rosin citing a
Yale psychiatry
Department study
by Suniya Luthar

Elite education manufactures students who are smart and talented and driven, yes, but also anxious, timid, and lost, with little intellectual curiosity and a stunted sense of purpose.

—William Deresiewicz

Testing has ruled our A.D.D., A.D.H.D and autism. Turns out, your kid's an asshole.
—Chris Mann

The development of a tree depends on where it is planted.

—Edward Joyner

You are rewarding a teacher poorly if you remain always a pupil.

—Friedrich Nietzsche

Bitter are the roots of study, but how sweet their fruit.

—Cato

No matter how good teaching may be, each student must take the responsibility for his own education.

—John Carolus

Theories and goals of education don't mean a whit if you don't consider your students to be human beings.

—Lou Ann Walker

Underachieving students are mostly undertrained, not underbrained; they are dormant, not dead.

--Ivan Hannel

Do not consider painful what is good for you.

—Euripides

The students could diagram and understand sentences and point out the various parts of speech with great facility, repeating the rules of grammar applicable in each case, yet they were unable to put this theoretical knowledge to any practical use, as they showed when called upon to write an ordinary letter in English.

--Francis Wayland
Parker (1892)

The best flower won't grow in the worst dirt, but the poorest flower will thrive in the richest loam.

--Greg Henry Quinn

I was only a little mass of possibilities. It was my teacher who unfolded and developed them...She never since let pass an opportunity to make my life sweet and useful.

-Helen Keller

The rich middle-and high-school kids...show higher rates of alcohol and drug abuse on average than poor kids, and much higher rates than the national norm. They report clinically significant depression or anxiety or delinquent behaviors at a rate two to three times the national average. Starting in the seventh grade, the rich cohort includes just as many kids who display troubling levels of delinquency as the poor cohort, although the rule-breaking takes different forms. The poor kids, for example, fight and carry weapons more frequently....The rich kids, meanwhile, report higher levels of lying, cheating, and theft.

—Hanna Rosin citing a
Yale Psychiatry
Department Study
by Suniya Luthar

Conversation is the laboratory and workshop of the student.

--Ralph Waldo Emerson

A student, teacher, or counselor would look around to make sure no one was listening and then whisper a story about an Asian kid being punished or even kicked out of the house for a night after getting a B or failing to get into Stanford. I'd heard how new East Asian immigrant parents mistakenly transposed the reality of education in, say, China or Korea, which is that how you do on a single test can determine your entire future.

—Hanna Rosin

A piece of you cringes when you hear that your friend has been preparing for the SAT with classes since last summer, and that they're already scoring a 2000. (And what about...the girl taking a summer immersion program to skip ahead and get into AP French her sophomore year? And that internship your best friend has with a Stanford professor?) You can't help but slip into the system of competitive insanity...We are not teenagers. We are lifeless bodies in a system that breeds competition, hatred, and discourages teamwork and genuine learning. We lack sincere passion. We are sick...Why is that not getting through to this community? Why does this insanity that is our school district continue?

—Carolyn Walworth,
High School Junior

A young economist at Northwestern University named C. Kirabo Jackson....created a proxy measure for students' noncognitive ability, using just four pieces of existing administrative data: attendance, suspensions, on-time grade progression, and overall GPA. Jackson's new index measures, in a fairly crude way, how engaged students were in school—whether they showed up, whether they misbehaved and how hard they worked in their classes. Jackson found that this simple noncognitive proxy was, remarkably, a better predictor than students' test scores of whether the students would go on to attend college, a better predictor of adult wages, and a better predictor of future arrests.

—Paul Tough

This life's hard, man, but it's harder if you're stupid!

—Steven Keats
in *The
Friends of
Eddie Coyle*

Your brain can only absorb what your ass can endure.

--P. Dan Wiwchar

AN AVERAGE CHILD

Many classrooms were my home,
And dozens of teachers called my name.
While thousands of dittos passed my way.
Each year was much the same.

For I was an average child,
With nothing important to say.
Practicing, practicing, practicing,
Preparing for some mythical day.

A day when I would be ready.
After I learned some other skill.
A day which never came.
After many years of drill.

For I was an average child,
Reminded by each and every one.
Promised that I would write
When the endless lists were done.

But while the chairs got bigger,
And my shirt size too,
I was never quite ready to write,
The stories which I knew.

So during all those boring years,
A story was embedded in my head,
That I was just an average child,
No matter what I wrote or said.

Yes, many classrooms were my home,
And dozens of teachers called my name,
While I was practicing, practicing, practicing,
For a day that never came.

--Sigmund A. Boloz

All of life is education and everybody is a teacher and everybody is forever a pupil.
—Abraham Maslow

Let me grow as I be. And try to understand why I want to grow like me;
Not like my mom wants to be
Nor like my dad hopes I'll be
Or my teacher thinks I should be
Please try to understand and help me grow
Just like me!

--Gladys Andrews
Fleming

The will to win, the desire to succeed, the urge to reach your full potential... these are the keys that will unlock the door to personal excellence.

—Confucius

Psychologically, the senior-high-school pupil has emerged from the crisis of adolescence either as victor or as vanquished. In the crisis, he has either lost or gained a great deal of confidence in himself and others. He may have given up his creative attempts to may have gained new vigor and new vision. In either instance, however, he is a new creature. He is almost an adult, who must be treated as such and from whom much should be expected with due consideration for his personality, which is by now fairly well-established.

--Italo de
Francesco

One certainly would not for anything have missed one's student days. To mix with other students is an education in itself. It is to come into touch with ideas that are 'living creatures having hands and feet.'

--Robert Lynd

I consider it a monstrous presumption that university lecturers should think themselves competent to go on talking year after year to young men, students, while holding themselves aloof from the opportunity of learning from eager youth, which is one of the most valuable things on earth.

--Alfred North Whitehead

The ideal college consists of a log of wood with an instructor at one end and a student at the other.

--James Abram Garfield

No student knows his subject: the most he knows is where and how to find out the things he does not know.

—Woodrow Wilson

After four years of high school, I thought I was pretty smart. Then I moved up to sophomore, and things really got tough!

—Will Teed

The main business of the school is learning. One approach to learning is to view the school and the teacher as the storehouse of all, or most, of those things worth knowing. The basic role of the school in this view is to transmit this knowledge. Another approach to learning is to teach students the process of inquiry, of critical analysis, of experimentation. The first approach stresses the status quo and views the student as a more passive participant. The second approach sees the student as an active participant who will question what he sees, who will be prepared for, and more likely to demand change in the system.

--Samuel G.
Christie

The most important fact about those who attend elementary school is that they are children. Unlike high school and college students, elementary school pupils are still navigating the high seas of early development, exploring a new world of information, and seeking to master their own minds and bodies in the process. Young children are full of contradictions. They are stubborn and malleable; persistent and distracted; charming and incorrigible. So, in discussing educational practices and policies that will affect them, let us begin by stipulating their uniqueness.

—William J. Bennett

I think my deepest criticism of the educational system . . . is that it's all based upon a distrust of the student. Don't trust him to follow his own leads; guide him; tell him what to do; tell him what he should think; tell him what he should learn. Consequently at the very age when he should be developing adult characteristics of

choice and decision making, when he should be trusted on some of those things, trusted to make mistakes and to learn from those mistakes, he is, instead, regimented and shoved into a curriculum, whether it fits him or not.

—Carl Rogers

For the birds that cannot soar, God has provided low branches.

—Turkish Proverb

A good teacher must know the rules; a good pupil, the exceptions.

—Martin H. Fischer

Four key beliefs that, when embraced by students, seem to contribute most significantly to their tendency to persevere in the classroom:

1. I belong in this academic community.
2. My ability and competence grow with my effort.
3. I can succeed at this.
4. This work has value for me.

If students hold these beliefs in mind as they are sitting in math class, Farrington [Camille] concludes, they are more likely to persevere through the challenges and failures they encounter there. And if they don't, they are more likely to give up at the first sign of trouble.

—Paul Tough

There is something about the Procrustean bed about schools; some children are left disabled by being hacked about to fit the curriculum; some are stretched to take up the available space, others less malleable are labeled as having special educational needs.

—Chris Bowring-Carr
and John
Burnham West

How many students ... were rendered callous to ideas, and how many lost the impetus to learn because of the way in which learning was experienced by them?

—John Dewey

Every student can learn. Just not on the same day or in the same way.

—George Evans

The senior year of high school has long been considered a lost year, a time when many students have earned most of their high school credits and have been accepted into college. With few requirements and little pressure, students often slack off in a common affliction known as 'senioritis.'

—Kelly Puente

A student's greatest thinking will come from his or her ability to break away—not to conform.

--Unknown

Beginning in 2011, Swanson Primary School in New Zealand submitted itself to a university experiment and agreed to suspend all playground rules, allowing the kids to run, climb trees, slide down a muddy hill, jump off swings, and play in a 'loose-parts pit' that was like a mini adventure playground. The teachers feared chaos, but in fact what they got was less naughtiness and bullying—because the kids were too busy and engaged to want to cause trouble, the principal said.

--Hanna Rosin

Results from the *Torrance Tests of Creative Thinking* in 2011 found that American children's scores have declined steadily across the past decade or more. The data show that children have become: less emotionally expressive, less energetic, less talkative and verbally expressive, less humorous, less imaginative, less unconventional, less lively and passionate, less perceptive, less apt to connect seemingly irrelevant things, less synthesizing, and less likely to see things from a different angle. The largest drop has been in the measure of 'elaboration,' or the ability to take an idea and expand on it in a novel way.

--Kyung-Hee Kim

U.S. taxpayers could reap \$45 billion a year if the number of high school dropouts were cut in half. The savings would be achieved via extra tax revenues; reduced costs of public health, crime, and justice; and decreased welfare payments.,

—Henry M. Levine

Schools are structured in a manner that allows us to deliver a wealth of information and ideas to young people who lack our experience of and sophistication about the world. For the most part, educators assume that, if we cover something, the students have learned it. We talk, they listen. We present, they absorb. At the end of a year, when we have covered everything according to our plan, the students are deemed ready for the next level—at least most of them are. In some cases, students who do not make progress are subjected to another year of the same material, usually presented in the same way, usually with the same books, and often with the same teachers. Then, if they fail for a second time, we usually move them ahead anyway, because keeping them back at this point makes even less sense.

—Ted Sizer

Senioritis (n.) A crippling disease that strikes high school seniors. Symptoms: laziness, an over-excessive wearing of track pants, and sweatshirts. Lack of studying, repeated absences, and a dismissive attitude. The only known cure is a phenomenon known as Graduation.

—*Urban Dictionary*

In our society to admit inferiority is to be a fool, and to admit superiority is to be an outcast. Those who are in reality superior in intelligence can be accepted by their fellows only if they pretend they are not.

--Marya Mannes

What we want is to see the child in pursuit of knowledge, and not knowledge in pursuit of the child.

--George Bernard Shaw

'How do you know so much about everything?' was asked of a very wise and intelligent man; and the answer was 'By never being afraid or ashamed to ask questions as to anything of which I was ignorant.'

—John Abbott

Children are notoriously curious about everything—everything except...the things people want them to know. It then remains for us to refrain from forcing any kind of knowledge upon them, and they will be curious about everything.

--Floyd Dell

I believe there are no poor students, only unmotivated students.

--Frederick Mayer

Almost all youngsters—and apparently oldsters as well—are capable of attaining the same standards within a reasonable period of time. All but a few babies, for instance, learn to walk by the age of two and to talk by the age of three. But no two get there quite the same way, as parents have known for eons.

So too at higher levels. Some children learn best by rote, in structured environments with high certainty and strict discipline. Others thrive in the less-structured permissive atmosphere of a progressive school....Some students need prescribed daily doses of information; others need challenge, the 'broad picture,' and a high degree of responsibility for the design of their own work. But for too long, educators have insisted that there is one best way to teach and learn, even though they have disagreed about what the way is.

--Peter Drucker

Man's business here is to know for the sake of living, not to live for the sake of knowing.

--Frederic Harrison

It is the fear of not being able to learn which makes students reject learning. It is our job to give students the light to have confidence in their ability.

—Unknown

Students must be actively involved in constructing meaning...Learning must have utility. Often this is accomplished by linking learning to the world outside of school.

--David T. Conley

College dean Julie Lythcott-Haims interacted with students who relied on their parents 'in ways that felt, simply, *off*' and who seemed 'existentially impotent.' She detailed the growing mental-health crisis at colleges, and described the brilliant, accomplished students who 'would sit on my couch holding their fragile, brittle parts together, resigned to the fact that this outwardly successful situation was their miserable life.

—Hanna Rosin

The amount of stress on a student is ridiculous. Students feel the constant need at our school of having to keep up with all the achievements. We'll do just fine, even though we got a B-minus on that chem test. And no, I won't join the debate team for you. We love our moms and we love our dads, but calm down.

—Martha Cabot, High School Sophomore

From the day a child enters kindergarten, he/she is screened, classified, grouped, tracked, promoted/not promoted, and labeled according to his/her performance on standardized tests. Standardized test scores for schools and school districts are often published in the newspapers and can affect the results of mill levy votes. Most colleges and universities give importance to standardized test scores as a criterion for admission. Test results underlie decisions about a child throughout school life. Often these decisions (academic tracking, for example) are irreversible.

—Sharon Koenigs

A student's performance on a standardized test may reflect more than just his/her knowledge of the content. Other factors influence test performance. These include a student's physical health, emotional state, motivation at the time of testing, out-of-school learning, learning in previous classes, and his/her intelligence. In addition, his/her test-taking sophistication and test-wiseness play a significant role in determining the final score. Students in good health, physically and emotionally, who are motivated, and have experience in test taking, score considerably higher on tests than students lacking these attributes.

—Sharon Koenigs

All students take tests, but the most difficult challenge of all may be the test of one's will, one's courage, and one's self-esteem when confronted by a bully.

—Dan L. Miller

Real education should consist of drawing the goodness and the best out of our own students. What better books can there be than the book of humanity?

—Cesar Chavez

Education is a shared commitment between dedicated teachers, motivated students and enthusiastic parents with high expectations.

—Bob Beauprez

Education is not to reform students or amuse them or to make them expert technicians. It is to unsettle their minds, widen their horizons, inflame their intellects, teach them to think straight, if possible.

—Robert M. Hutchins

A graduation ceremony is an event where the commencement speaker tells thousands of students dressed in identical caps and gowns that 'individuality' is the key to success.

—Robert Orben

Students must have initiative; they should not be mere imitators. They must learn to think and act for themselves - and be free.

—Cesar Chavez

Universities exist to transmit knowledge and understanding of ideas and values to students not to provide entertainment for spectators or employment for athletes.

—Milton Friedman

I have learned that, although I am a good teacher, I am a much better student, and I was blessed to learn valuable lessons from my students on a daily basis. They taught me the importance of teaching to a student - and not to a test.

—Erin Gruwell

A balanced diet and physical activity are vital to academic performance. A healthy diet has a direct link to increased cognitive function and memory skills, decreased absenteeism from school, and improved mood. These advantages can help students stay focused and complete their coursework.

—Matt Cartwright

As I told the students every time I visited a campus, you are the director of your own movie, and if you aren't enjoying what you are doing, change it.

—Gary Johnson

Today's students can put dope in their veins or hope in their brains. If they can conceive it and believe it, they can achieve it. They must know it is not their aptitude but their attitude that will determine their altitude.

—Jesse Jackson

The higher the social class of other students the higher any given student's achievement.

—James S. Coleman

What students lack in school is an intellectual relationship or conversation with the teacher.

—William Glasser

This is at the heart of all good education, where the teacher asks students to think and engages them in encouraging dialogues, constantly checking for understanding and growth.

—William Glasser

Students rarely disappoint teachers who assure them in advance that they are doomed to failure.

—Sidney Hook

One of the issues I kept saying to my students is you have to learn to interrupt. When you raise your hand at a meeting, by the time they get to you, the point is not germane. So the bottom line is active listening. If you are going to interrupt, you look for opportunities. You have to know what you're talking about.

—Madeleine Albright

The top experts in the world are ardent students. The day you stop learning, you're definitely not an expert.

—Brendon Burchard

For some students, school is the only place where they get a hot meal and a warm hug. Teachers are sometimes the only ones who tell our children they can go from an Indian reservation to the Ivy League, from the home of a struggling single mom to the White House.

—Denise Juneau

I tell my students, it's not difficult to identify with somebody like yourself, somebody next door who looks like you. What's more difficult is to identify with someone you don't see, who's very far away, who's a different color, who eats a different kind of food. When you begin to do that then literature is really performing its wonders.

—Chinua Achebe

Students teach all sorts of things but most importantly they make explicit the courage that it takes to be a learner, the courage it takes to open yourself to the transformative power of real learning and that courage I am exposed to almost every day at MIT and that I'm deeply grateful for.

—Junot Diaz

During my eleven years as a New York City public school teacher, I saw firsthand the impact that poverty has on the classroom. In low-income neighborhoods like Sunset Park, where I taught, students as young as five years old enter school affected by the stresses often created by poverty: domestic violence, drug abuse, gang activity.

—Sal Albanese

One of the very important characteristics of a student is to question. Let the students ask questions.

—A. P. J. Abdul Kalam

For students today, only 10 percent of children from working-class families graduate from college by the age of 24 as compared to 58 percent of upper-middle-class and wealthy families.

—Patrick J. Kennedy

This is what I tell my students: step outside of your tiny little world. Step inside of the tiny little world of somebody else. And then do it again and do it again and do it again. And suddenly, all these tiny little worlds, they come together in this complex web. And they build a big, complex world.

—Sam Richards

Research confirms that great teachers change lives. Students with one highly effective elementary school teacher are more likely to go to college, less likely to become pregnant as teens, and earn tens of thousands more over their lifetimes.

—Wendy Kopp

Harvard takes perfectly good plums as students, and turns them into prunes.

—Frank Lloyd Wright

The educational resources provided by a child's fellow students are more important for his achievement than are the resources provided by the school board.

—James S. Coleman

Is it not dangerous to have students study together for years, copying the same models and approximately the same path?

—Theodore Gericault

It is, all in all, a historic error to believe that the master makes the school; the students make it!

—Robert Musil

Most of my teachers wanted to send me to the principal's office. But my fourth-grade teacher once put her arms around me and said, 'You sure write well.' And I've had good penmanship until this day. She was the only one who ever said anything nice to me. That's the kind of motivation that students need.

—Andrew Young

Many of our students say, 'We wish we had a mentor in high school. We wish we had someone we could spend more time with, who paid more attention to us, who I could sit down with and talk to when I had a problem.' So relationships are critical.

—Gerald Chertavian

We are in a time, because of the proliferation of online media and a hundred channels on cable, where teenagers and young adults and eight- and nine-year-olds do not read enough. And the SAT is very unforgiving for students who do not read.

—Jonathan Grayer

We need to make education so much fun that students can't help but learn.

—Sebastian Thrun

My contention is that most students get distracted by music and social media because our current state of education is not sufficiently engaging to command their full attention.

—Thomas Frey

A university is what a college becomes when the faculty loses interest in the students.

—John Ciardi

It is commonly said that a teacher fails if he has not been surpassed by his students. There has been no failure on our part in this regard considering how far they have gone.

—Edmond H. Fischer

But the fact is, no matter how good the teacher, how small the class, how focused on quality education the school may be none of this matters if we ignore the individual needs of our students.

—Roy Barnes

Our approach to education has remained largely unchanged since the Renaissance: From middle school through college, most teaching is done by an instructor lecturing to a room full of students, only some of them paying attention.

—Daphne Koller

I never place limits on the potential success of my students. If they're going into acting, they're going to win the Oscar... If they're going into law, they're going to be chief justice.

—Alan Dershowitz

High school students ought to seek out campus communities where they feel not only empowered to engage their talents, but also challenged to leave their comfort zones. The ability to embrace new opportunities emerges, in part, from a willingness to take risks and to fail.

—Drew Gilpin Faust

Korean students are hard working, talented, and they do what they need to do. They succeed in exams. They are highly motivated to succeed in tests.

—Dan Shechtman

I've done a lot of surveys and interacted with a lot of students, and I was shocked to see that at 12 years old, girls are already talking about dumbing themselves down.

—Danica McKellar

I promise my students that if they take the time to figure out their life purpose, they'll look back on it as the most important thing they discovered while at school. If they don't figure it out, they will just sail off without a rudder and get buffeted in the very rough seas of life.

—Clayton Christensen

Students today are a pretty solemn lot. One of the really notable achievements of the twentieth century has been to make the young old before their time.

—Robertson Davies

When the students are occupied, they're not juvenile delinquents.

—Arlen Specter

Young people know how important it is for dads to be involved in their lives. As I travel the country and talk with students, some of them tell me that their lives would be totally different if their father was around.

—Arne Duncan

Every year, some 65,000 high school students - many of them star students and leaders in their communities - are unable to go to college or get a good job because they have no legal status.

—Gary Locke

I'm 53. I don't care about high school students. I find them irritating and uninformed.

—Alan Ball

Students follow rules. Students complete assignments. The job of students—in part, at least—is to please their teachers. Now, I realize I may be exaggerating a little here, but basically I think I'm right: students do what they're told.

—Jeffrey Toobin

Generally students are the best vehicles for passing on ideas, for their thoughts are plastic and can be molded and they can adjust the ideas of old men to the shape of reality as they find it in villages and hills of China or in ghettos and suburbs of America.

—Theodore White

When National Guardsmen shot four unarmed students at Kent State, virtually the entire system of higher education shuddered and stopped.

—Nancy Gibbs

American high school students trail teenagers from 14 European and Asian countries in reading, math and science. We're even trailing France.

—Suzanne Fields

Currently, only 70 percent of our high school students earn diplomas with their peers, and less than one-third of our high school students graduate prepared for success in a four-year college.

—Ruben Hinojosa

I feel I learned as much from fellow students as from the professors.

—Jack Steinberger

Running a school where the students all succeed, even if some students have to help others to make the grade, is good preparation for democracy.

—William Glasser

Good students are good at all things.

—Marissa Mayer

I loved statistics from a young age. And I studied very much in Sweden. I used to be in the upper quarter of all courses I attended. But in St. John's, I was in the lower quarter. And the fact was that [East] Indian students studied harder than we did in Sweden. They read the textbook twice, or three times or four times.

—Hans Rosling

I have this philosophy that A and B students work for C students.

—Kenny Troutt

Many students learn best by doing. But because classrooms force the same pace on all students, they limit the degree to which students can truly learn through trial and error. Instead, lectures still force many students to follow material passively and in lockstep pace.

—Sebastian Thrun

Less than one percent of U.S. college students attend Ivy League schools, and these students don't necessarily reflect the world's brightest and most capable thought leaders but, rather, the people who've been afforded the most opportunities to succeed.

—Sebastian Thrun

We do students a great disservice by implying that one set of students is more important than another.

—Johann Lamont

Students in the '60s were responsible for great changes, politically and socially.

—Tom Ford

As far as innovation goes, I can tell you that Korean students are reluctant to step out of line. If I ask questions, nobody raises their hands—not because they don't know the answers, but because they don't want to step out of line.

—Dan Shechtman

Many high school students are under so much competitive pressure. They are sometimes taught that if they don't have a 4.0 GPA, score in the 99th percentile on admissions tests, and demonstrate leadership in sports and participate in clubs, they won't get into college anywhere. Even highly credentialed professionals get caught up in this.

—Elizabeth Thornton

The SAT allows less-privileged students access to universities that previously were the bastions of the wealthy.

—Eliot Schrefer

Many of the differences that cause students to be excluded in school are actually the same qualities or skills that other people are going to admire, respect or value about that person in adulthood.

—Alexandra Robbins

I'm always telling my students that if they can't explain what they are doing, to their grandmothers, then they probably don't understand it themselves.

—Gunter Blobel

Never try to understand the students. They hate it. They would much rather be tragically misunderstood, wallow in self-pity...

—J. K. Rowling

The worst thing a kid can say about homework is that it is too hard. The worst thing a kid can say about a game is it's too easy.

—Henry Jenkins

Do question, even the basics!

You will be a fool for once!

If you don't, you will be, for a lifetime..

—Himmilicious

Teachers dread nothing so much as unusual characteristics in precocious boys during the initial stages of their adolescence. A certain streak of genius makes an ominous impression on them, for there exists a deep gulf between genius and the teaching profession. Anyone with a touch of genius seems to his teachers a freak from the very first. As far as teachers are concerned, they define young geniuses as those who are bad, disrespectful, smoke at fourteen, fall in love at fifteen, can be found at sixteen hanging out in bars, read forbidden books, write scandalous essays, occasionally stare down a teacher in class, are marked in the attendance book as rebels, and are budding candidates for room-arrest. A schoolmaster will prefer to have a couple of dumbheads in his class than a single genius, and if you regard it objectively, he is of course right. His task is not to produce extravagant intellects but good Latinists, arithmeticians and sober decent folk. The question of who suffers more acutely at the other's hands—the teacher at the boy's, or vice versa—who is more of a tyrant, more of a tormentor, and who profanes parts of the other's soul, student or teacher, is something you cannot examine without remembering your own youth in anger and shame. Yet that's not what concerns us here. We have the consolation that among true geniuses the wounds almost always heal. As their personalities develop, they create their art in spite of school. Once dead, and enveloped by the comfortable nimbus of remoteness, they are paraded by the schoolmasters before other generations of students as showpieces and noble examples. Thus the struggle between rule and spirit repeats itself year after year from school to school. The authorities go to infinite pains to nip the few profound or more valuable intellects in the bud. And time and again the ones who are detested by their teachers are frequently punished, the runaways and those expelled, are the ones who afterwards add to society's treasure. But some—and who knows how many?—waste away in quiet obstinacy and finally go under.

—Hermann Hesse

An exceedingly confident student would in theory make a terrible student. Why would he take school seriously when he feels that he can outwit his teachers?

—Criss Jami

The chief wonder of education is that it does not ruin everybody concerned in it, teachers and taught.

—Henry Adams

I must endure, fighting the temptation simply to become slack-jawed like most of my school 'peers' (they wish!), who will themselves into a collective, vacant, trancelike state for the duration of each class. (Although I sometimes secretly envy their ability to empty their minds completely for a full fifty minutes, reanimating only at the sound of a bell, like Pavlov's dogs...)

—Beth Fantaskey

In my day the principal concerns of university students were sex, smoking dope, rioting and learning. Learning was something you did only when the first three weren't available.

—Bill Bryson

Our students wanted to know everything: but only the newest theory seemed to them worth bothering with. Knowing nothing of the intellectual achievements of the past, they kept fresh and intact their enthusiasm for 'the latest thing.' Fashion dominated their interest: they valued ideas not for themselves but for the prestige that they could wring from them.

—Claude Lévi-Strauss

I spent half my childhood trying to be like my dad. True for most boys, I think. It turns with adolescence. The last thing I wanted was to be like my dad. It took becoming a man to realize how lucky I'd been. It took a few hard knocks in life to make me realize the only thing my dad had ever wanted or worked for was to give me a chance at being better than him.

—Tucker Elliot

'Will this be in the examination, Mr Hecker?' was the limit of my students' interest in any given subject. If it was going to be in the test they took notes, if it was not going to be in the test they did not take notes. Their silent, depthless stares were unnerving. I told myself that they were not stupid—for how could the final attainment of thousands of years of human progress be stupid?

—Tod Wodicka

I did not know of any single soul who succeeds in life without a mentorship.

—Lailah Gifty Akita

He'd no longer be a grade-motivated person. He'd be a knowledge-motivated person. He would need no external pushing to learn. His push would come from inside. He'd be a free man. He wouldn't need a lot of discipline to shape him up. In fact, if the instructors assigned him were slacking on the job he would be likely to shape them up by asking rude questions. He'd be there to learn something, would be paying to learn something and they'd better come up with it.

Motivation of this sort, once it catches hold, is a ferocious force...

—Robert M. Pirsig

The student's biggest problem was a slave mentality which had been built into him by years of carrot-and-whip grading, a mule mentality which said, 'If you don't whip me, I won't work.' He didn't get whipped. He didn't work. And the cart of civilization, which he supposedly was being trained to pull, was just going to have to creak along a little slower without him.

This is a tragedy, however, only if you presume that the cart of civilization, 'the system,' is pulled by mules. This is a common, vocational, 'location' point of view, but it's not the Church attitude.

The Church attitude is that civilization, or 'the system' or 'society' or whatever you want to call it, is best served not by mules but by free men. The purpose of abolishing grades and degrees is not to punish mules or to get rid of them but to provide an environment in which that mule can turn into a free man.

—Robert M. Pirsig

It happens very often that parents think they are worried about the progress a boy is making. They do not realise that all boys are numskulls with no brains which is not surprising when you look at the parents. Really the whole thing goes on and on and there is no stopping it. It is a vicious circle.

—Geoffrey Willans

Schoolgirls are not distractions.
They are students.
Teach them something other than misogyny.

—Merlyn Gabriel Miller

School in itself is a microcosm of society. These kids bring a lot of baggage with them, and as teachers with 30 plus kids in your classroom you have to take the time to get to know them, and not just see them as people you have to teach. And if they want to learn they will learn, and if they don't want to then too bad. But you have to see them as your surrogate children.

—Charles Chuck Mackey

My students tag tables, walls, and chairs because their greatest fear is that no one will ever remember them. They do not believe they can give impassioned speeches, rally people in protest, paint masterpieces. They think they will die, small and forgotten, and it dictates their every action.

—Thomm Quackenbush

The compulsive overachievement of today's elite college students—the sense that they need to keep running as fast as they can—is not the only thing that keeps them from forming the deeper relationships that might relieve their anguish. Something more insidious is operating, too: a resistance to vulnerability, a fear of looking like the only one who isn't capable of handling the pressure. These are young people who have always succeeded at everything, in part by projecting the confidence that they always will. Now, as they get to college, the stakes are higher and the competition fiercer. Everybody thinks that they are the only one who's suffering, so nobody says anything, so everybody suffers. Everyone feels like a fraud; everybody thinks that everybody else is smarter than they are.

—William Deresiewicz

Cope? Adapt? Uh, no. These are military kids. They roll with it. I once asked a new student, 'See any familiar faces?' She pointed out various kids and replied, 'Seattle, Tampa, Okinawa, New Jersey.' For military dependents school is literally a non-stop revolving door of old and new friends.

—Tucker Elliot

The girl clones at Singer Grove were just like the ones in Texas; they knocked themselves out to be like everyone else and then bragged about how they were different. All their differences put into a pot and boiled down wouldn't spice baby food. By trying to brag about how different they were, they just really showed how alike they were, because all their differences were alike.

—E. L. Konigsburg

School is a factory where the raw material called student is turned into a product called employee.

—Mokokoma
Mokhonoana

I had assumed 'a man's character is his fate' meant if my students worked hard they would get good grades, and if they were lazy they would fail—but any idiot could have seen that interpretation. It took no thought whatsoever, and it isn't at all what Joe was trying to teach me. No, what Joe meant was this: my character shapes what my students become, and what they become is my fate. I began to see teaching in a whole new light. From that day forward, I knew everything that happened to my students would haunt me or bless me—and I began to teach as if my happiness depended on their happiness, my successes depended on their successes, and their world was the most important part of my world.

—Tucker Elliot

Everyday more educators are showing that they value students by involving them in meaningful ways in school. These teachers and administrators say that it is not about ‘making students happy’ or allowing students to run the school. Their experience shows that when educators partner with students to improve learning, teaching and leadership in schools, school change is positive and effective.

—Adam Fletcher

The single problem plaguing all students in all schools everywhere is the crisis of disconnection. Meaningful Student Involvement happens when the roles of students are actively re-aligned from being the passive recipients of schools to becoming active partners throughout the educational process.

—Adam Fletcher

A Student is the most important person ever in this school...in person, on the telephone, or by mail.

A Student is not dependent on us...we are dependent on the Student.

A Student is not an interruption of our work..the Student is the purpose of it. We are not doing a favor by serving the Student...the Student is doing us a favor by giving us the opportunity to do so.

A Student is a person who brings us his or her desire to learn. It is our job to handle each Student in a manner which is beneficial to the Student and ourselves.

—William W. Purkey

You don't really need to be intelligent to be a ‘top student.’ All that you have to do is to forget the least in an exam.

—Mokokoma
Mokhonoana

They were worried about keeping military families strong. They were worried about the stress and strain of prolonged military service and how it would affect our military readiness the next time a Hitler-wannabe reared his ugly head. As they made a list of pros and cons for sending families overseas, they never imagined that DOD schools would be the best possible solution to nearly every problem they could envision. The most unpredictable phenomena occurred. The DOD literally created a culture of kids whose life experiences were so rich, yet so different from where they'd come from, that as they grew in years the people they most related to, the people they most wanted to be around, were other military kids who had the same shared experience. Military kids became military members—and they've kept us strong, our families, armed forces, our country, all of us.

—Tucker Elliot

We are all students of the world; frail embodied consciousnesses struggling to understand, and be a meaningful part of this great, mysterious gift of life.

—Bryant McGill

Even fairly good students, when they have obtained the solution of the problem and written down neatly the argument, shut their books and look for something else. Doing so, they miss an important and instructive phase of the work. ... A good teacher should understand and impress on his students the view that no problem whatever is completely exhausted.

—George Pólya

‘Our students didn’t used to come from such damaged families,’ Louis mused. ‘It’s true what they say. This country really is coming apart at the seams.’

—Paul Russell

What the teachers understand, students never understand and in the paper what we want them to understand they never understand so, apparently, students and teachers are like withstanding married couples with misunderstanding.

—Himmilicious

By the time these students enter the workforce, many of the jobs they will apply for will be in industries that don’t even exist yet. That’s a hard future to prepare someone for. Teachers have their sights set on the real goal: not to produce Ivy League graduates, but to encourage the development of naturally curious, confident, flexible, and happy learners who are ready for whatever the future has in store.

—Taylor Mali

Every moment you are open, as a humble student, you are surrounded with infinite possibilities of choice.

—Bryant McGill

As you work to become a better student, remember that learning is far more important than the numbers on your transcript. I know it can be hard sometimes to remember what you’re in school for. In some places, students go crazy over a tenth of a point - but this is an unhealthy and unsustainable way to manage your education. The real reason you’re in school is to grow as a person and fulfill your potential.

—Stefanie Weisman

Students are intense people, they laugh and cry, they break down and rebuild.

—Ursula K. Le Guin

When I act tough they listen politely till the spasm passes.

—Frank McCourt

Being a successful student is about more than reading, writing, and 'rithmetic. It's about being a skilled negotiator, a keen observer, and a master planner.

—Stefanie Weisman

I hadn't gone to Andover, or Horace Mann or Eton. My high school had been the average kind, and I'd been the best student there. Such was not the case at Eli. Here, I was surrounded by geniuses. I'd figured out early in my college career that there were people like Jenny and Brandon and Lydia and Josh—truly brilliant, truly luminous, whose names would appear in history books that my children and grandchildren would read, and there were people like George and Odile—who through beauty and charm and personality would make the cult of celebrity their own. And then there were people like me. People who, through the arbitrary wisdom of the admissions office, might share space with the big shots for four years, might be their friends, their confidantes, their associates, their lovers—but would live a life well below the global radar. I knew it, and over the years, I'd come to accept it.

And I understood that it didn't make them any better than me.

—Diana Peterfreund

Food comas - known as postprandial somnolence by people who liked to get bean up during recess - are fine when you're relaxing with friends or family, but they're a major setback when you have exams and papers to write.

—Stefanie Weisman

I'm the girl nobody knows until she commits suicide. Then suddenly everyone had a class with her.

—Tom Leveen

I'll be famous one day, but for now I'm stuck in middle school with a bunch of morons.

—Jeff Kinney

'You should be nicer to him,' a schoolmate had once said to me of some awfully ill-favored boy. 'He has no friends.' This, I realized with a pang of pity that I can still remember, was only true as long as everybody agreed to it.

—Christopher Hitchens

She is a loner, too bright for the slutty girls and too savage for the bright girls,
haunting the edges and corners of the school like a sullen disillusioned ghost.

—Eleanor Catton

Schoolboys are a merciless race, individually they are angels, but together,
especially in schools, they are often merciless.

—Fyodor Dostoyevsky

AFTER SCHOOL SPECIAL

Dear Mr. Schneider,
I attended your elementary
School almost thirty years ago
And I'm very sure that
You will remember
Me.

My name is Suzy.
I'm that hyperactive girl
From the Egyptian family
Who used to always play dead
On the playground during
Recess.

You used to keep me
After school a lot,
And then my father would
Force me to make the long
Walk home in the cold or rain.
Sometimes I would arrive
After dark.

I'm writing to tell you
That I was bored as a kid.
I was bored by your curriculum
And the way I was always taught a
Bunch of useless
Junk.

I did not like being locked up
In a prison of scheduled time
Learning about irrelevant material,
And watching belittling cartoons and
Shows approved by academia that
Made me even more
Bored.

As a kid
Who was constantly
Growing, evolving, and
Being shaped by all around me,
I wanted to travel,
See other kids
In the world like me,
To understand what was going
On amongst us and around us,
To know what we were here for
And what was our real purpose
For existence.

I have some questions
I would like to ask you, Mr. Schneider,
Now that I know that you are no
Longer a school principal,
But the new superintendent
Of the entire school
District.

I want to know
Why racism today
Was not clearly explained to me
Even though we covered events
That happened long ago.
I want to know why you
Never shared with us
Why other countries
Never liked us,
Why we are taught to compete,

To be divided in teams,
And why conformity is associated
With popularity, while
Eccentricity is considered
Undesirable?

I want to know
Why my cafeteria lunches
Were slammed packed
With bottom-tier
Processed junk food
Only suitable
For pigs?
And why is it
That whenever a bully
Slammed a kid into a locker for
His lunch money,
Nobody explained to us
That egotism, selfishness and greed
Were the seeds of
War?

I want to know
Why we were never taught
To stick up for each other,
To love one another, and that
Segregation sorted by the
Occupations of our fathers,
The neighborhoods we lived in, our houses,
Choices of sport, wealth, clothing,
Color of our skin
And the texture of our hair
Should never, ever
Divide us?

And lastly,
I want to know why
Is it that whenever I pledged
Allegiance to the flag,
I was never told that I was

Actually hailing to the
Chief?

You used to say that
I was a troubled child,
A misfit, and that I needed
Obedience training,
But you never acknowledged that
I was the fastest runner in the district
And that I took the school
To State and Nationals to compete
In the Spelling Bee among kids
Grades higher than me.
And that it was me,
Who won that big trophy
That sat in your office when you
Used to detain me for hours
And tell me I was no
Good.

Mr. Schneider,
If we are not taught truths as kids,
Then how do you expect us to
Grow up to be truthful citizens?
If we are only being taught the written way,
And it has not shown positive effects
In societies of yesterday or today,
Then how can we progress as a
United and compassionate
Nation?
What good is it,
To memorize the histories
Of our forefathers,
Without learning what could be
Gained from their lessons and mistakes
To improve our future
Tomorrows?

And finally,

I want to thank you;
For I know you have a tough job
Dealing with rebellious children like me.
Your job of mass processing and boxing
The young minds of America has not been an easy one,
And I congratulate you
On your recent promotion.
But I sincerely want to thank you,
Thank you,
And thank you,
For always pointing out
That I was
Different.

—Suzy Kassem

You can drag my body to school but my spirit refuses to go.

—Bill Watterson

Students need to see school as an integral, not a separate, part of their lives. Weaving strands of relevant learning into the fabric of their ‘real lives’ motivates students to become lifelong learners. This can happen in physical education classes where students learn ways of living healthy lives—or in language arts where a love of reading is fostered. Mediation and conflict resolution skills learned in middle school will make students better employees and citizens.

--Judy Pollack and
Kimberly Hartman

The good school sees the student, not as a vessel to be filled, nor a lamp to be lighted. Both metaphors suggest that the student is something to be done to, when in reality he or she is something that does, a body that moves, a mind that purposes, a spirit that soars, a life that lives. The good school sees the student as a life to be lived.

--Royce S. Pitkin

In the elementary grades, many teachers are experimenting with new ways to involve students in their own experience. There is pressure emanating from a growing force for more personalized living, to make schools human places, to return students to their life as children, to allow them to believe that it is worthwhile, perhaps even special, to be a child and not to be an ongoing performer seeking institutional rewards.

--Carl Weinberg

Boyhood is the longest time in life for a boy. The last term of the school-year is made of decades, not of weeks, and living through them is like waiting for the millennium.

--Booth Tarkington

When I went to school, all I had was a pencil and the kid next to me. And I think if he'd really applied himself, I could have been somebody.

—Unknown

I spent the next three hours in classrooms, trying not to look at the clocks over various blackboards, and then looking at the clocks, and then being amazed that only a few minutes had passed since I last looked at the clocks, but their sluggishness never ceased to surprise. If I am ever told that I have one day to live, I will head straight for the hallowed halls of Winter Park High School, where a day has been known to last a thousand years.

—John Green

A long time ago, there was no such thing as school, and children spent their days learning a trade, a phrase which here means 'standing around doing tedious tasks under the instruction of a bossy adult.' In time, however, people realized that the children could be allowed to sit, and the first school was invented.

—Lemony Snicket

INSOMNIA

I cannot get to sleep tonight.
I toss and turn and flop.
I try to count some fluffy sheep
while o'er a fence they hop.
I try to think of pleasant dreams
of places really cool.
I don't know why I cannot sleep -
I slept just fine at school.

—Kathy
Kenney-Marshall

[On school uniforms] Don't these schools do enough damage making all these kids think alike, now they have to make them look alike too? It's not a new idea, either. I first saw it in old newsreels from the 1930s, but it was hard to understand because the narration was in German.

—George Carlin

That is what is marvelous about school, she realized: when you are in school, your talents are without number, and your promise is boundless. You ace a math test: you will one day work for NASA. The choir director asks you to sing a solo at the holiday concert: you are the next Mariah Carey. You score a goal, you win a poetry contest, you act in a play. And you are everything at once: actor, astronomer, gymnast, star. But at a certain point, you begin to feel your talents dropping away, like feathers from a molting bird. Cello lessons conflict with soccer practice. There aren't enough spots on the debating team. Calculus remains elusive. Until the day you realize that you cannot think of a single thing you are wonderful at.

—Sarah Shun-lien
Bynum

The societies kids naturally form are tribal. Gangs, clubs, packs. But we're herded into schools and terrified into behaving. Taught how we're supposed to pretend to be, taught to parrot all kinds of nonsense at the flick of a switch, taught to keep our heads down and our elbows in and shut off our minds and shut off our sex. We learn we can't even piss when we have to. That's how we learn to be plastic and dumb.

—Marge Piercy

There's a huge difference for taking responsibility for one's actions, and taking credit, and in this scenario I think we need to give credit where credit is due. I won't take responsibility for my teacher's drinking problem, but I will take credit for it.

—Benjamin Tomes

As long as high schools strive to list the number of Ivy League schools their graduates attend and teachers pile on work without being trained to identify stress-related symptoms, I fear for our children's health. I am not mollified by the alums of my daughter's school who return to tell everyone that the rigor of high school prepared them for college, making their first year easier than they'd anticipated.

If they make it that far.

—Candy Schulman

Students are always at more risk than their teachers, which helps explain some students' delinquent behavior. They are afraid of failing, or being criticized and embarrassed in front of the class, so they reject the teacher first.

--Scott Berkun

I don't believe anybody can really grasp everything that's even in one textbook.

—Joshua Lederberg

She was right: school was lonely. The eighteen and nineteen year olds didn't socialize with the younger kids, and though there were plenty of students my age and younger [...] their lives were so cloistered and their concerns so foolish and foreign-seeming that it was as if they spoke some lost middle-school tongue I'd forgotten. They lived at home with their parents; they worried about things like grade curves and Italian Abroad and summer internships at the UN; they freaked out if you lit a cigarette in front of them; they were earnest, well-meaning, undamaged, clueless. For all I had in common with any of them, I might as well have tried to go down and hang out with the eight year olds at PS 41.

—Donna Tartt

The butterflies in my stomach turn into vampire bats as we pull up to the school.

—Cat Clarke

School was my solace, and studying let me escape, allowing me to live a thousand vicarious lives.

—Sarah Dessen

In a traditional classroom, the spread between the fastest and slowest students grows over time, [and so] putting them all in one class cohort eventually makes it exceedingly difficult to avoid either completely boring the fast students or completely losing the slow ones. Most school systems address this by... putting the 'fastest' students in 'advanced' or 'gifted' class... and the slowest students into 'remedial' classes. It seems logical... except for the fact that it creates a somewhat permanent intellectual and social division between students.

—Salman Khan

I speak up in class, I get sent to the office. Megan speaks up in class, she's a 'strong, assertive model student.' I post a few flyers saying that the vending machines on school property are a sign that our school has sold out to corporate-industrial establishment, I get (what else?) Saturday detention. Megan starts a campaign to serve local foods in the lunchroom (oh, and can we please maybe get rid of the soda machines?) and the local newspaper does a write-up about her.

She's like me, only not. Not like me at all. She's the golden girl and I'm...tarnished. So forgive me if I hate her a little.

—Katie Alender

Education delivered by a strict councillor, and received with great pains would never brighten the future of any student.

—Michael Bassey
Johnson

So now, not only did my best friend leave, but the cheerleaders and their mindless followers assumed I was personally responsible for the petition (which, yeah, I was) and started being openly rude to me—shutting doors in my face, leaving nasty notes on my desk and in my locker, making fun of me when I could obviously hear them. That's when I started keeping really quiet in class, and finding ways to show the other kids I wasn't afraid of them—like staring them straight in the eye when they looked at me, taking a step toward them when they talked to me, or walking right up to them and getting in their personal space if I heard them say my name. Saying the meanest things I could think of whenever I had the chance—repeating rumors, embellishing them. I found out Kira Conroy had been arrested for shoplifting at the mall, and made sure everyone knew about it. The girl who burped in a boy's face during her first kiss, the girl who tripped and fell off the stage at the Miss Teen California pageant—I shared those stories the moment I heard them.

All's fair in war, right?

Suddenly I wasn't a nobody anymore.

I was a somebody.

Somebody everyone was afraid of.

—Katie Alender

I was in that part of the class that made the top half possible.

—Zig Ziglar

Another major problem in education is the passivity of the students. Students spend far too much time sitting in classrooms only half attentive to teacher's talk...They often tune out instruction completely....Research shows again and again that the more students are actively involved in mastering a subject, the more quickly they will learn it....Modern technology can help free students from this cycle of passivity.

--Dr. Terrel Bell

Students in school cheat not to get the 'A,' but to avoid the 'C.'

—Charles Duhigg

When you ask students aged 11 to 15 'Where in school do you feel important?' they look at you as if to say, 'that's ridiculous! Of course you don't feel important in school.'

—William Glasser

As in the military, technology-based training is now the norm in most corporations, and its promise is extraordinary. It can free teacher and student from much of the drudgery and frustration associated with drill and practice. Free to assign students to imaginative and creative programs, the teacher is also free to manage instruction more creatively. And the student, using modern computers, finds that a machine's boundless patience, capacity to move at the student's pace, and memory are enormous advantages.

--*Business Week
Magazine*

The day may soon come when the concept of student and teacher will be obsolete. All knowledge will be acquired electronically.

--Todd Strasser

There is a social burden placed on schools by poverty, drug abuse, violence, and hopelessness. Troubled children carry the ills of their homes and neighborhoods into their classrooms every day. In too many parts of the United States, teachers must feed their students' bodies and souls before they can even begin to feed their minds.

--Nan Stone

A 'snapshot' feature in *USA Today* listed the five greatest concerns parents and teachers had about children in the '50s: talking out of turn, chewing gum in class, doing homework, stepping out of line, cleaning their rooms. Then it listed the five top concerns of parents today: drug addiction, teenage pregnancy, suicide and homicide, gang violence, anorexia and bulimia. We can also add AIDS, poverty, and homelessness....Between my own childhood and the advent of my motherhood—one short generation—the culture had gone completely mad.

--Mary Kay Blakely

I believe that teaching children honesty and the value of knowledge is fundamentally important to the existence of our free society and in the long run, to the happiness and quality of life of the students as they grow into adults. I admire and applaud parents who do the difficult and thankless work of teaching these values to their children. And I mourn those who teach children it is OK to cheat.

--Steve Simpson

As a student for over 20 years, I've never once used or even seen any pencil that wasn't a #2.

—Unknown

Teachers have rules, but there are 101 reasons for being late to class. Was the student threatened by a bully and hiding in the bathroom? Never assume; talk to kids. Why was your paper late? Why didn't you take the makeup test? When kids don't live up to your expectations, don't treat it as a crime but as a problem to be solved. The search for solutions begins with getting more information, often from students.

--Anne Wescott Dodd

President John F. Kennedy often invoked Lord Gladstone's quote, 'Victory has a thousand fathers, but defeat is an orphan.' If we apply this to our secondary schools, we see this rings true. Those who are successful in academics, athletics, or activities have no trouble finding adult advocates. In fact, many of them have several adults to give them guidance or complete recommendations supporting their applications for more challenging coursework, organizations, or institutions of higher learning. Many high schools even formally celebrate the signing of grants-in-aid by their athletic stars. Unfortunately, it is the lower-achieving students, who compose the bulk of a secondary school's students, that often lack the adult guidance they need.

—John M. Jenkins

Whoever ceases to be a student has never been a student.

—George Iles

Fears and anxieties vary with the age of the child. Here are some typical examples: **Ages 1-6.** Young children have simple fears. What scares them are immediate, personal things like being in the dark, large or loud animals, bees and bugs, and loud or scary noises. Many of them demonstrate what psychologists call separation anxiety, crying, throwing temper tantrums, and clinging to parents or caretakers. They may also be afraid of 'bad people' and accidents like falling off a playground slide.

Ages 6-12. Children of these ages start to worry about threatening situations like being hit by a bully or an adult. They also worry that they will fail or do poorly in school, that a parent may die, that their family will become poor, or even that they will be kidnapped. They become anxious about being accepted by their peers, their physical appearance, school performance, and parents' expectations.

Teenagers. Most teens begin to lose their childhood fears. They don't think anything will ever happen to them and may take unnecessary risks with their health and lives. Their fears and anxieties are more realistic, like gang violence, social rejection, and terrorist attacks. Teenage girls tend to show more general anxiety than boys, usually centered around social acceptance and popularity.

—*National Association of
Elementary School
Principals*

The best students are those who never quite believe their professors.

—Jim Collins

GUIDANCE AND COUNSELING NEEDS OF THE GIFTED

Gifted students have the same basic needs as all others: love, esteem, safety, and fulfillment of their basic physiological requirements. But, they also have needs that are unique to them—as individuals with advanced intellectual abilities. Briefly, these needs are:

1. The need to recognize and accept their own abilities, interests, and limitations.
2. The need to recognize and accept the abilities, interests, and limitations of others,
3. The need for adequate social relationships.
4. The need to explore, discover, and create.
5. The need for appropriate problem-solving skills.
6. The need to develop their abilities without regard to race, sex, or ethnic group.
7. The need to work independently and to participate in decision-making.
8. The need to understand attitudes of parents or teachers toward the gifted.
9. The need to set realistic goals and to evaluate realistically.
10. The need to be challenged.

—Rita R. Culross

SENSITIVITY OF GIFTED PEOPLE

Compared with most people, generally:

Gifted people are more receptive and responsive to what they experience. They are extremely perceptive and may be aware of what other people cannot even imagine. They may have trouble limiting their focus and can often see both sides of a situation.

They tend to take things personally and feel directly responsible for other people and events. They are more empathetic. They may include what other people feel and experience as extensions of themselves. They may personify and attribute feelings to objects and places.

They live intensely and their reality is often based on what they think and feel. What is obscure to others may have significant meaning to gifted people.

They often do not manage, think, and behave in the ways others think they should.

They feel that they should know better and not make mistakes. They hesitate to ask for help because they have received many subtle messages that they should be able to handle situations themselves. They regret that other people probably would not understand anyway.

Being extra aware, intense, and insightful, they have more to deal with and may be emotionally overloaded. Since they experience greater nuances of meaning and are aware of more information, they have many factors to consider in making decisions. Thus, they may perceive themselves to be exceptionally vulnerable.

In their own mind they are aware of more choices, and perhaps, more potential for error. They are likely to see themselves making more mistakes.

They may be discouraged because they recognize that resources and time limit actualizing most possible options: Even though much may be accomplished, they usually are compromising their ideal and denying more than they are actualizing.

Denying leads to frustration and grief for the loss of what they never had.

There are more options to excel and what is achieved may be excellent. Worth of accomplishments and activities is usually based on their personal meaning.

WAYS TO ENCOURAGE

Help gifted people:

1. Understand and accept that their thoughts, perceptions, and feelings may differ from most other people.
2. Develop meaningful relationships and a sense of acceptance with people who share similar sensitivity, intensity, and awareness.
3. Compartmentalize their relationships and experiences into manageable components.
4. **TAKE THEM SERIOUSLY AND LISTEN TO UNDERSTAND THEIR FEELINGS AND MEANINGS.**

—Elizabeth Meckstroth

SPECIFIC PROBLEMS OF THE GIFTED

Confusion about the meaning of giftedness
Feeling different

Heightened sensitivity
Idealism
Feelings of inadequacy
Relentless self-criticism
Increased levels of inner conflict
Deep concerns with morality and justice
Lack of understanding from others
Unrealistic expectations of others
Hostility of others toward their abilities
Difficulty with social relationships
Difficulty in selecting among a diversity of talents
Lack of sufficient challenge in schoolwork
Depression (often manifested as boredom)
High levels of anxiety
Difficulty accepting criticism
Hiding talents to fit in with peers
Nonconformity and resistance to authority
Refusal to do routine, repetitive tasks
Inappropriate criticizing of others
Excessive competitiveness
Isolation from peers
Low frustration tolerance
Intolerance of others
Lack of study habits

—Linda Silverman, Ph.D.

SIX YOUNG MEN

David was an honor student, star quarterback on his high school football team, and a perfectionist who ‘gave 100 percent’ to everything he did. When he earned an athletic scholarship to a prestigious Midwest college, the community shared his family’s pride. But by the beginning of his sophomore year, things were not going well. After he was cut from the college football team, friends began to notice his despondency and strange behavior. They urged him to sign himself into the hospital. Hours later, David slipped out of the psychiatric ward and made his last run. Dashing down the corridor, he plunged through a plate glass window to his death three floors below.

Eddie’s elementary teachers described him as ‘immature,’ ‘impulsive,’ and ‘capable of doing more.’ Despite the help he received in the learning disabilities program, Eddie never managed to graduate from high school. Late in his senior year, he got

into trouble with the law. Unable to wait for the outcome of an indictment hearing, he hung himself from the back of his truck. Meanwhile, his attorney was trying to contact him to give him the good news that his case had been dismissed.

Paul, a sensitive, artistic 17-year-old, lived with his stepmother and his father, a successful advertising executive. His natural mother had been hospitalized on several occasions for emotional problems. During high school, Paul drifted into the 'punk' crowd and spent much of his time absorbed in 'heavy metal' rock. One night he was cited for driving under the influence, instead of going to school the next day, he shot himself.

Fifteen-year-old Eric was a loner in his 8th grade class. As a youngster, he had been diagnosed as 'hyperactive' and took Ritalin to control his disruptive behavior in class. Teachers described him as unhappy in school. Later they would note that he always tried very hard to please. In junior high school Eric was a tense, anxious youngster who was obsessed with militarism and teased by his schoolmates. He spent much of his time playing 'Dungeons and Dragons.' One summer afternoon he hung himself. There was no apparent reason.

Joe had a history of poor school attendance. His measured intelligence ranged from 103 to 85. He suffered from migraine headaches and got into minor disciplinary scrapes. A notation on his school records simply said 'difficult home situation.' Joe failed 7th grade but was placed in 8th grade; subsequently, he failed 8th grade and was placed in 9th grade. He failed 9th grade the following year. Now a 17-year-old freshman, he did not return to school. In the years that followed he began to drink heavily and was unable to hold a job. After his girlfriend ended their relationship, Joe was convicted on the last of several DWIs (driving while intoxicated). He ended his life.

'Dearest Family' wrote Fred in his last note. 'I just couldn't seem to get it together; then booze and pot got hold of me. I just want you to know that I love you more than I could ever say. ...' Fred was the youngest in a family that placed great value on education. Both his brother and sister already had master's degrees. But from the first day of kindergarten, Fred had hated school. He had difficulty concentrating and could not cope with frustration. After high school graduation, he made three attempts at attending college. Dropping out for the last time, he was unable to find steady work in a depressed Midwest economy. When he was turned down by the military because of a pre-diabetic condition, he became severely depressed. Shortly after, he was picked up on his second DWI charge. Facing a long jail term, he chose to end his life.

—Maxine Seibel and
Joseph N. Muray

Teachers who complain ‘These kids have no work ethic’ couldn’t be farther off the mark. The problem is not that these kids lack a work ethic; the problem is that some of them see no connection between a work ethic and school. None of them would think, for example, to say to a customer at the MacDonald’s drive-up window, ‘Do you think I could get you those Chicken McNuggets some time tomorrow?’ Yet we give sanction to that sort of request when it comes to school assignments.

—Garret Keizer

My mother made me a scientist without ever intending to. Every other Jewish mother in Brooklyn would ask her child after school: So? Did you learn anything today? But not my mother. ‘Izzy,’ she would say, ‘did you ask a good question today?’ That difference—asking good questions—made me become a scientist.

—Isidor Isaac Rabi

Happily for us, students have not tried to overthrow the Government of the United States, but they certainly are making their views felt in public affairs. I think especially of the participation of American students in the great struggle to advance civil and human rights in America. Indeed, even a jail sentence is no longer a dishonor but a proud achievement.

--Adlai E. Stevenson

There was a time in our schools when teachers and administrators seemed quite insensible to the fact that children differed in ability, aptitude, interests, and therefore in achievement. If a pupil did not learn well, it was assumed that this was a sign that he was lazy and the way to cure that was by application of the rod. Today we know that children do differ in almost every conceivable way and that these individual differences, very large in some cases, have much to do with school achievement as well as personal adjustment, and success in school as well as out. Modern tests and testing procedures have done much to bring out the fact of such differences and to quantify them. That is, tests not only reveal that the differences exist but also tell us their extent or size.

—J. Wayne Wrightstone

Algebra is the new Greek that ‘all educated persons’ supposedly need....But we should be cautious about accepting its narrow view of the high school curriculum, especially its claim that advanced algebra should be a universal requirement....I have no doubt, for example, that most students who study Greek or astrophysics also end up in satisfying careers. Algebra is not the cause of adult success any more than Greek is. It is most likely the reverse: Those who take advanced courses are smart, motivated students who will succeed in any career they choose.

—Grant Wiggins

There is an epidemic right now of girls dumbing themselves down... in middle school because they think it makes them attractive.

—Danica Mckellar

Overly harsh discipline and suspension marginalizes, stigmatizes, and criminalizes these boys. When an African-American male in eighth grade has defiant behavior in the classroom, it's like seeing a burn on their body; we need to treat their behavior as evidence of a problem to be solved rather than a kid to lock up.

--Robert Ross

Some Asian kids did face intense pressure from their parents, on top of a cultural stigma against seeking help for mental-health issues.

—Hanna Rosin

As another has well said, to handicap a student by teaching him that his black face is a curse and that his struggle to change his condition is hopeless is the worst sort of lynching.

—Carter G. Woodson
(1875-1950)

There's a growing consensus that the most important input toward student achievement is child poverty and all the factors that go along with it. Unless and until we recommit ourselves to ending child poverty and reducing inequality, not just in schools but in families and communities, I don't see us reinventing ourselves. We can't put the cart before the horse. We've spent too long at this point saying, 'If we improve schools we'll erase poverty.' I think it's really time to try the other way around.

—Anya Kamenetz

What are some possible explanations for such extraordinary performance by Asian Americans? Several come readily to mind, but certainly require further exploration:

- Parents who value their children's education so much that they inculcate the centrality of that education in to every aspect of their everyday lives.
- Parents who actively monitor and supplement what the schools teach their children.
- Parents, and therefore children, who believe that academic effort and hard work are rewarded with accomplishment.
- Parents, and therefore students, who support the schools.
- Parents, and therefore students, who believe in taking the most challenging courses in the greatest numbers.

—Daniel B. Taylor

Most American schools today operate according to a philosophy of discipline that has its roots in the 1980s and '90s, when a belief that schools would be safer and more effective if they had 'zero tolerance' of violence, drug use, and other types of misbehavior led to a sharp rise in suspensions. In 2010, more than a tenth of all public-high-school students nationwide were suspended at least once. And suspension rates are substantially higher among certain demographic groups. African American students, for example, are suspended three times as often as white students. In Chicago public high schools (which have particularly good and well-analyzed data on suspensions), 27 percent of students who live in the cities poorest neighborhoods received an out-of-school suspension during the 2013-14 school year, as did 30 percent of students with a reported personal history of abuse or neglect.

—Paul Tough

Approximately 1,000 high school students will drop out with each hour that passes in a school day in America. This means that 30 percent of the class of 2007, or 1.2 million students, were estimated to have dropped out last year. The high school dropout crisis has received significant recent attention from researchers, policy makers and the media. It has been widely reported that one in three boys, and nearly 50 percent or more of some racial and ethnic groups of boys, will fail to graduate from high school with a diploma in four years. This is an alarming finding that demands prompt remedial action. What has been generally overlooked, however, is that girls, too, are dropping out of high school at dangerously high rates. In fact, one in four girls overall do not finish high school, and the numbers are worse for girls of color. One in two Native American female students, four in ten Black female students, and nearly four in ten Hispanic female students fail to graduate with a diploma each year. There are significant costs to be paid by both the individual and the nation as a whole for each and every student who drops out of high school. In general, dropouts face significant challenges to obtaining employment and achieving economic security. Female dropouts are at particular economic risk. As compared to their male peers, girls who fail to graduate from high school have higher rates of unemployment; make significantly lower wages; and are more likely to need to rely on public support programs to provide for their families. With so many students dropping out of high school each year, the aggregate drain on our nation's economy—through foregone income tax revenue and increased public spending—is substantial. At a time when every hour counts, the dropout rates and educational experiences of female students cannot be ignored.

—*National Women's Law
Center*

Striving for perfection in mind, body and spirit is a Korean way of life, and the cult of endless self-improvement begins as early as the hagwons, cram schools that keep the nation's children miserable and sleep-deprived, and sends a sizable portion of the population under the plastic surgeon's knife.

—Gary Shyteyngart

In 1950s America, a high-school student would 'pin' his 'steady.' In exchange, she would hand-hold his brains out.

--*Earth (The Book) A
Visitor's Guide to
the Human Race*

It's easier to floss with barbed wire than admit you like someone in middle school.

—Laurie Halse Anderson

Teens think listening to music helps them concentrate. It doesn't. It relieves them of the boredom that concentration on homework induces.

—Marilyn vos Savant

How anybody dresses is indicative of his self-concept. If students are dirty and ragged, it indicates they are not interested in tidying up their intellects either.

--Samuel I. Hayakawa

Consider the following statistics from the *National Eating Disorders Association's* website:

Forty-two percent of first-to-third-grade girls want to be thinner.

Eighty-one percent of 10-year-olds are afraid of being fat.

Even among clearly non-over-weight girls, over one-third report dieting.

Of American elementary school girls who read magazines, 69 percent said that the pictures influence their concept of the ideal body shape.

Forty-seven percent of these girls say the pictures make them want to lose weight.

—Connie Schultz

When girls feel bad about their looks, 60 percent avoid normal daily activities like raising their hand in class or even going to the doctor. That means that girls do not show up for life when they don't feel good enough or pretty enough. A role model can help girls see beauty as a source of confidence, not anxiety.

—Mandy Moore

ON EDUCATION

He always wanted to explain things.

But no one cared.

So he drew.

Sometimes he would draw and it wasn't anything.

He wanted to carve it in stone or write it in the sky.

He would lie out on the grass and look up in the sky.

And it would be only him and the sky and the things inside him that needed saying.

And it was after that he drew the picture.

It was a beautiful picture.

He kept it under his pillow and would let no one see it.

And he would look at it every night and think about it.

And when it was dark, and his eyes were closed, he could still see it.

And it was all of him. And he loved it.

When he started school he brought it with him.

Not to show anyone but just to have with him like a friend.

It was funny about school.

He sat in a square, brown desk

Like all the other square, brown desks

And he thought it should be red. And his room was a square, brown room,

Like all the other rooms,

And it was tight and close.

And stiff.

He hated to hold the pencil and chalk,

With his arm stiff and his feet flat on the floor;

Stiff,

With the teacher watching and watching.

The teacher came and spoke to him.

She told him to wear a tie like all the other boys.

He said he didn't like them.

And she said it didn't matter!

After that they drew.

And he drew all yellow and it was the way he felt about morning.

And it was beautiful.

The teacher came and smiled at him.

‘What's this?’ she said. ‘Why don’t you draw something like Ken’s drawing? Isn’t that beautiful?’
After that his mother bought him a tie.
And he always drew airplanes and rocketships like everyone else.
And he threw the old picture away
And when he lay alone looking at the sky,
It was big and blue and all of everything,
But he wasn’t anymore.
He was square inside
And brown.
And his hands were stiff.
And he was like everyone else.
And the things inside him that needed saying didn’t need it anymore,
It had stopped pushing,
It was crushed.
Stiff
Like everything else.

(Written by a high school senior, two weeks before he committed suicide.)

—Arthur Daigon and
Richard A.
Dempsey

The number of teens who get together with their friends nearly every day dropped by more than 40 percent from 2000 to 2015; the decline has been especially steep recently. It’s not only a matter of fewer kids partying; fewer kids are spending time simply hanging out. That’s something most teens used to do; nerds and jocks, poor kids and rich kids, C students and A students. The roller rink, the basketball court, the town pool, the local necking spot—they’ve all been replaced by virtual spaces accessed through apps and the web.

—Jean M. Twenge

One test of the correctness of educational procedure is the happiness of the child.

--Maria Montessori

The ultimate end of education is happiness or a good human life, a life enriched by the possession of every kind of good, by the enjoyment of every type of satisfaction.

—Mortimer Adler

I would rather see a school produce a happy street cleaner than a neurotic scholar.
—A. S. Neill

The numbers are stark: One in four U.S. students will witness or experience a traumatic event before the age of 4, and more than two-thirds by age 16. These children do not—they cannot—simply close their eyes to what they’ve seen or experienced. With each forced eviction, each arrest of an adult in their home, each abuse to their own bodies, an instinctive trigger to ‘fight or flee’ is pulled over and again. Over time, a child’s developing brain is changed by these repeated traumatic experiences. Areas that govern the retention of memory, the regulation of emotion, and the development of language skills are affected. The result is a brain that has structurally adapted for survival under the most stressful circumstances,—but not for success in school.

—Mary Ellen Flannery

We have to abandon the idea that schooling is something restricted to youth. How can it be, in a world where half the things a man knows at 20 are no longer true at 40—and half the things he knows at 40 hadn’t been discovered when he was 20?

—Arthur C. Clarke

I began pulling out old pictures and yearbooks from our Los Angeles high schools and UC Berkeley. Suddenly there we were, thousands of trim-haired, neatly-dressed, conservative-looking youngsters, with perky, forced smiles, encased in identical inch by inch-and-a-quarter boxes for our children to snicker at. Only they did not snicker.

‘Mom, this isn’t the 60s, is it?’

—Elise Frances Miller

Time is the best teacher, but unfortunately, it kills all of its students.

—Robin Williams

We need to care less about whether our children are academically gifted & more about whether they sit with the lonely kid in the cafeteria.

—Internet Meme

Schoolboy days are no happier than the days of afterlife, but we look back upon them regretfully because we have forgotten our punishments at school and how we grieved when our marbles were lost and our kites destroyed—because we have forgotten all the sorrows and privations of the canonized ethic and remember only its orchard robberies, its wooden-sword pageants, and its fishing holidays.

--Mark Twain

For the first time in recent memory, the majority of U.S. public school students come from low-income households. The student body includes a larger proportion than ever of students who are still learning to speak English. And it includes many students with disabilities who would have been shut out of public school before passage of the 1975 law now known as the *Individuals With Disabilities Education Act*, which guaranteed all children ‘a free appropriate public education.’

—Erika Christakis

The brown bag, of course, had its imperfections. While some kids carried roast beef sandwiches, others had peanut butter. I have no way of knowing if all of those brown bags contained ‘nutritionally adequate diets.’ But I do know that those brown bags and those lunch pails symbolized parental love and responsibility.

—Charles Mathias, Jr.

I’m cynical about students. The vast majority are philistines. I’m cynical about teachers. The vast majority are uninspiring. I’m cynical about the ‘deciders’—the school officials who control what students study. The vast majority think they’ve done their job as long as students comply.

Those who search their memory will find noble exceptions to these sad rules. I have known plenty of eager students and passionate educators, and a few wise deciders. Still, my 40 years in the education industry leave no doubt that they are hopelessly outnumbered. Meritorious education survives but does not thrive.

—Bryan Caplan

Fifty years ago, college was a full-time job. The typical student spent 40 hours a week in class or studying. Effort has since collapsed across the board. ‘Full time’ college students now average 27 hours of academic work a week—including just 14 hours spent studying.

—Bryan Caplan

We all know that girls who compete in sports perform better in school, are physically healthier and have a stronger self-esteem.

—Louise Slaughter

We know that math ability is universal, and interest in math is spread pretty much equally through the population, and we see there are almost no low-income, high-performing math students. So we know that there are many, many students who have the potential for high achievement in math but who have not had opportunity to develop their math minds, simply because they were born to the wrong parents or in the wrong zip code.

—Daniel Zaharopol

Across a range of behaviors—drinking, dating, spending time unsupervised— 18-year-olds now act more like 15-year-olds used to, and 15-year-olds more like 13-year-olds. Childhood now stretches well into high school.

Are today's teens waiting longer to take on both the responsibilities and the pleasures of adulthood? Shifts in the economy, in parenting, certainly play a role. In an information economy that rewards higher education more than early work history, parents may be inclined to encourage their kids to stay home and study rather than to get a part-time job. Teens, in turn, seem to be content with this homebody arrangement—not because they're so studious, but because their social life is lived on their phone. They don't need to leave home to spend time with their friends.

—Jean M. Twenge

Those who promote ability grouping, special education, gifted programs, and the myriad other homogeneous instructional groups in schools claim that these classifications are objective and color blind, rather than, as Goodlad suggests, reflecting myths and prejudices. Advocates of grouping explain the disproportionate classification of white students as gifted or advanced and of students of color as slow or basic as the unfortunate consequence of different backgrounds and abilities. They base their claims of objectivity on century-old (and older) explanations of differences that are neither scientific nor bias-free.

Both students and adults mistake labels such as 'gifted,' 'honors student,' 'average,' 'remedial,' 'LD' and 'MMR' for certification of overall ability or worth. These labels teach students that if the school does not identify them as capable in earlier grades, they should not expect to do well later. Everyone without the 'gifted' label has the de facto label of 'not gifted.' The resource classroom is a low status place and students who go there are low status students. The result of all this is that most students have needlessly low self-concepts and schools have low expectations. Few students or teachers can defy those identities and expectations. These labeling effects permeate the entire school and social culture.

—Jeannie Oakes and
Martin Lipton

During my eleven years as a New York City public school teacher, I saw firsthand the impact that poverty has on the classroom. In low-income neighborhoods like Sunset Park, where I taught, students as young as five years old enter school affected by the stresses often created by poverty: domestic violence, drug abuse, gang activity.

—Sal Albanese

Most of the people at the top were always going to be the people at the top—they had uncomplicated access to opportunities that women and people of color and other minorities simply don't.

—Rob Markman

Auditory learners, who usually are our best students, listen and understand at a rate of 100 to 200 words per minute, and not more than 200 words per minute—which, paradoxically, is a little faster than we can lecture. However, the right-brain, visual, and kinesthetic learners can listen and understand at rates of up to 1,500 words per minute. They need material presented at a much faster rate than other students. In fact, if material is presented slowly, their brain races ahead to other subjects or shuts off. Indeed, their mind wanders and they become bored at slow rates used in lecture-type instruction.

—Robert L. DeBruyn

Over recent years, [there's been] a strong tendency to require assessment of children and teachers so that [teachers] have to teach to tests and the test determines what happens to the child, and what happens to the teacher...that's guaranteed to destroy any meaningful educational process: it means the teacher cannot be creative, imaginative, pay attention to individual students' needs, that a student can't pursue things [...] and the teacher's future depends on it as well as the students'...the people who are sitting in the offices, the bureaucrats designing this—they're not evil people, but they're working within a system of ideology and doctrines, which turns what they're doing into something extremely harmful [...] the assessment itself is completely artificial; it's not ranking teachers in accordance with their ability to help develop children who reach their potential, explore their creative interests and so on [...] you're getting some kind of a 'rank,' but it's a 'rank' that's mostly meaningless, and the very ranking itself is harmful. It's turning us into individuals who devote our lives to achieving a rank, not into doing things that are valuable and important.

It's highly destructive...in, say, elementary education, you're training kids this way [...] I can see it with my own children: when my own kids were in elementary school (at what's called a good school, a good-quality suburban school), by the time they were in third grade, they were dividing up their friends into 'dumb' and 'smart.' You had 'dumb' if you were lower-tracked, and 'smart' if you were upper-tracked [...] it's just extremely harmful and has nothing to do with education. Education is developing your own potential and creativity. Maybe you're not going to do well in school, and you'll do great in art; that's fine. It's another way to live a fulfilling and wonderful life, and one that's significant for other people as well as yourself. The whole idea is wrong in itself; it's creating something that's called 'economic man': the 'economic man' is somebody who rationally calculates how to improve his/her

own status, and status means (basically) wealth. So you rationally calculate what kind of choices you should make to increase your wealth—don't pay attention to anything else—or maybe maximize the amount of goods you have.

What kind of a human being is that? All of these mechanisms like testing, assessing, evaluating, measuring...they force people to develop those characteristics. The ones who don't do it are considered, maybe, 'behavioral problems' or some other deviance [...] these ideas and concepts have consequences. And it's not just that they're ideas, there are huge industries devoted to trying to instill them...the public relations industry, advertising, marketing, and so on. It's a huge industry, and it's a propaganda industry. It's a propaganda industry designed to create a certain type of human being: the one who can maximize consumption and can disregard his actions on others. It's massive, and it starts with infants.

—Noam Chomsky

5-year-old: Why can't dogs go to school?

Me: Dogs are animals.

5-year-old: They let in boys.

—Internet Meme

At-risk students are children who are expected to fail because teachers cannot motivate, control, teach, or interest them using traditional methods and prescribed curriculum.

—Bill Page

Despite different cultures, middle-class youth all over the world seem to live their lives as if in a parallel universe. They get up in the morning, put on their Levi's and Nikes, grab their caps and backpacks, and Sony personal CD players and head for school.

--Naomi Klein

I pay the schoolmaster, but it is the schoolboys who educate my son.

—Ralph Waldo Emerson

STUDENT PLEDGE

Today I will do my best
to be my best.

What I do today will make a difference
in my life.

My choices will affect me

and those around me.

I will listen.
I will follow directions.
I will be honest.
I will respect the rights of others.

I will learn something today,
Because today matters and
my future is built
on 'now' at a time.

—Internet Meme

The young student sits with his head bent over his books, and his mind straying in youth's dreamland; where prose is prowling on the desk and poetry hiding in the heart.

—Rabindranath Tagore

We real cool. We
Left school. We

Lurk late. We
Strike straight. We

Sing sin. We
Thin gin. We

Jazz June. We
Die soon.

—Gwendolyn Brooks

When I die I want all the people I worked with on group projects to lower me in the ground to let me down one last time.

—Internet Meme

Ben Franklin attended school for only two years, where he proved himself excellent in reading, fair in writing, and poor in arithmetic. He went on to become one of the most successful self-educated persons of all time. It probably helped that he was a genius.

—Roger Matile

STRATEGIES FOR CLASSROOM DISCIPLINE:

- Teach and remind students of behavior you expect for class in general and for specific activities. Occasionally during the lesson remind students of the behavior you expect, and as often as possible recognize and praise appropriate behavior (particularly with the most difficult students—‘I like the way Nico is paying attention and ready to start the song,’ ‘Jane is quiet and ready to go,’ ‘I like the way you all lined up.’ (You can even set a goal for yourself to provide during class 5 positive comments each for your misbehavers.) It makes your day as a teacher much more pleasant to be giving out positive comments as opposed to yelling and being upset.
- One of the most effective approaches with most students is to communicate frequently with parents and enlist their help in managing the students’ behavior. This takes work, and many teachers don’t communicate as often as they should, but if you can develop an ongoing dialogue with the parents of difficult students, it can ease your classroom management workload tremendously. Call every week, and call also to offer praise for improved behavior. If you’re dealing with 15 nasty students, that’s only 15 calls per week. You might work out a contract with parents. If the student behaves well in class, they can have some special privilege at home—pick a movie for weekend viewing, a McDonald’s meal, stay up a half hour later than usual, play a video game for longer than usual—whatever the parent thinks will best motivate the student to behave in music class. If parents use e-mail, you can also communicate with them via e-mail. If you put a lot of effort into ongoing parent communication, it can make a difference.
- You can even ask parents who are available during the day to attend your class while their child is present to oversee their child’s behavior. The parent can just check into the main office and say they have a meeting with you and then come down to the classroom.
- As a teacher you can also make a special arrangement with a misbehaving student to earn privileges in class for proper behavior. For instance, if you have to reprimand them about proper behavior more than twice, they lose their privilege. After about three class sessions, you can change the criteria to no reprimands about proper behavior. Privileges can be ‘sitting at the teacher’s desk or in a special place,’ ‘being first in line,’ or ‘choosing an activity,’ for instance. You can also use tangible rewards such as stickers, school supplies, decals, colored pencils, bookmarks, pencil toppers, or discount coupons for local merchants. With your school ID, you could talk to

store managers at McDonald's, Target, Burger King, etc. to get a supply of discount coupons to use as incentives.

You can also have the misbehaving student keep a behavior chart. Make up a chart with check boxes for every five minutes of class. The student gets to mark a box for every five minutes of good behavior. (Monitor or nod or smile to the student if she silently seeks your approval or acknowledgment.) If the student has all boxes checked at the end of the period, and you concur with the checks, the student earns a reward.

- Use peer pressure by offering class rewards for good behavior and following proper procedures. Recognize and praise good behavior frequently, and have some criteria for the class earning their reward.
- Teach and demonstrate and even give bad examples of the behavior you want students to demonstrate—general classroom behavior, lining up behavior, behavior for a specific activity, etc. Many teachers just expect good behavior but don't actually teach it. It is just as important to teach behavior as it is to teach music. You must have student attention and engagement for your lesson to be successful and for students to learn.
- Move the misbehaving student right next to you as you teach so you can closely monitor behavior and so you can praise positive behavior more easily.
- Set up a tape recorder or use a smart phone in the classroom and explain to the students that you will turn on the recorder when someone starts misbehaving. You will then play the recorded audio for the parent and the principal. (In reality you need only play it for the parent during a conference or phone conference.) To affect behavior, many times you need only to threaten to turn on the recorder. But if you do turn it on, follow through with playing it during a phone conference or personal conference so students know it's not an idle threat. You can also use a video recorder for this procedure.
- Hold a private one-on-one conference with the student. Many teachers yell at students and consequence students but never really sit down to have a personal discussion with the student. During the conference make expectations clear but also listen to any concerns the student may have and solicit conversation from the student on how the two of you can work together to have a pleasant classroom experience without misbehavior.

—Dan L. Miller

THE ANTISOCIAL LADDER

- Step 1: Ineffective Parenting
- Step 2: Antisocial Behavior
- Step 3: Academic Failure
- Step 4: Peer Rejection
- Step 5: Deviant Peer Group
- Step 6: Delinquency

—Elizabeth Ramsey and
Gerald R.
Patterson

Contrary to what many of us believe, bullying in school does not primarily involve boys. Popular portrayals, such as *The Lord of the Flies* and *Lords of Discipline*, which depict only boys as both the bullies and the victims, do not reflect reality....only 47% of the victims of bullying in middle school are boys. Thus, according to the students' own perceptions, the majority (53%) of the victims of bullies are girls.

Not surprisingly, the bullying that takes place among boys tends to be more physical (punching, kicking, pushing, and so on) than that which takes place among girls (which is usually more verbal in nature). Among the students who said that the bullying they had experienced was mostly physical, 89.3% were boys. Among those student who said that the bullying they experience was mostly verbal, 67.1% were girls.

—Frank J. Barone

No form of hazing is OK. While taping players to goal posts or stuffing them in lockers might see like harmless fun, hazing has a tendency to escalate.

Researchers found that 13 percent of kids who were hazed wanted revenge, and that doesn't bode well. The kids who were hazed the previous year tend to be the hazers the next year. What they do is ratchet it up a notch, make it a little more degrading, make it a little more dangerous.

—Hank Nuwer and
Norman Pollard

Many educators say the rise in cheating is due to an erosion of ethics in a self-centered culture. Some point to habits ingrained in students through years of working together in cooperative learning situations. Others pin the blame on teachers who don't care if kids cheat or who would rather avoid the hassle of disciplining those who do. Still others bemoan growing numbers of indulgent parents who refuse to hold their kids accountable....people are so much more concerned about drugs and violence. Cheating is getting worse, but it's getting less

attention....More serious is that many parents defend their kids even when they know they cheated. These parents may not even question the evidence. Rather, educators say, parents sometime cut straight to the excuse, hoping to secure more lenient punishments. And teachers often buckle under the pressure. In a survey of 356 high school teachers by *The American School Board Journal*, roughly seven out of 10 teachers said parental pressure discourages educators from penalizing student cheaters.

The parents sometime offer startling excuses in defense of their children's indefensible behavior. One high school world history teacher who responded to the ASBJ survey says, 'I've had parents say to me that if they had not cheated, they never would have passed French in college.'

At North Springs High School in Fulton County, Ga., school officials are clamping down hard on student cheating. But North Springs principal Peter Zervakos says some parents don't understand why, especially when their kid is the one being punished. They tell him cheating is a fact of life in the business world—so, what's the big deal? Others argue that cheating is a justifiable reaction to academic pressure. 'It's scary because they really believe this,' says Zervakos.

—Kevin Bushweller

Why do children join gangs? Gangs can fill an emotional need for children that is not being met at home. Kids who join gangs are looking for something that is missing in their family life. Gangs offer acceptance that the family may not be offering. They also offer solidarity which may be missing from families where parents are absent or not available. Gang dress and rituals provide a sense of stability and belonging, and gang membership brings respect and a feeling of power that children find alluring.

—*National Association of
Elementary School
Principals*

It used to be that cheating was done by the few, and most often they were the weaker students who couldn't get good grades on their own. There was fear of reprisal and shame if apprehended. Today, there is no stigma left. It is accepted as a normal part of school life, and is more likely to be done by the good students, who are fully capable of getting high marks without cheating. 'It's not the dumb kids who cheat,' one Bay Area prep school student told me. 'It's the kids with a 4.6 grade-point average who are under so much pressure to keep their grades up and get into the best colleges. They're the ones who are smart enough to figure out how to cheat without getting caught.'

—Regan McMahon

Nationally, 75 percent of all high school students cheat. But the ones who cheat more are the ones who have the most to lose, which is the honors and AP (advanced placement) students. Eighty percent of honors and AP students cheat on a regular basis....For kids with a very high GPA and very high SAT scores, who have taken a ton of AP classes, what distinguishes them is how perfect they are. So there's no room for any kind of error. And if there's no room for error, you tend to cheat, even though these students would have done just fine on the test. They say they cheat because 'this is my safety net.'

—Denise Pope

Athletes in the high-profile male sports such as football, baseball and basketball are more willing to cheat than other athletes. The one women's sport that yields similar results is softball. For generations, sports have been perceived as an endeavor that builds character and instills positive values in youth. Study results prompted many to ask: Just what are the coaches teaching these kids?

The major male sports seem to be spawning a win-at-any-cost mentality that carries over into the classroom. Thirty-seven percent of boys and 20 percent of girls said it was proper for a coach to instruct a player to fake an injury. Forty-three percent of boys and 22 percent of girls surveyed said it was proper for a coach to teach basketball players how to illegally hold and push, for example. Now that is clearly illegal. Whether you call it cheating or just breaking the rules, it's illegal. It changes the game. You're not supposed to hold. In a survey, a substantial number of the young people thought that was permissible. So you have to ask yourself, what is that telling us about the values that sports are generating?

The minimum-GPA factor and the time-management issue—fitting studying in amid the practices and games. I think what allows them to succumb to it is also the fact that there's a sort of mental attitude that it's not that big a deal. I don't think they lose a lot of sleep over it. So as an ethicist, that's the piece of it I worry about. Is there no conscience operating?

—Michael Josephson

The pressure to succeed at all costs has boosted cheating levels in college to record levels also. A graduate of San Francisco's independent Urban School, whom we'll call Ellen, now a junior at the University of Southern California, says, 'Everyone cheats. There is no cushion, so you have to do well; there isn't a choice. In college, there is no room for error. You cannot fail. You refuse to fail. People become desperate, so they'll do anything to do well. That's why people resort to paying others to do their papers. Because you feel: Mess up once and you are screwed. The end.'

Tests are a big part of the grade in college, she says, and those are largely multiple-choice, which were a rude shock to someone coming from a progressive high school. 'It's just memorization,' says Ellen. 'I came from Urban, where I was taught to bask

in the glory of learning something, not to just sit down the night before with a bunch of kids on Adderall and go through the 30-page study guide and memorize as much as I can. And you can say that taking a drug to stay up so you can study is another form of cheating.

—Regan McMahon

...the widespread use by high school and college student of the drugs Adderall and Ritalin, normally prescribed to kids diagnosed with attention deficit disorder. Students without the disorder find them easy to obtain legally (college students often use the phrase ‘I’m having a little trouble focusing’ at the campus health center to get a prescription) or illegally from students sharing their prescription or selling pills for profit. Ellen says some college students will trade marijuana for Adderall.

Pope says use of stimulants is on the rise in high school, and more and more kids are using them to take the SAT. As in the debate over the use of steroids in sports, some students don’t feel it’s morally wrong—because it’s still your brain at work—and are ignoring the health risks of taking a drug not meant for them, with no monitoring of dosage or side effects by a doctor....It was No-Doz and caffeine. Now, especially in the past five years, it has switched to Adderall, Ritalin and illegal stimulants.

A lot of students’ philosophy is ‘Cheat or be cheated.’ So many of their friends are cheating, they figure they’d be a chump not to. ‘If you’re the one honest kid, you’re actually going to get the lower grades or the lower test scores.’

—Denise Pope

Cheating is so common in middle school and high school that after a while ‘you just get used to it. It’s not even a moral issue for high schoolers. Kids have become immune to it.’

A popular method of cheating is networking, which...is ‘the easygoing smart kid gives the answers to some other kid.’

‘There was one time in a science class in freshman year when I was networking with some other girl and we didn’t get caught. We both got A’s. It was a great feeling, actually, I’d have to say with no regret, mainly because I knew I would never have to use that information ever again.

Technology is a catalyst, but text-message cheating is big because the cheaters are sending out the message. Some people keep their integrity, but some fall into the trap when it’s suggested.

—Pirouz Mehmandoost,
High School
Student

According to one study, less than 2 percent of all academic cheaters get caught, and only half of them get punished. So there's almost a 99 percent chance of getting away with it.

—Michael Josephson

One of the most disturbing trends is that behavior once considered cheating is no longer thought to be so. Copying homework, for example. An eighth-grader in private school says, 'That's not cheating, it's helping.'

—Regan McMahon

We call it the morning scramble. In the morning at a high school, you see a ton of kids sitting around copying each other's homework. Because a percentage of their grade is based on their turning in their homework. And a lot of these kids are doing so many classes and after-school activities that there's no way they could possibly do all the work required of them. So kids don't even count that as cheating. That's just sort of survival for them: divvying up the work. That's why they're IM-ing (instant messaging) all the time while they're doing homework. It's another way of divvying up the work. It's a way of ensuring that you get it done. It doesn't matter how you do it, just get it done and get it in.

—Denise Pope

But even if kids are not aware of cheating scandals like Enron, they are absolutely influenced by the role models they see close to them. So when they see their parent go 'diagnosis shopping' to get a doctor to say they have ADD so they can have extra time to complete their SAT test, or they hear a coach tell them to fake an injury in football when their team is out of time-outs to gain an unofficial one, kids get the message that it's OK, even necessary, to do take whatever steps to gain an advantage. And to an adolescent that may translate as lie, cheat and steal.

—Denise Pope

Six processes at work in children who got along with their peers: First, these children were able to communicate clearly and correctly. Second, they exchanged information about themselves and their families. Third, they established common play activities. Fourth, they identified more similarities than differences among one another. Fifth, they could resolve conflicts in a more positive way. Sixth, they could share private thoughts and feelings. Herein lies clues that will help us help children develop friendships and, therefore, experience school success.

—John Gotten and
Jeffrey Parker

The interesting thing about cheating is that it's a window into a kid's soul, and into the family's soul, too. Because so many of these kids are cheating to please their parents—to get a grade, to get into college, whatever. The 100 or so academic integrity cases I dealt with in 20 years as a high school English teacher and in two years as a vice principal in charge of disciplinary matters showed how desperate kids are to please their parents and help their friends.

—Joe Di Prisco

EARLY WARNING SIGNS OF TROUBLING BEHAVIOR

- Social withdrawal
- Excessive feelings of isolation, loneliness, or rejection
- Being a victim of violence
- Feelings of persecution
- Low school interest and poor academic performance
- Expression of violence in writings and drawings
- Uncontrolled anger
- Patterns of impulsive and chronic hitting, intimidating, and bullying behaviors
- History of discipline problems
- History of violent and aggressive behavior
- Intolerance for differences and prejudicial attitudes
- Drug or alcohol use
- Affiliation with gangs
- Inappropriate access to, possession of, or use of firearms
- Serious threats of violence

—*Early Warning, Timely Response: A Guide to Safe Schools*

Discipline continues reign and his education's king of problems and we'd like to see it reduced to prince or knave. Misbehavior receives a great deal of media attention. Some of this attention is exaggerated, some is underrated and some is deserved. The point is, general breakdown of discipline in today's classroom is common. What the media sometime neglect to mention is the direct connection between family breakdown and classroom breakdown. Both kinds of breakdowns are inextricably linked yet teachers and schools tend to be blamed for children's total behavior and functioning, in and out of the classroom. Unfair!

The truth is, today's child often brings to school a body that can't sit and attend, a mind that has absorbed too many adult themes, a vocabulary that is more street-

wise than wisdom-wise, an attitude influenced by memorization of students' rights, not responsibilities, a philosophy of 'Me-ism,' not 'We-ism,' and overt behavioral patterns that invite continual conflict and disruption during precarious instructional time.

—Stanley T. Dubelle, Jr.
and Carol
M.Hoffman

Most reasonable persons would agree today that the legitimate functions of the school extend beyond the development of intellectual skills and the transmission of subject-matter knowledge. The school also has undeniable responsibility with respect to mental health and personality development, simply because it is a place where children spend a good part of their waking hours, perform much of their purposeful activity, obtain a large share of their status, and interact significantly with adults, age-mates, and the demands of society.

—David Paul Ausubel

Large numbers of persons move from childhood into adult years with a burden of emotional distress... whatever might be the origins, students' emotional difficulties infect their minds when they are at school and after they leave. This fact... should be a challenge to educators, especially those who say that a major aim of education is to help students to use their minds effectively. Nothing could demonstrate the sincerity of this aim better than an effort to help a student use his resources to cope with conditions that encumber his mind.

—Arthur T. Jersild, Eve
Allina Lazar, &
Adele M. Brodtkin

Learning-disabled adolescents are especially aware of their own feelings of inferiority, failure, and impotence... pupils express empathy for characters, identify with situations they read, and are delighted to discover fictional and factual whose characters experience problems similar or comparable to their own. Reading such stories reinforces their feelings of 'normalcy' and helps the students to realize that they are not alone in facing adolescence's problems and the special problems created by their disabilities.

—Ronald S. Lenkowsky
& Barbara E.
Lenkowsky

Many high school students go to great lengths to demonstrate their contemptuous rejection of what they regard as the hypocritical values of adult society.

—Robert F. Biehler

There are three general correlates identified with dropping out. One correlate addresses personal problems of youth which tend to be independent of class and family background, including:

- Substance abuse (alcohol and/or other drug use and abuse),
- Problems with the law,
- Low self-esteem/lack of self identity,
- Peer pressure,
- Mental health problems such as depression (suicidal tendencies), and Pregnancy

A second correlate shows the relationship between dropping out and family background, including:

- Socioeconomic status,
- Educational level of parents,
- Child rearing practices,
- Single parent families, and
- Dysfunctional families (including child abuse).

The final correlate addresses school factors, including:

- Bilingualism,
- Cultural differences/cultural discontinuity,
- Academic achievement/failure including grade retention and tracking,
- Attendance: truancy/absenteeism/detention/expulsion,
- Teacher attitudes and expectations, and
- Racism, discrimination, and prejudice.

—Ardy Sixkiller Clarke

SCHOOL UNIFORMS:...WHY THEY WORK

A safe and disciplined learning environment is the first requirement of a good school. Young people who are safe and secure, who learn basic American values and the essentials of good citizenship, are better students. In response to growing levels of violence in our schools, many parents, teachers, and school officials have come to see school uniforms as one positive and creative way to reduce discipline problems and increased school safety.

They observed that the adoption of school uniform policies can promote school safety, improve discipline, and enhance the learning environment. The potential benefits of school uniforms include:

- Decreasing violence and theft—even life-threatening situations—among students over designer clothing or expensive sneakers;
- Helping prevent gang members from wearing gang colors and insignia at school;
- Instilling students with discipline;
- Helping parents and students resist peer pressure;

- Helping students concentrate on their schoolwork; and
- Helping school officials recognize intruders who come to the school.

*—U.S. Department of
Education*

School Attendance Philosophy: This school is committed to the philosophy that every student should attend every class every day. Regular attendance and promptness are expected in all classes and are essentials of good performance of any job. Learning to participate in group discussions, developing an appreciation for the views and abilities of other students, and forming the habit of regular attendance to one's tasks are legitimate objectives of any course. Learning that is lost due to absence can never be adequately replaced. Each student should be aware that attendance is part of his or her evaluation in each class. A student should understand that excessive absences, whether excused or unexcused, will drastically affect the class grade.

—Dan L. Miller

Homework prepares children to learn about unpaid overtime.

—Internet Meme

I am 5. I am a risk taker and mess maker. I am a confident doer of exciting things. I'm not built for desk sitting. My brain craves action. I'm not as grown up as some people think. I still need to play, move and explore. Don't rush my Childhood!

—Internet Meme

SPECIAL NEEDS POEM

They say that I have 'special' needs,
And while that's partly true,
The needs that matter most to me
Are the same ones you have too.

I NEED TO BE ACCEPTED.

I need friends that make me smile.
I need a chance to learn and grow,
Feeling valued all the while.
Sure, I need some extra help
And some things I can't do,
But I hope you'll see beyond all that.
INSIDE I AM JUST LIKE YOU.

—April Vernon

Everyone is born creative; everyone is given a box of crayons in kindergarten. Then when you hit puberty they take the crayons away and replace them with dry, uninspiring books on algebra, history, etc. Being suddenly hit years later with the 'creative bug' is just a wee voice telling you, 'I'd like my crayons back, please.'

—Hugh MacLeod

Allowing a student with a hidden disability (ADHA, Anxiety, Dyslexia) to struggle academically or socially when all that is needed for success are appropriate accommodations and explicit instruction, is no different than failing to provide a ramp for a person in a wheelchair.

—*TheOTClinic*

If we understand the signals they are giving us, middle school kids can be fun and adventurous. If we can find it in our hearts to overlook some of their quirky and mysterious behaviors, we can find them to be energetic and curious about how the world works around them. If we see the world as they view it, we can take their hand and guide them across the narrow bridges and frightening valleys they see sprawling before them. And finally, if we can reveal the patience to talk with them about the issues that confuse and bedevil them, we can find a world open for discussion and journey.

—Dr. Kid Brain

It pained me to imagine how our twosome appeared to others, marked as those kind of girls who belonged to each other. Those sexless fixtures of high school.

—Emma Cline

It was bad, but what in high school is not? At the time we're stuck in it, like hostages locked in a Turkish bath, high school seems like the most serious business in the world to just about all of us. It's not until the second or third class reunion that we start realizing how absurd the whole thing was.

—Stephen King

I hated high school. I don't trust anybody who looks back on the years from 14 to 18 with any enjoyment. If you liked being a teenager, there's something wrong with you.

—Stephen King

Kids without friends are, to use one teacher's words, a living heartbreak. 'Each year I have some children who just can't seem to make friends. They're sad, I'm sad, and I don't know what to do about it.'

Even young children are able to feel what researchers term 'the loneliness of isolation.' And as Janis Bullock, professor of child development at Montana State University in Bozeman, notes, kids without friends often develop negative attitudes toward school. For some children—especially those who are rejected by their classmates day in and day out—school can be a miserable place.

'No one knows how much inner turmoil kids without friends feel,' says an elementary school guidance counselor. 'To recognize kids with these inner problems, we need to look at their outer behavior. For instance, we need to take a second look at the little girl who cowers in a corner alone while her classmates work on a group project, and we need to think about the little boy who sits on the sidelines during recess. Maybe what these kids need most is a friend.'

—Susan Black

Studies show that children who have trouble making and keeping friends during their early years run a high risk of thinking of themselves as social outcasts—and eventually becoming outcasts—as they move up the grades. And, these studies show, loneliness in early childhood can have long-lasting effects: Lonely kids are more likely to drop out of school, and lonely kids often grow up to be lonely adults.

—Susan Black

How a child gets along with other children is 'the single best childhood predictor of adult adaptation.' Friends provide several important functions in child development. First, children who have friends have a much-needed emotional resource—a security system, you might say—that helps them be brave instead of timid. In school, having friends could give a child the courage to sign up for a classroom play or volunteer to explain a math problem in front of the room. A child's confidence, boosted by friends, can also make it easier to meet new people and handle stresses outside of the classroom, such as living in a trouble household. And kids with friends tend to laugh and smile more often, a sign that they're enjoying life and having fun.

—Willard Hartrup

This was a factory, a sorting house. We were no different from dogs and pigs and cows: all of us were allowed to play when we were small, but then, just before reaching maturity, we were sorted and classified. Being a high school student was the first step toward becoming a domestic animal.

—Ryū Murakami

She is a loner, too bright for the slutty girls and too savage for the bright girls, haunting the edges and corners of the school like a sullen disillusioned ghost.

—Eleanor Catton

Like informal peer tutors, friends encourage and help one another on homework and other school projects and activities. In cooperative groups, for instance, students who work with their friends master new learning more readily than students who work with classmates who are not their friends. Friends are a ‘unique context’ for learning in that they talk to each other more, take more time to work out their differences, and compromise more readily than children who are not friends.

—Willard Hartrup

The key to being a good teacher is to know the kids. You have to know every single one and have a relationship with every single one. I think that one thing that really allows me to work hard is knowing that my teacher knows where I am in life at that moment. If they don’t know me, I will tend not to work as hard for them.

—Anonymous Student
quoted by Nancy
Doda & Trudy
Knowles

What middle school teachers don’t get about their students is that we don’t like being treated like two year olds. We like to be treated like we are in the middle because that’s where we are—we are between children and teenagers. It embarrasses us when we are handled like kids.

—Anonymous Student
quoted by Nancy
Doda & Trudy
Knowles

It might be nice for them [teachers] to know that we are living human beings, we have feelings and we are people. Sometimes teachers think of you just as a student not a person, so they push you over your limits and sometimes they maybe might talk to you a little louder than they usually do if it is taking you a long time to answer a problem or you don’t understand. We are people too! We are not perfect.

We can't do everything perfectly the first time. If teachers understand this, it might make us feel more comfortable and we might do better in school.

—Anonymous Student
quoted by Nancy
Doda & Trudy
Knowles

I think every middle school teacher should know, or try to understand, the social whirlwind of statuses that form and so quickly harden with every student in their place. What may seem, to a teacher, a classroom full of students peacefully working, may be exactly the opposite to a student. It becomes a room full of pitfalls, danger signs, and safe havens situated carefully in familiar territory. Every student, throughout the day, moves cautiously on 'safe' paths from room to room. They will not read in another level (or) territory. They will not mix; everyone knows their place. Only a teacher or a student from a higher level will cause them to mix. The separation between boys and girls is even more pronounced. Boys have territory separate from girls, and their own divisions in that. Boys and girls will absolutely not mix, except in the rare groups of girls and boys that are friends; these groups are either absolute highest status, or the very bottom. Every student, boy or girl has this place, their territory, their paths, the people they can stay with on their level. I think middle school teachers should know of and try to understand this code of the students. This network of statuses and levels is ever present in middle schools. While some students may not be directly aware of it, they always have a subconscious understanding of where they fit. This is very important for middle school teachers to know.

—Anonymous Student
quoted by Nancy
Doda & Trudy
Knowles

Young adolescents do not just want friendly peer relationship, they want respectful, collaborative, and equitable relationships. They want to feel psychologically safe, they want others to also feel safe, and they are seeking adult assistance in securing such safety. In the current educational milieu, with heightened attention to student achievement as measured by standardized tests, many middle level schools are choosing to devote less rather than more time to the affective dimension of school life. Packaged anti-bullying programs are not what these middle schoolers are asking for. Instead, they are asking for the quality of human exchange in schools and classrooms to be more democratic, humane, and respectful.

— Nancy Doda &
Trudy Knowles

Teachers, teachers, teachers, when will they learn. I have the attention span of a raisin. I need to be kept busy with things that are fun. Teachers need to find out what interests kids and what stuff they like to do. So for a less whiny, annoyed, and temperamental class, make it fun.

—Anonymous Student
quoted by Nancy
Doda & Trudy
Knowles

I think one of the most important things they should understand is that every single student has their own hopes and dreams. For some it may be to be on the honor roll all through high school, go to Harvard, and grow up to be a very 'successful' person. For others, it may just be not to flunk out of high school. You need to embrace everyone's wants. That doesn't mean that you should give more attention to those with higher hopes. Just work with each one and encourage them to do their best.

—Anonymous Student
quoted by Nancy
Doda & Trudy
Knowles

The primary thing that teachers should know about their students is the attitude to address them in...letting the students do things on their own or in groups with minimal interference from the teacher is also preferred; unless (help) is asked for. This gives the students a sense of independence, and can build self-confidence. In conclusion, teachers should know just how far to get involved with students. If the teacher does this, they will be respected, admired and remembered by their students.

—Anonymous Student
quoted by Nancy
Doda & Trudy
Knowles

I can imagine that teaching eighth graders must be pretty tough. Half of us don't even know who we are, so how could teachers understand us? It's hard, but I can think of some ways. First of all, it must be understood that we are all trying to fit in. Eighth grade is a hard year and everyone has insecurities. I'm not saying to walk on eggshells around us, but be aware that our emotions can change like the wind. Be firm, but understanding and strict but gentle. Also, we need to get breaks from class work and homework. We have a life outside of school. Parts of us wish we were older, but other parts wish we were still in kindergarten, playing in the

sandbox. If it's nice weather, don't give a lot of homework. You could even have us read aloud outside or something. We need time to breathe and enjoy life while we're still kids.

—Anonymous Student
quoted by Nancy
Doda & Trudy
Knowles

Adolescence brings with it this new power: One can consider how others think about oneself. This development not only allows for more mature social interactions, but may also produce the intense self-consciousness sometimes referred to as 'adolescent egocentrism.' Suddenly, what a child imagines that everyone else is thinking infuses each choice he or she makes in the classroom. At the same time, young adolescents do not yet accurately distinguish between their internal imaginary audience and the actual perceptions of their friends. They may swing rapidly from an intense desire for privacy to an equally audacious desire for attention. This tension is just one of many that young adolescents experience, and act out, during this period of rapid physical, cognitive, and psychological change.

—Kathleen Cushman &
Laura Rogers

They don't want to be embarrassed by being goody-goodies in school, and so they try to act up just to get approval from the other kids at school. Sometimes, some kids will go through physical torture, like gettin in fights at school, just to fit in with the other kids. It makes no sense at all.

—Middle School Student
Daquan as quoted
by Kathleen
Cushman & Laura
Rogers

There's this girl at my school, and nobody likes her because she smells like she takes a shower once upon a Christmas. The teachers can't make you be friends with her or any other person. You chose who you want to be friends with. You wouldn't want to be caught hanging around that person, because they would think you took a shower once upon a Christmas.

—Middle School Student
Daquan as quoted
by Kathleen
Cushman & Laura
Rogers

I can't read, and that's not my fault. God made me the way he wanted to make me. Did I ask God to do that? I don't think people should pick on me just 'cause I can't read. They come up to me, and they be like, 'Read this word for me, I can't read it.' I'll be like, 'You know I can't read, can you get out of my face please?' They'll be like, 'Too bad. I forgot you stupid, and you in that retarded class.' And I be getting mad, and I want to punch them and stuff.

—Middle School Student
Amanda as quoted
by Kathleen
Cushman & Laura
Rogers

The third week, our teacher decided to let the kids make up their own rules that we would follow by ourselves. It's the whole seventh-grade contract, we did it together as a community, because we didn't want the same old school rules that we had last year. Right now, it's working good. We each get a contract with the rules, to make sure we're following them. We judge ourselves every day, and we are honest; if we really know that we didn't do well, we put a 'no.' If we do something bad, it comes back on the person who messed-up up. If we are following it, we put down a 'yes' or a check. On Friday, at advisory, they check it.

—Middle School Student
Jessica as quoted
by Kathleen
Cushman & Laura
Rogers

What do students think about school? The picture from national surveys is not encouraging....10 percent of high school students are highly engaged and 15 percent are disengaged. Those in between lack strong connections with teachers and find school work irrelevant or dull....two-thirds of students are bored in class every day, and 17 percent are bored in every class....just 45 percent of students believe teachers care if they are absent from school.

—Laura Pappano

Students' decisions to drop out of school [are] not...a single momentous action but... the culmination of a long path of disengagement from school. Schools must stop looking at what kids are doing—the risk factors or attributes that make them likely to disengage—and look at what the school is doing. Does your school make kids feel anonymous? Impose excessively strict discipline? Teach courses that feel irrelevant to students? Fail to support students academically or socially in the classroom?

—Jeremy D. Finn

Anonymity is the curse the overloaded, overspecialized, overcomplicated American comprehensive high school....the specialness of each adolescent is denied—unless that adolescent is ‘special’ for some specified reason. The ‘unspecial majority’...drifts through school genially—until there is a crisis....This organizational cornucopia denies teachers the opportunity to take each student carefully through his or her education, one by one. Humans differ, and adolescents are humans. Their humanness begs to be respected. It can be respected only if the institutions serving adolescents make respect a practical possibility by arranging their staffs so that each child—and each child’s family—can be known truly well.

—Theodore R.Sizer

EIGHTH GRADERS’ WORRIES (1993)

- Getting good grades
- Your parents’ health
- Friend, relative, family member dying
- Taking tests
- Getting into college
- Getting a good job after high school/college
- Not being attractive to others
- Dying
- Going to high school
- Getting AIDS

—Tom Carr

9 TOP THINGS TEENS WORRY ABOUT (2014)

Friends. Friends are unquestionably one of the most important aspects of any teenagers life, as they provide support and company during one of the most confusing and difficult periods of your life.

Sex.

Work.

School.

Further Education.

Family.

Drugs.

The Future.

—<https://teen.allwomenstalk.com/top-things-teens-worry-about/>

The physical growth of students varies more in grade five through eight than in any other years. Boys' growth rates and timing are haphazard at best. A quick glance inside almost any middle school classroom reveals both muscular, physically mature boys, and boys who appear to have been smuggled out of the fourth grade.

The same variety is evident among girls. By ages 12 to 14, many girls look like high school seniors and, to the chagrin of school principals and nervous parents, they enjoy it. They are the students who can't understand why we don't permit high school students to attend middle school dances.... Middle level students quickly develop a new concern about how they look, spending an inordinate amount of time in front of mirrors, lamenting whatever is out of proportion, admiring what seems in place, and assuring themselves that nobody else in the world has the same problems.

—Samuel H. Campbell

The three most important aspects of school for middle level students are friends, friends, and friends. These students will do almost anything to get—and keep—a friend. Their unspoken motto is, 'My Friends Can Do No Wrong.'

The ways friends interact varies according to gender. Girls like to discuss intimacies among themselves, sharing their most treasured secrets. Boys tend to emphasize the importance of supporting each other—to the degree that they never 'rat' or 'tell' on someone else. It is not considered masculine.

Unfortunately, students use hitting to indicate both friendship and enmity, so the wise educator puts hitting into perspective. Boys and girls may both show they 'like' each other by hitting, tripping, twisting arms. etc.

—Samuel H. Campbell

Adolescents have little opportunity to share their feelings in school regarding such concepts as friendship, love, sex, guilt, parents, siblings, aggression, peace, their future, etc. Many students simply hold their feelings inside and share little. This only serves to exacerbate their sense of isolation. Others may share with a friend who may be supportive but who also is struggling with questions of personal power and identity.

—Clement A. Seldin

Small children take it as a matter of course that things will change every day and grown-ups understand that things change sooner or later and their job is to keep them from changing as long as possible. It's only kids in high school who are convinced they're never going to change. There's always going to be a pep rally and there's always going to be a spectator bus, somewhere out there in their future.

—Stephen King

Some people were simply created with the right genes and the proper social skills, I figured. They ended up at a lunch table with a group of good-looking individuals, like them, who did what all good-looking individuals managed: making the rest of us feel both envious of them and sad for ourselves, intentional or not. They had activities outside of school and followers online—people of social necessity who sat at home on Friday nights and ‘liked’ popular posts in hopes that they, too, might one day be as attractive and personable.

—Bryant A. Loney

Look at yourselves. Some of you teenagers, students. How do you think I feel and I belong to a generation ahead of you—how do you think I feel to have to tell you, ‘We, my generation, sat around like a knot on a wall while the whole world was fighting for its human rights—and you’ve got to be born into a society where you still have that same fight.’ What did we do, who preceded you? I’ll tell you what we did. Nothing. And don’t you make the same mistake we made.

—Malcolm X

It is hard to convince a high-school student that he will encounter a lot of problems more difficult than those of algebra and geometry.

—Edgar W. Howe

Between standardized testing and a culture of achievement, today’s youth can feel pressure to succeed in ways previous generations did not.

A survey done every year by Higher Education Research asks incoming college freshmen if they feel overwhelmed by all they have to do.

In 2016, 41% of students said ‘yes’ compared with 28% in 2000 and 18% in 1985.

—Dr. Claire McCarthy

Nearly 80 percent of all prisoners are high-school dropouts or GED recipients.

—Kamala Harris (2019)

All that is necessary for a student is access to a library.

—Thomas Jefferson

The boy was a model pupil, forgettable and easily forgotten, and he spent much of his spare time in the back of the English class where there were shelves of old paperbacks, and in the school library, a large room filled with books and old armchairs, where he read stories as enthusiastically as some children ate.

—Neil Gaiman

Poverty creates obstacles that would trip-up even the most naturally gifted student...children who frequently change schools due to poor housing; have little help with homework; have few role models of success; have more exposure to lead and asbestos; have untreated vision, ear, dental, or other health problems;...and live in a chaotic and frequently unsafe environment.

—Lawrence Mishel

Multiple studies have found that only about 20 percent of student outcomes can be attributed to schooling, whereas about 60 percent are explained by family circumstances—most significantly, income. Now consider that, nationwide, just over half of today’s public-school students qualify for free or reduced-price school lunches, up from 39 percent in 2000. Surely if American students are lagging in the literacy, numeracy, and problem-solving skills our modern economy demands, household income deserves most of the blame—not teachers or their unions.

—Nick Hanauer (2019)

Half of the county’s public-school [Charlotte, N.C.] students have been unable to complete a homework assignment because they don’t have access to a computer or the internet.

—*Eliminate the Digital Divide*

Because we ain’t got an alarm clock
Dug in the dirty clothes basket,
Cause ain’t nobody washed my uniform
Brushed my hair and teeth in the dark,
Cause the lights ain’t on
Even got my baby sister ready,
Cause my mama wasn’t home.
Got us both to school on time,
To eat us a good breakfast.
Then when I got to class the teacher fussed
Cause I ain’t got no pencil.

—Joshua T. Dickerson

Elite students desperately fear failure and crave the conventional markers of success, even as they see through and publicly deride mere ‘gold stars’ and ‘shiny things.’

—Daniel Markovits

Elite middle and high schools now commonly require three to five hours of homework a night; epidemiologists at the *Centers for Disease Control and Prevention* have warned of schoolwork-induced sleep deprivation. Wealthy students show higher rates of drug and alcohol abuse than poor students do. They also suffer depression and anxiety at rates as much as triple those of their age peers throughout the country. A recent study of a Silicon Valley high school found that 54 percent of students displayed moderate to severe symptoms of depression and 80 percent displayed moderate to severe symptoms of anxiety.

—Daniel Markovits

Some black students feel safer, both physically and emotionally, on an HBCU campus—all the more so as racial tensions have risen in recent years. Navigating a predominantly white campus as a black student can feel isolating, even for athletes.

—Jemele Hill

[Meritocracy] turns elite families into business enterprises, and children into overworked, inauthentic success machines, while producing an economy that favors the super-educated and blights the prospects of the middle class, which sinks toward the languishing poor...immense investments in money and time...well-off couples make in their children. By kindergarten, the children of elite professionals are already a full two years ahead of middle-class children, and the achievement gap is almost unbridgeable.

—Daniel Markovits

Our city's are among the most racially and economically segregated in America. The gaps in proficiency that separate white and Asian from black and Latino students in math and English are immense and growing.

—George Packer

There are a growing number of parents and educators who believe mandatory homework needlessly robs children of their after-school time. We believe time at home should be spent pursuing passions, connecting with friends and family, playing and engaging in physical activity. In some families, it might be time needed to take care of a sibling, work a job, or take care of their own child. Let us leave children to the activities they and their family choose or find necessary.

—Lisa Nielsen

If a child can do advanced math, speak 3 languages, or receive top grades, but can't manage their emotions, practice conflict resolution or handle stress, none of that other stuff is really going to matter.

—Appelbaum Training
Institute

Jefferson [Thomas], who had begged to enroll at ‘the College’ at age 16, nurtured an ambivalence about William & Mary that eventually hardened into distaste. His late-in-life account of his time there almost invariably cast the school in a negative light. The campus was full of rowdy and haughty young men who looked down on the townspeople of Williamsburg and were given to drink, debauchery, and violence....students gathered in the gallery of the Williamsburg church during services and spat and urinated on the townspeople below. The capstone of these chaotic events had the students shooting off guns and whipping some captive apprentices. The students’ adolescence was part of the problem. They lacked judgement. But these young men, born and raised in a slave society, were also used to having unbridled power over other human beings. They carried this sense of entitlement with them to college....the students had no interest in subjecting themselves to the hard course of study...and the school’s dependence on fees meant that when the young men acted out, they too often escaped punishment, lest their parents object and remove them from the school.

—Annette Gordon-Reed

A child with disabilities often spends hours being taught how to interact with others. But why don’t we spend time teaching those without disabilities how to interact with them?

—Calleen Petersen

Thirteen-year-olds should come with subtitles.

—Maya Gold

Students should not spend more than ninety minutes per night on homework. The time should be budgeted in the following manner:

Looking for assignment.....	15 minutes
Calling a friend for the assignment.....	11 minutes
Explaining why the teacher is mean and just does not like children.....	23 minutes
Going to the bathroom.....	8 minutes
Getting a snack.....	10 minutes
Checking the TV Guide.....	7 minutes
Telling parents that the teacher never explained the assignment.....	6 minutes
Waiting for Mom or Dad to do the assignment.....	10 minutes

—*www.jokes.glowport.com*

True terror is to wake up one morning and discover that your high school class is running the country.

—Kurt Vonnegut

I am your student,
Care for me,
Teach me,
Help me to be a good person.
I will remember you forever.

—Pat Kushen

Labels belong on cans, not people.

—Vicki Caruana

To be a teacher in the right sense is to be a learner. I am not a teacher, only a fellow student.

—Søren Kierkegaard

Classroom teachers give young people what they sometimes get nowhere else in society—a sense that they have promise, that they have talents, that they are special. If you're a young person who is not quite sure that you are welcome in this society, one of the most important people in your life could be a teacher who accepts you.

—Parker J. Palmer

My chief want in life is someone who shall make me do what I can.

—Ralph Waldo Emerson

As the president of a small, rural, private liberal-arts college for eight years, I witnessed a three-fold increase in the number of students accessing mental-health services during that time. Many students could not effectively cope with independence and individual responsibility when left to themselves.

While exploring the cause of the rise of student mental-health disorders, I learned that too many parents remained electronically and psychologically tethered to their children.

—Richard H. Dorman
(2020)

I don't know who needs to hear this, but you're not a failure because you got C in pre-calc!

—Kelly Martinez

Friends aren't any more important than breath or blood to a high school senior.
--Betty Ford

Students are not adults. They need help with time management, study skills, prioritizing tasks, social skills, character development, etc. Instead of assuming immaturity or irresponsibility, assume they need help.
—Brad Weinstein

The best preparation for tomorrow is doing your best today.
—H. Jackson Brown

The philosophy of project-based homeschooling — this particular approach to helping children become strong thinkers, learners, and doers — is dependent upon the interest and the enthusiastic participation and leadership of the learners themselves, the children.
—Lori McWilliam Pickert

Dear Teacher, I talk to everyone, so moving my seat won't help at all.
—Anonymous Student

Sometimes angels are disguised as kids with special needs to teach us how to be better people.
—Internet Meme

It is hard not to feel that there must be something very wrong with much of what we do in school, if we feel the need to worry so much about what many people call 'motivation'. A child has no stronger desire than to make sense of the world, to move freely in it, to do the things that he sees bigger people doing.
—John Holt

Any child who can spend an hour or two a day, or more if he wants, with adults that he likes, who are interested in the world and like to talk about it, will on most days learn far more from their talk than he would learn in a week of school.
—John Holt

Homeschool doesn't give you a get out of teenage jail free card. It just gives you fewer opportunities to become the butt of someone's lame Facebook joke.
—Kim Culbertson

Yes, I am homeschooled; no I am not a friendless weirdo.

—Anonymous Student

Every place I go is my class room. Every person I meet is my teacher. Every book I read is my textbook. From some I learn what is worth repeating and from others I understand what is to be avoided, but I am always studying. My education does not end at 3 PM or for summer vacation or when I reach a certain age. I am homeschooled. Watch me learn.

—April Noursre

Being a student is easy. Learning requires actual work.

—William Crawford

Respect your parents. They passed school without Google.

—Internet Meme

School-based bullying has been reported by 20 percent of 12-to-18-year-olds.

—Erika Christakis (2020)

Schools are language saturated institutions. They are places where books are thumbed, summarized, and ‘revised’; notes are dictated, made, kept, and learned; essays are prepared, written, marked; examination questions are composed, and the attendant judgments made. Teachers explain, lecture, question, exhort, reprimand. Pupils listen, reply, make observations, call out, mutter, whisper and make jokes. Small knots gather over books, lathes, easels, or do nothing in classroom, laboratories, workshops, craftrooms, corridors and toilets to chatter, discuss, argue, plan, plot and teach one another.

—Douglas Barnes

In a mixed-age [school] group, [Angela Duckworth] says, ‘the 10-year-old takes the hand of the 5-year-old and looks both ways crossing the street. The 5-year-old looks up to the 10-year-old with admiration and trust, and does as they are told. In contrast, when you throw hundreds of kids of exactly the same age together, attention goes, unhelpfully, to comparisons within the group: Who is smartest? Who is fastest? Who is prettiest?’ This steers children’s values away from kindness, trust, and community and toward status competition, which can generate stress and bullying.

—Erika Christakis

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

—Marcus Tullius Cicero

The value we place on the athlete is greater than the value we place on the scholar. Two kids walk into the barbershop, and one is a pretty good basketball player. People will be like, 'You gotta watch him. He's got a jumper. He's got a shot at the NBA.' And if a kid comes in and has won two science fairs in a row and got a grant? No one says, 'that's the next Mark Zuckerberg.' Or 'He's going to be Bill Gates.' They don't celebrate him.

—Martellus Bennett

Teaching should be such that what is offered is perceived as a valuable gift and not as hard duty. Never regard study as duty but as the enviable opportunity to learn to know the liberating influence of beauty in the realm of the spirit for your own personal joy and to the profit of the community to which your later work belongs.

—Albert Einstein

The first thing I learned at school was that some people are idiots; the second thing I learned was that some are even worse.

—Orhan Pamuk

Most problems of teaching are not problems of growth but helping cultivate growth. As far as I know, and this is only from personal experience in teaching, I think about ninety percent of the problem in teaching, or maybe ninety-eight percent, is just to help the students get interested. Or what it usually amounts to is to not prevent them from being interested. Typically they come in interested, and the process of education is a way of driving that defect out of their minds. But if children[']s] ... normal interest is maintained or even aroused, they can do all kinds of things in ways we don't understand.

—Noam Chomsky

I've noticed a fascinating phenomenon in my thirty years of teaching: schools and schooling are increasingly irrelevant to the great enterprises of the planet. No one believes anymore that scientists are trained in science classes or politicians in civics classes or poets in English classes. The truth is that schools don't really teach anything except how to obey orders. This is a great mystery to me because thousands of humane, caring people work in schools as teachers and aides and administrators, but the abstract logic of the institution overwhelms their individual contributions. Although teachers do care and do work very, very hard, the institution is psychopathic—it has no conscience. It rings a bell and the young man in the middle of writing a poem must close his notebook and move to a different cell where he must memorize that humans and monkeys derive from a common ancestor.

— John Taylor Gatto

Without you there would be no me.
I am everything reflected in your eyes.
I am everything approved by your smile.
I am everything born of your guidance.
I am me only because of you.

—Richelle E. Goodrich

A boy who leaves school knowing much, but hating his lessons, will soon have forgotten almost all he ever learned; while another who had acquired a thirst for knowledge, even if he had learned little, would soon teach himself more than the first ever knew.

—John Lubbock

Students never appreciate their teachers while they are learning. It is only later, when they know more of the world, that they understand how indebted they are to those who instructed them. Good teachers expect no praise or love from the young. They wait for it, and in time, it comes.

—Darren Shan

Other people may be there to help us, teach us, guide us along our path, But the lesson to be learned is always ours.

—Melody Beattie

Home is a child's first and most important classroom.

—Hillary Rodham
Clinton

What is most surprising of all is how much fear there is in school. Why is so little said about it. Perhaps most people do not recognize fear in children when they see it. They can read the grossest signs of fear; they know what the trouble is when a child clings howling to his mother; but the subtler signs of fear escaping them. It is these signs, in children's faces, voices, and gestures, in their movements and ways of working, that tell me plainly that most children in school are scared most of the time, many of them very scared. Like good soldiers, they control their fears, live with them, and adjust themselves to them. But the trouble is, and here is a vital difference between school and war, that the adjustments children make to their fears are almost wholly bad, destructive of their intelligence and capacity. The scared fighter may be the best fighter, but the scared learner is always a poor learner.

—John Holt

Students are so conditioned to success that they become afraid to take risks. They have been taught from a young age by zealous parents, schools, and institutional authorities what constitutes failure and success. They are socialized to obey. They obsess over grades and seek to please professors, even if what professors teach is fatuous. The point is to get ahead, and getting ahead means deference to authority. Challenging authority is never a career advancer.

—Chris Hedges

Over the years, I have noticed that the child who learns quickly is adventurous. She's ready to run risks. She approaches life with arms outspread. She wants to take it all in. She still has the desire of the very young child to make sense out of things. She's not concerned with concealing her ignorance or protecting herself. She's ready to expose herself to disappointment and defeat. She has a certain confidence. She expects to make sense out of things sooner or later. She has a kind of trust.

—John Holt

I hated talking, and I hated listening to everyone else stumble on their words so they wouldn't sound dumb, and I hated how it was all just a game of trying to figure out what the teacher wanted to hear and then saying it. I'm in a class, so teach me.

—John Green

The teachers are afraid of the principals. The principals are afraid of the superintendents. The superintendents are afraid of the board of education. The board is afraid of the parents. The parents are afraid of the children. The children are afraid of nothing!

—Milton Berle

For African American and Latino kids, having a positive, encouraging relationship with adults in the school is absolutely critical. But it can't just be encouraging—it also has to be a demanding relationship. When teachers don't demand things of students, they say that's a sign that 'the teacher doesn't care about us.'

—Carolyn Ash

A teacher in class is like a man in the woods at night with a powerful flashlight in his hand. Wherever he turns his light, the creatures on whom it shines are aware of it, and do not behave as they do in the dark.

—John Holt

Teacher expectations of their students reaching high levels of achievement regardless of background is one of the distinguishing characteristics of effective schools, and it is the principal who is largely responsible for creating this climate of high expectations.

—Marvin Fairman and
Elizabeth Clark

Money matters a great deal in education, but people matter more. Having classmates who have big dreams and are academically engaged; parents who actively volunteer in the classroom; and great teachers are the key ingredients to an excellent education—even more than high per-pupil expenditure.

—Richard Kahlenberg

LEARNING STYLE TENDENCIES:

- ‘Manipulative’ learners. These students need to get more physically involved in their lessons to remember them. Hands-on projects, such as model building or play-acting, are useful learning tools.
- ‘Visual’ learners. They retain information best by seeing it. Films, educational TV and museum exhibits help them learn.
- ‘Informal’ learners. These pupils thrive in less structured study arrangements. Beanbag chairs may make a better workplace, for example, than a desk and straight-backed chair.
- ‘[Playlist]’ learners. They use background noise as a screen for better concentration. Some rock music on the radio may help these students to study, rather than hinder them.
- ‘Dyadic’ learners. They work best with a partner, rather than alone or in a group—small or large. Parents should consider allowing such kids to do homework with a sibling or friend.
- ‘Mobile’ learners. These students need to move about and take breaks while studying. Short interruptions to get a drink or look out the window may focus, rather than distract attention.

—Lucia Solórzano

There is evidence...that ability groupings quickly become levels of expectations. When students are placed in lower strata, teachers often rationalize an overdose of practice and much slower pace than is actually required. The result is bored, discouraged students in the lower groups, reinforcing initial assumptions about those students’ abilities.

—Joan Hyman and Alan
S. Cohen

To keep your better students highly motivated, don't be afraid to seek their input and let them decide where some of their time and effort should be spent. Give these students occasional freedom to work on a favorite project or explore some of their own ideas. Even if they stumble, you may benefit from such action because the next time you have to deny a request, these students are more apt to accept your explanation. One thing is certain: When good students get bored, they can be the hardest to motivate.

—Robert L. DeBruyn

Authoritarianism, inflexibility, and impersonal attitudes in the teacher encourage and keep alive rebellion, negativism, and hostility in the pupil.

—Dana L. Farnsworth

It's so hard to get people to spend time studying the work of the students who don't do very well. Because if our main concern is material on which students don't do well, then why don't we look at where the breakdown is and work on that? Just take the assignments of the students who have done poorly, sit down together, and figure out what it is that they didn't know; why we think they didn't know it, and talk about how to alter instructional approaches to help them....At least half the time the problem is with the way the assignment was written: The assignment wasn't really testing what the teacher was trying to test; or there was a vocabulary word that had two meanings; or the context for the problem was a context the students weren't familiar with and so the student couldn't solve the problem. If the achievement gap is based on the nature of the experiences that students have, and if schools don't scaffold appropriately on the understandings that kids bring from their different experiences, then kids can't construct the new understandings.

—Ronald Ferguson

If kids don't think the teacher both loves to help them and holds them to a high standard—what I call a 'high help/high perfectionism' classroom—their behavior can deteriorate and their engagement can deteriorate, and the teachers are more likely to think that the kids just don't want to learn. If...students rate the teacher as offering both low help and low perfectionism, kids can treat each other pretty poorly. All you need is about a quarter of the kids in the class who don't think their questions are welcome to get a pretty uncollegial classroom environment. The challenge to the teacher is being able to signal, 'I love to help you' and 'We're never fully satisfied until we can do it correctly.'

—Ronald Ferguson

Students who work cooperatively in the classroom tend to be less worried about how smart they are relative to others and to focus on learning for its own sake. In cooperatively based classrooms, children are more likely to focus on how they can accomplish a task. They tend to view mistakes as necessary components of learning, and learning as a process that involves sustained effort. Under these circumstances, many children come to see mistakes and failure as opportunities to learn, no matter what they believe about their own abilities. Depending on the type of classroom structure teachers choose, they are communicating a view of success and failure to their students that can have a critical impact on children's beliefs.

—Janine Bempechat

All lower achievers, regardless of ethnicity, are at risk for believing that their poor performance results from lack of ability. This belief is potentially very debilitating, for if students do not think they have at least some ability it makes little sense to them to invest effort in their learning. The challenge for teachers is to help their students maintain a healthy balance between believing that they have the ability necessary to learn, and knowing that effort will help them maximize their ability.

—Janine Bempechat

By the time they reach school age, 12% of children...will suffer sufficient mental or physical impairment to put them at risk for learning problems....Learning problems have been linked to low birthweight, lead poisoning, child abuse and neglect, malnutrition, and prenatal exposure to drugs, alcohol and cigarette smoke.

—Lucile Newman and
Stephen Buka

45% of students never used things when they were outside of school that they and learned in school, never read during leisure about school subjects, and never talked with friends outside of school about school subjects.

—Gerald W. Bracey

According to some studies, many pupils experience so much criticism, failure, and discouragement in school that their self-confidence, level of aspirations and sense of worth are damaged.

—Goodwin Watson

Pupils vary not only in their present performance but in their rate of growth and the 'ceiling' which represents their potential level of achievement. Some 'late bloomers' may eventually surpass pupils who seem far ahead of them in grade school.

—Goodwin Watson

Bullies differ from other aggressive children in that they single out students who are weak or unpopular, or who are unable to retaliate. Studies have shown that bullies tend to be unwilling to accept the ideas of others or to negotiate during play. Many bullies have a history of physical punishment or abuse at home. Significantly, 40% of elementary and 60% of middle school students...report that teachers try to stop bullying behavior only infrequently. Because a climate conducive to learning must be maintained...bullying must not be tolerated or regarded as simply a natural part of growing up....an habitual victim of even minor abuse is likely to perceive school as an unhappy place and that such a student can be expected to perform poorly and develop little self-esteem.

—John Hoover and
Richard J. Hazler

No two children make the same response to any school situation. Differences of heredity, physical maturity, intelligence, motor skills, health, experiences with parents, siblings, playmates; consequent attitudes, motives, drives, tastes, fears—all these and more enter into production of each child's unique reaction. Children vary in their minds and personalities as much as in their appearance.

—Goodwin Watson

Pupils learn much from one another; those who have been together for years learn new material more easily from one of their own group than they do from strangers. Children learn that peer consensus is an important criterion; they are uncomfortable when they disagree with their peers, and especially when they find themselves in a minority of one against all the others.

—Goodwin Watson

The ideals that children hold have important implications for their school experiences. Children who believe in the value of hard work and responsibility and who attach importance to education are likely to have higher academic achievement and fewer disciplinary problems than those who do not have these ideals. They are also less likely to drop out of school. Such children are more likely to use their out-of-school time in ways that reinforce learning. For example, high school students who believe in hard work, responsibility, and the value of education spend about 3 more hours a week on homework than do other students. This is a significant difference since the average student spends only about 5 hours a week doing homework.

—U. S Department of
Education—*What
Works*

EXAMPLES OF SOUND STUDY PRACTICES:

- Good students adjust the way they study according to several factors:
 - the demand of the material,
 - the time available for studying,
 - what they already know about the topic,
 - the purpose and importance of the assignment, and
 - the standards they must meet.
- Good students space learning sessions on a topic over time and do not cram or study the same topic continuously.
- Good students identify the main idea in new information, connect new material to what they already know, and draw inferences about its significance.
- Good students make sure their study methods are working properly by frequently appraising their own progress.

When low-ability and inexperienced students use these skills, they can learn more information and study more efficiently.

—U .S. Department of
Education—*What
Works*

Our great mistake in education is, as it seems to me, the worship of book-learning—the confusion of instruction and education. We strain the memory instead of cultivating the mind. The children in our elementary schools are wearied by the mechanical act of writing, and the interminable intricacies of spelling; they are oppressed by columns of dates, by lists of kings and places, which convey no definite idea to their minds, and have no near relation to their daily wants and occupations; while in our public schools the same unfortunate results are produced by the weary monotony of Latin and Greek grammar. We ought to follow exactly the opposite course with children—to give them a wholesome variety of mental food, and endeavor to cultivate their tastes, rather than to fill their minds with dry facts. The important thing is not so much that every child should be taught, as that every child should be given the wish to learn. What does it matter if the pupil know a little more or a little less? A boy who leaves school knowing much, but hating his lessons, will soon have forgotten almost all he ever learned; while another who had acquired a thirst for knowledge, even if he had learned little, would soon teach himself more than the first ever knew.

—John Lubbock

Take the attitude of a student,
Never be too big to ask questions,
Never know too much to learn something new.

—Og Mandino

We could jettison our cultlike devotion to homework, which burdens children across the socioeconomic and learning spectrums by fueling the specious view that ‘learning’ happens under the auspices of an institution, rather than within the unbounded human brain. Some children need to be left alone after a long school day to juice their learning mojo; others may need much more comprehensive support to unleash their potential than is found in a pack of multiplication flash cards.

—Erika Christakis

I am what the librarians have made me with a little assistance from a professor of Greek and a few poets.

—Bernard Keble
Sandwell

Man...is a tame or civilized animal; never the less, he requires proper instruction and a fortunate nature, and then of all animals he becomes the most divine and most civilized; but if he be insufficiently or ill- educated he is the most savage of earthly creatures.

—Plato

Elite students climb confidently until they reach a level of competition sufficiently intense to beat their dreams out of them. Higher education is the place where people who had big plans in high school get stuck in fierce rivalries with equally smart peers over conventional careers like management consulting and investment banking. For the privilege of being turned into conformists, students (or their families) pay hundreds of thousands of dollars in skyrocketing tuition that continues to outpace inflation. Why are we doing this to ourselves?

—Peter Thiel

Studies show college students prefer physical books over electronic versions if the cost is the same. Even when electronic textbooks are available for free, twenty-five percent of college students still chose to purchase a physical version. A survey of over 1,500 U.K. parents of children aged 0-8 found that 76% of the children prefer physical books to electronic versions....Researchers found that only 15% of parents and children preferred reading e-books to traditional books.

—Dr. Screen-Free Mom

Great teachers had great personalities and that the greatest teachers had outrageous personalities. I did not like decorum or rectitude in a classroom; I preferred a highly oxygenated atmosphere, a climate of intemperance, rhetoric, and feverish melodrama. And I wanted my teachers to make me smart. A great teacher is my adversary, my conqueror, commissioned to chastise me. He leaves me tame and grateful for the new language he has purloined from other kings whose granaries are filled and whose libraries are famous. He tells me that teaching is the art of theft: of knowing what to steal and from whom. Bad teachers do not touch me; the great ones never leave me. They ride with me during all my days, and I pass on to others what they have imparted to me. I exchange their handy gifts with strangers on trains, and I pretend the gifts are mine. I steal from the great teachers. And the truly wonderful thing about them is they would applaud my theft, laugh at the thought of it, realizing they had taught me their larcenous skills well.

—Pat Conroy

A fourth-grade reader may be a sixth-grade mathematician. The grade is an administrative device which does violence to the nature of the developmental process.

—B. F. Skinner

A lecture has been well described as the process whereby the notes of the teacher become the notes of the student without passing through the mind of either.

—Mortimer J. Adler

The home-schooling movement has quietly grown to a size where one and half million young people are being educated entirely by their own parents; last month the education press reported the amazing news that, in their ability to think, children schooled at home seem to be five or even ten years ahead of their formally trained peers.

—John Taylor Gatto

Daniel Markovits, a professor at *Yale Law School*, coined the term meritocracy trap—a system that rewards an ever-growing share of society's riches to an ever-shrinking pool of winners. 'Today's meritocrats still claim to get ahead through talent and effort, using means open to anyone. In practice, however, meritocracy now excludes everyone outside of a narrow elite.' This is a system that screws the poor, hollows out the middle class, and turns rich kids into exhausted, anxious, and maximally stressed-out adolescents who believe their future depends on getting into one of a very small group of colleges that routinely reject upwards of 90 percent of their applicants.

—Caitlin Flanagan

Pediatricians...tell me...that some parents try to help their kids keep it together by asking doctors for study drugs or even sleeping pills. The feeling that the child isn't doing as well as she could—combined with the knowledge that with the requisite documentation, students can take their SATs and ACTs untimed—often has Mom calling her friends, locating the right educational psychologist, and subjecting the teenager to a battery of tests. The doctor almost always finds something.

—Caitlin Flanagan

Many schools for the richest American kids have gates and security guards; the message is you are precious to us. Many schools for the poorest kids have metal detectors and police officers; the message is you are a threat to us.

—Caitlin Flanagan

The important thing is not so much that every child should be taught, as that every child should be given the wish to learn.

—John Lubbock

Keep those faces in mind, the little girls and boys in the early grades, all trusting the adults to show them the way, all eager and excited about life and what will come next, and then just follow those faces over time. Follow the face of a little girl who doesn't read very well and is told to try harder; who tends to daydream and is told she better pay attention; who talks out in class when she sees something fascinating, like a butterfly on the windowpane, and is told to leave the class and report to the principal; who forgets her homework and is told she will just never learn, will she; who writes a story rich in imagination and insight and is told her handwriting and spelling are atrocious; who asks for help and is told she should try harder herself before getting others to do her work for her; who begins to feel unhappy in school and is told that big girls try harder. This is the brutal process of the breaking of the spirit of a child. I can think of no more precious resource than the spirits of our children. Life necessarily breaks us all down somewhat, but to do it unnecessarily to our children in the name of educating them —this is a tragedy. To take the joy of learning—which one can see in any child experimenting with something new—to take that joy and turn it into fear—that is something we should never do.

—Edward M. Hallowell

What is the matter with universities is that the students are school children, whereas it is of the very essence of university education that they should be adults.

—George Bernard Shaw

Fear, boredom, and resistance—they all go to make what we call stupid children.

—John Holt

Schools assume that children are not interested in learning and are not much good at it, that they will not learn unless made to, that they cannot learn unless shown how, and that the way to make them learn is to divide up the prescribed material into a sequence of tiny tasks to be mastered one at a time, each with its appropriate ‘morsel’ and ‘shock.’ And when this method doesn’t work, the schools assume there is something wrong with the children—something they must try to diagnose and treat.

—John Holt

We need to eliminate the concept of division by class, skills, race, income, religion, and nationality. Every human requires food and water to survive and every human has a heart that bleeds, loves, and grieves.

—Suzy Kassem

We have become obsessed with what is good about small classrooms and oblivious about what also can be good about large classes. It’s a strange thing isn’t it, to have an educational philosophy that thinks of the other students in the classroom with your child as competitors for the attention of the teacher and not allies in the adventure of learning.

—Malcolm Gladwell

It is not the teacher’s proper task to be constantly testing and checking the understanding of the learner. That’s the learner’s task, and only the learner can do it. The teacher’s job is to answer questions when learners ask them, or to try to help learners understand better when they ask for that help.

—John Holt

I have always had the greatest respect for students. There is nothing I hate more than condescension—the attitude that they are inferior to you. I always assume they have good minds.

—Mark Van Doren

You can get help from teachers, but you are going to have to learn a lot by yourself, sitting alone in a room.

—Dr. Seuss

If you trust in yourself. . .and believe in your dreams. . .and follow your star. . . you’ll still get beaten by people who spent their time working hard and learning things.

—Terry Pratchett

Xxxxxxxxxxxx

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