

IDEAS HAVE
CONSEQUENCES

INFORMATION, NOT SO MUCH



“WE NEED NOT SIMPLY MORE INFORMATION,

BUT PEOPLE TO ASSIMILATE, UNDERSTAND, AND
MAKE SENSE OF IT.”

BROWN AND DUGUID IN *THE SOCIAL LIFE OF INFORMATION* (2002), 121.



ALFRED NORTH WHITEHEAD

*I AM SURE THAT ONE SECRET OF A SUCCESSFUL TEACHER IS THAT HE HAS FORMULATED QUITE CLEARLY IN HIS MIND WHAT THE PUPIL HAS GOT TO KNOW IN PRECISE FASHION. HE WILL THEN CEASE FROM HALF-HEARTED ATTEMPTS TO WORRY HIS PUPILS WITH **MEMORISING A LOT OF IRRELEVANT STUFF OF INFERIOR IMPORTANCE.***

IN "THE RHYTHMIC CLAIMS OF FREEDOM AND DISCIPLINE", *THE AIMS OF EDUCATION AND OTHER ESSAYS* (1929), 46.

MANY COURSES ARE FULL OF “IRRELEVANT STUFF”



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WHAT WAS D-DAY?



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THE PROBLEM WITH FACTS

IS THAT THERE IS NO SHORTAGE OF SOUND
EXAMPLES. . . .WE DON'T KNOW WHAT TO DO WITH
ONES WE HAVE.

ALAIN DE BOTTON



CONCEPTS?



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COMPELLING QUESTIONS ARE ESSENTIAL

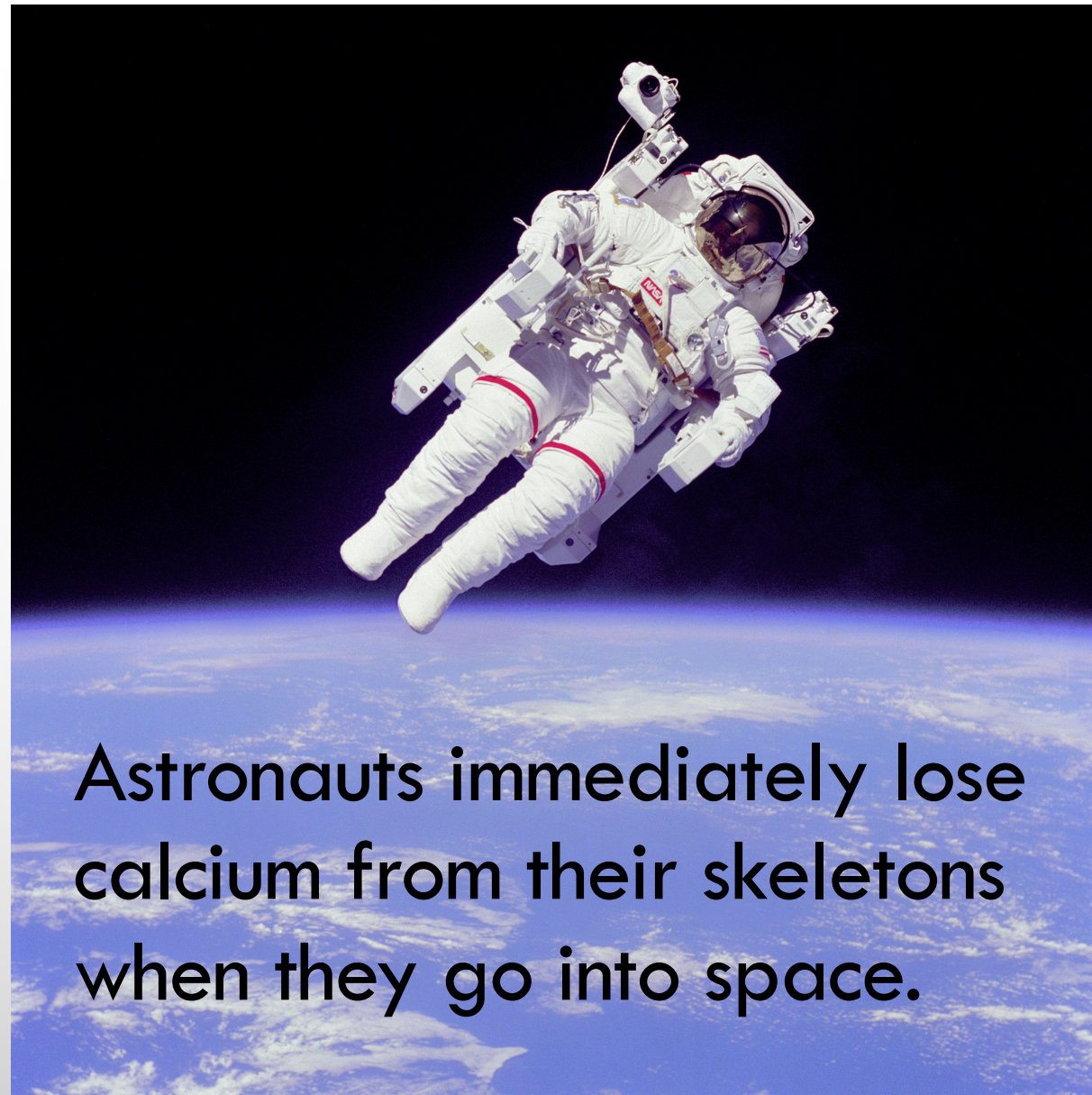


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PRINCIPLES?

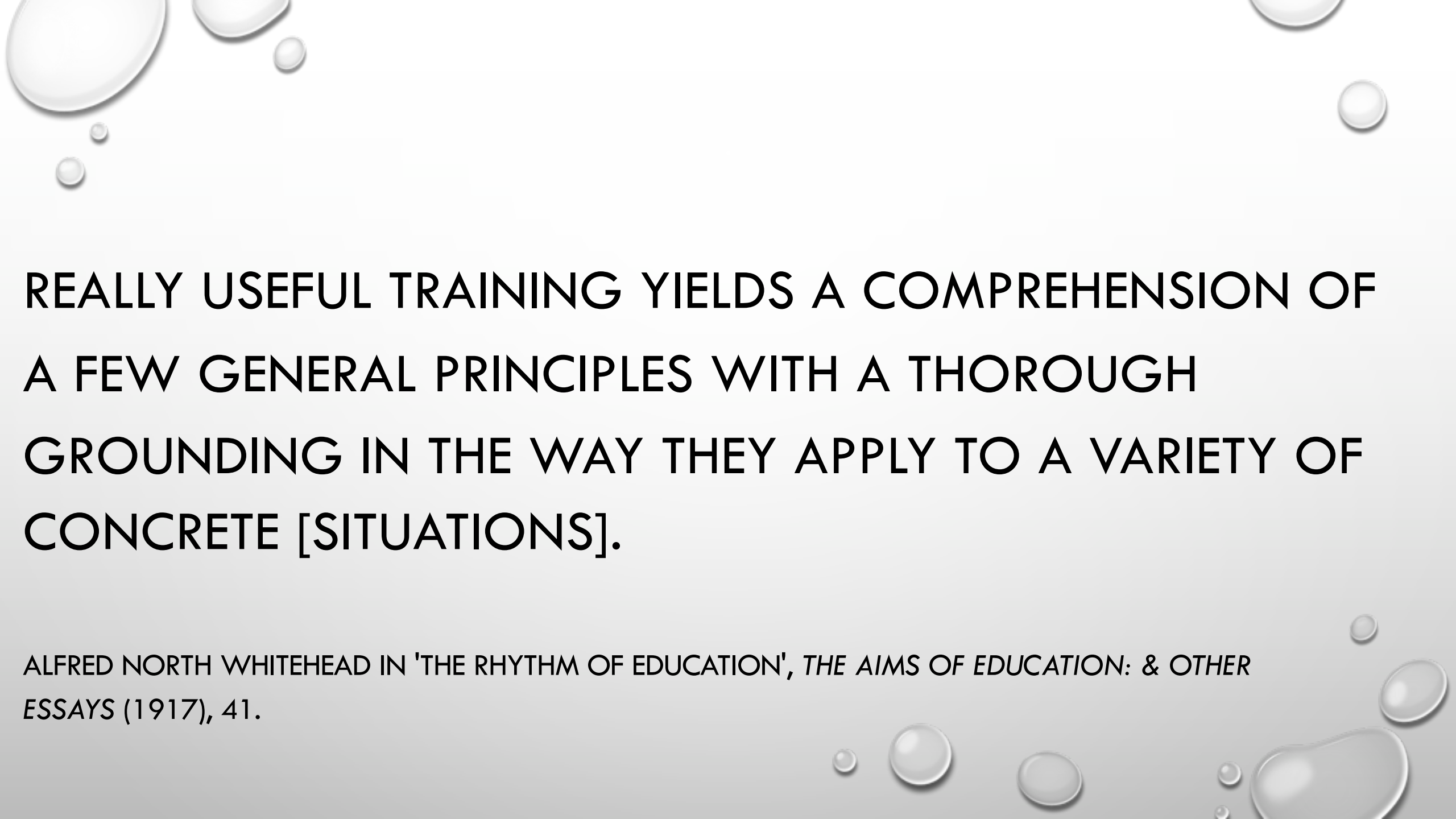


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Astronauts immediately lose calcium from their skeletons when they go into space.

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REALLY USEFUL TRAINING YIELDS A COMPREHENSION OF
A FEW GENERAL PRINCIPLES WITH A THOROUGH
GROUNDING IN THE WAY THEY APPLY TO A VARIETY OF
CONCRETE [SITUATIONS].

ALFRED NORTH WHITEHEAD IN 'THE RHYTHM OF EDUCATION', *THE AIMS OF EDUCATION: & OTHER
ESSAYS* (1917), 41.

The function of
a University is to
enable you to
shed details in
favor of
principles.



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Alfred North Whitehead

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