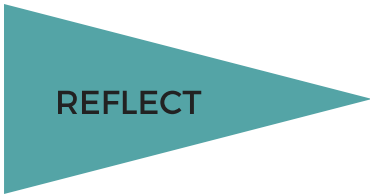




SESSION 3: WHO ARE OUR STUDENTS?



1. Do I want my students to imitate Socrates in the way that Mitchell suggests? If so, how will I help them do this?

2. Do I want my students to imitate Jesus in the way that Mitchell suggests? If so, how will I help them do this?

3. Do I agree with Mitchell's suggestion that "human" means "capable of self-awareness" and that "education" is the nurturing of this capability? If not, how would I define these terms differently? How can I make my teaching more "human" this year?

4. Are my students "asleep" by Mitchell's definition right now? How do I know?

5. What are the causes or reasons for their slumber? How can I work to awaken them?

6. My student's most essential human quality (the thing that makes him human, in my view) is _____.

7. How will my educational efforts relate to this quality - either by encouraging it or suppressing it?



BUILD

Take an opportunity to build your own philosophy of education which will govern your school or classroom this year. Each day you will build one of the four parts of a strong philosophy:

Part #3: What is my working definition of a "student" this year?



READ

If you enjoyed contemplating today's subject, here are a couple of Adam's reading recommendations from literature that consider these ideas:

1. *To Kill a Mockingbird* by Harper Lee

From one angle, this is a socially conscious novel about race relations. From another, it's the story of a student's mind coming awake to grasp itself.

Faced with startling incongruities, Scout must reconcile them in her own mind and heart through conversing with Atticus and other characters, and emerges from the process more self-aware than before.

2. *Huckleberry Finn* by Mark Twain

Huck has no education, and begins the story with nothing more than vague impressions and instincts. As the story develops, he moves steadily toward self-conscious opinions. His mind comes awake and begins to grasp itself. The fact that the outer details of the plot bear striking similarities to those of *Mockingbird* speaks to the centrality of the race issue in American life over the whole of the nation's history; the similarities between the inner stories about education speak to the universal nature of Mitchell's observations.