

Schools as Black-Holes

Written by Butler Shaffer for LewRockwell.com.

There is an old joke about how knowledge accumulates in universities: students enter college, knowing everything, and graduate knowing nothing. In this way does knowledge continue to grow within universities. My years of experience in what is referred to as “higher education” inform me that there is more than sophomoric humor in this description.

As I have recently written, my all-time favorite teacher and professor of anything was Malcolm Sharp, with whom I studied at the University of Chicago Law School. Malcolm was straight out of central-casting as a loving grandfather type, he was also a master of the Socratic method of learning. It was through the processes of continued inquiry, the refinement of one’s questions, that his students began to experience the *understanding* that *answers* do not provide. Only discovering how to go deeper and deeper into the asking of questions does understanding arise. This is why learning *how* to think has far greater significance for one’s life than learning *what* to think.

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