

# Freedom to Learn

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## 101     **TEACHING = BEING**

Martin Buber [...] says [the good teacher](#) "... must be a really existing man and he must be really present to his pupils; he educates through contact. Contact is the primary word of education."

## 104     **EDUCATING = FACILITATING CHANGE**

We are, in my view, faced with an entirely new situation in education where the goal of education, if we are to survive, is the *facilitation of change and learning*. The only man who is educated is the man who has learned how to learn; the man who has realised that no knowledge is secure, that [only the process of seeking knowledge gives a basis for security](#). Changingness, a reliance on *process* rather than upon static knowledge, is the only thing that makes any sense as a goal for education in the modern world.

## 10     **KNOWLEDGE = SPORT**

MacKinnon [...] says: "...ledge, the second element in the world *knowledge*, means sport. [Knowledge is the result of playing with what we know](#), that is, with our facts. A knowledgeable person in science is not, as we are often wont to think, merely one who has an accumulation of facts, but rather one who has the capacity to have sport with what he knows, giving creative rein to his fancy in changing his world of phenomenal appearances into a world of scientific constructs."

## 272     **KNOWLEDGE INVOLVES COMMITMENT**

In his book, *Personal Knowledge*, Polanyi makes it clear that [even scientific knowledge is personal knowledge, committed knowledge](#). We cannot rest comfortably on the belief that scientific knowledge is impersonal and "out there", that is has nothing to do with the individual who has discovered it. Instead every aspect of science is pervaded by disciplined personal commitment, and Polanyi makes the case very persuasively that the whole attempt to divorce science from the person is a completely unrealistic one. I think I am stating his belief correctly when I say that in his judgement logical positivism and all the current structure of science cannot save us from the fact that [all knowing is uncertain, involves risk, and is grasped and comprehended only through the deep, personal commitment of a disciplined search](#).