Higher Education

Every person receives higher education differently. Every person is different as is their ability to comprehend the material given to them. But, a higher education should challenge the mind of the student and make them struggle. Education should be a struggle that breeds greatness. Though it shouldn’t be a scarring experience where the student feels uncomfortable in the classroom and feels as though they are incapable of learning the material. In Ronald Barnett’s, *The Idea of Higher Education* (1991, pages 155-156) he takes a very pessimistic view on the subject of higher education.

Barnett believes that higher education systems should have the students be uncomfortable and that towards the end should realize to question everything and that they should always be ready for their world to crumble around them. Though this may create a capable and educated individual this view of a higher education system will destroy their creativity and they may eventually learn to question the goals they themselves strive for. Although having this higher education system is bad in the long run it is also not a good idea to have the opposite view. To have a system in which every student is treated equal regardless of ability will not bring out greatness or the strive for greatness. They will learn that they can survive and continue to produce the bare minimum instead of putting total effort into the material. There should be a balance between the two where students may work on a variety of subjects in which they can learn which they do well in and those that they don’t do well in instead of making them continue to do the subjects in which they do not do well in. Martha Nussbaum explains this very view on higher education in *Reading the World* (2010, pages 64-65).

She explains that the standard of a higher education experience where the student stresses and tries to be a perfectionist at any cost will actually hinder the student. She believes that the system that works better is one that allows the student to choose their own path by trying a wide variety of courses and experiences which allows them to find something they enjoy and are good at. This is not a system in which they allow the student to do whatever they want but is the balance that has critical thinking aspects of the Barret’s system but also teaches the student to be an active member of today’s world. I personally relate to this system because yes it is the system I was placed into and I strived and became a good student who isn’t afraid of being incorrect and isn’t scared to speak in front of people. I became an active member of my community and schools because I learned that it was fun and easy.

I can say beyond a shadow of a doubt that I strived to do better in a mentally stimulating and socially accepting environment in which I could find my own way to achieve more. How can people begin to find out where they belong in the world they live in if they aren’t allowed to branch out and try new things?

This is a really great start but I think it could benefit from a little more of your point of view in the next to last paragraph rather than only the facts from the passages.