

## Quotes About Creativity

“Teachers affect eternity; no one knows where their influence stops.”

*Anon*

“It is our job to determine what makes a creative child a creative adult”.

*Sir Claus Moser*

“There are people in the world who have to create to live – it’s just something they have to do. There are others who live to create ... and then there are people (most of us I think) who are creative, but don’t know what to do with it”

*Lenny Henry*

“Our aim must be to create a nation where the creative talents of all the people are used to build a true enterprise economy for the twenty-first century”.

*The Prime Minister, the Rt. Hon Tony Blair MP*

“...we cannot rely on a small élite, no matter how highly educated or highly paid. Instead we need the creativity, enterprise and scholarship of all our people”.

*Rt. Hon David Blunkett MP, Secretary of State for Education and Employment*

“We must change the concept of creativity from being something that is ‘added on’ to education, skills, training and management and make sure it becomes intrinsic to all of these”.

*Rt. Hon Chris Smith MP, Secretary of State for Culture, Media and Sport*

“A successful creative economy is one of the Government’s priorities and a key source of jobs of the future. The only way that we will compete in these new sectors is through the talents of our people”.

*The Prime Minister, the Rt. Hon Tony Blair MP*

“We must enable young people to develop their creative potential and to meet the fundamental challenges that face our country”.

*Rt. Hon David Blunkett MP, Secretary of State for Education and Employment*

“Creativity in its widest sense is at the heart of much of what we in this country are good at. It is the foundation of a new generation of high-tech, high-skills industries. Ideas are the building blocks of innovation and innovation builds industries”.

*Chris Smith MP, Secretary of State for Culture Media and Sport*

*...in the 21st century , we are going to see the world increasingly influenced by innovation and creative minds. Our future depends on our creativity.*

*Tony Blair, Prime Minister*

“One of the basic abilities that should be taught in our schools is the ability to discover, to search for answers, instead of waiting for answers and directions.”

*Viktor Lowenfeld (1964)*

*Logic is useful for proof but almost never for making discoveries*

*Vilfredo Pareto (Philosopher)*

“The business world is in a turbulent process of change from the old world of steady-state mass production to one of constant innovation and the pursuit of creativity in all forms and on a global scale”.

*John Wybrew, Executive Director, Corporate Affairs, British Gas plc*

“Imagination is more important than knowledge”.

*Albert Einstein*

“It’s breadth of vision, the ability to understand all the influences at work, to flex between them and not to be frightened of totally different experiences and viewpoints that holds the key.”.

*Sir John Harvey-Jones*

“A man paints with his brains not with his hands”.

*Michelangelo*

“Like it or not, we are living in a time of immense technological change; the world of education is being asked to grapple with challenges and opportunities which almost boggle the imagination”.

*Lord Puttnam of Queensgate*

“Probably the best preparation for creating is creating itself.”

*Viktor Lowenfeld (1964)*

“Creative and cultural programmes are powerful ways of revitalising the sense of community in a school and engaging the whole school with the wider community”.

*Professor Ken Robinson*

“There are few areas of life where the nation’s priorities for education, health, employment and industry are not dependent on the development and application of creative practical skills”.

*Crafts Council 1998*

“If you think there is only one answer, then you will only find one”.

*Scottish Consultative Council on the Curriculum 1996*

“Creative ‘play’ – seeking to see the world afresh – is at times a fight against the fascination which familiar directions of thought exert on us. Young people need to be encouraged to understand the importance of this kind of ‘play’”.

*Professor Lewis Minkin*

“The creation of something new is not accomplished by the intellect alone but by the play instinct. The creative mind plays with the objects it loves”.

*C.G. Jung*

“Nine out of ten of my experiments fail, and that is considered a pretty good record amongst scientists”.

*Professor Sir Harold Kroto, Nobel prizewinning chemist*

“It’s not what you see that is Art, Art is the gap”.

*Marcel Duchamp*

“There follows a period of stepping back, more questions, what does this result say to me? How can I change the outcome? Is there anything that ‘failure’ can teach me? And then back again, to retry or reshape the work in hand”.

*Professor Helen Storey*

“Whether you think you can, or whether you think you can’t, you’re probably right”.

*Henry Ford*

“The creative artist is an observer whose brain works in new ways making it possible to convey information about matters that were not a subject for communication before.”.

*J. Z. Young 1987*

“There is no such thing as a single general intelligence, which we all possess to a greater or lesser degree. We all have a unique combination of different kinds of abilities, which can and do change throughout our lives”.

*Scottish Consultative Council on the Curriculum 1996*

“Each of us have a different mosaic of intelligences. Uniform schooling ignores these differences”.

*Howard Gardner*

“Look and you will find it. What is unsought will go undetected”.

*Sophocles*

“People assume that as an innovator, I break rules. I don’t. I relish rules. I just like rewriting them”.

*Lord Stone of Blackheath*

“Art is the expression of the profoundest thought in the simplest way”.

*Albert Einstein*

“In the future, creativity in industry, founded on the interaction between design and technology will be the driver of national and international growth.”.

*Lord Stone of Blackheath*

“We need to demand from our education system pupils that do not pursue facts for their own sake, but make use of facts for the purposes of understanding”.

*Professor Susan Greenfield*

“Creativity is national income”.

*Joseph Beuys, The School for Social Research, New York*

“In any self-organising system there is an absolute mathematical necessity for creativity”.

*Edward de Bono*

“The most important thing is the good questioning brain which can be developed in the arts or in maths”.

*Clare Lorenz, architect, OFSTED lay inspector, and Vice-Chairman of Children with High Intelligence*

“No nation can nowadays claim to have achieved a high quality of growth if elements of

its human potential remain untapped or under-used”.

*Ceri Jones*

“Original thought, and respect for originality of others, must surely lie at the heart, not just of creativity, but also individuality – our only chance of escape from zombie-ness”.

*Professor Susan Greenfield*

“A core aim of our education system must be to enable all children to develop their creativity and unlock their creative potential”.

*Moira Fraser Steele, Director of Education & Research, The Design Council*

“The creative arts develop thinking and problem-solving strategies in an enjoyable way. This can enhance all other areas of the curriculum”.

*Carol Traynor*

“There are different routes of entry into each child’s mind. It is amazing how much can be taught when subject boundaries are taken away”.

*Professor Helen Storey*

“Creativity is not only an outcome of a good education, but a means of achieving a good education”.

*Professor Michael Barber, Standards and Effectiveness Unit, DfEE*

“The more prescriptive a curriculum, the greater the need to be explicit about creativity and not leave it to chance”.

*Design Council*

“We are throwing out the baby with the bathwater in this country if, in an attempt to have a standardised and demanding curriculum, we leave no room for teachers to exercise a little judgement and imagination”.

*Professor Susan Greenfield*

“We cannot afford poverty of vision, let alone poverty of aspiration. There are always risks in changing, but the risk of failing to change is much greater”.

*Valerie Bayliss, 1998, Redefining Schooling, RSA*

“The most important developments in civilisation have come through the creative process, but ironically, most people have not been taught to create”.

*Robert Frotz, The Path of Least Resistance, 1994*

“A creative approach to teaching should improve academic results, not detract from them”.

*Dawn French*

“Creative thinking skills can promote quality and coherence in education and training in the interests of industry, the economy and society”.

*Design Council*

“Each child has a spark in him/her. It is the responsibility of the people and institutions around each child to find what would ignite that spark”.

*Howard Gardner*

“The ability to think about your own thinking (metacognition) is essential in a world of continuous change”.

*John Abbott*

“Setting out to embed the concepts of creativity deeply in the educational establishment is the greatest challenge, offering the greatest prize of all. That prize would be the realisation of an ethos of creativity, rather than a compartment of creativity”.

*CAPE UK*

“Teaching is not to be regarded as a static accomplishment like riding a bicycle or keeping a ledge: it is, like all arts of high ambition, a strategy in the face of an impossible task”.

*Lawrence Stenhouse, Education and Emancipation Authority*

“The education system should be aware of different ways of thinking and not be restrictive”.

*Professor Sir Harold Kroto*

“Because behaviourist objectives had to be observable, attainment had become the only educational yardstick, thereby excluding concepts like creativity and understanding”.

*Professor John MacBeath, Director of the Quality in Education Centre, University of Strathclyde*

“More responsibility should be given back to teachers. They can't stimulate creativity if they feel powerless themselves. It is essential to have pressure on schools through inspection, but it should go hand-in-hand with support”.

*William Atkinson, Head, Phoenix High School*

“It is important that partnerships between schools, artists and galleries give access to and act as a catalyst for creative learning for young people in their transition from school to further and higher education and into independent life”.

*Lindsey Fryer*

“I used to think that today's art was just an excuse not to do any serious work, but now I believe it forces the person to try to understand by using their imagination”.

*Pupil after Opt for Art project*

“The arts are important in education because they give young people access to the ideas, values and beliefs of others and contribute to all aspects of a child's development. They have been shown to feed the creative imagination and improve cognitive and academic skills”.

*Create the Future, the Labour Party's pre-election cultural manifesto*

“It is only through business partnerships that education can keep up with the development of new technologies”.

*Dame Tamsyn Imison*

“It is a great irony that much of the exciting thinking about children and creativity is being channelled towards study support clubs and out-of-hours activities rather than mainstream schooling.”

*Patricia Lankester, Director, The Paul Hamlyn Foundation*