

# Our Education System Needs Radical Transformation

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## Introduction

### Signs Of Trouble

- Students are getting more violent with every passing year (mass shootings and attempted mass shootings are at an all-time high)
- Student crime is increasing
- Students attack teachers more frequently than ever before
- Students drop out of school at alarming rates (over one million students drop out of school every year)
- Teachers are failing and dropping out at alarming rates
- Teachers are (verbally, physically and sexually) attacking students; teachers are having sexual relationships with students

### What We Also Know

- Most students are **ill-prepared to face:**
  - Careers
  - Life
  - Serious relationships (incl. significant others, families of their own, teams/teamwork and task forces)
- Most students are **ill-equipped to deal with:**
  - Society (incl. being a useful member of society and becoming a Somebody)
  - Government (incl. taxes and myriads of laws, rules and regulations)
- Most students are **ill-advised about:**
  - Life Skills (incl. social and people skills) (incl. critical thinking and problem solving)
  - Personal Skills and Personal Mastery (incl. leadership and technological skills)
  - Mental Models
  - Personality and Identity Development
  - Career Development

No wonder society is faced with big numbers of sociopaths, psychopaths and mentally ill people.

## **Upfront Conclusion:**

Our Education System needs to be radically transformed. We need transformation, not reformation.

## **Did You Know?**

- Our Education System was designed in the early 19<sup>th</sup> Century --- it is practically 200 years old, reflecting archaic thinking and old-fashioned beliefs.
- Our Education System was designed for specific purposes that were paramount at that time. The reasons were:
  - Become part of the farm system that produced the talent that the industrial world wanted (a typical response to the industrialization of America). It made sense then because the Industrial Revolution was “the only game in town”.
  - Preserve the country’s main values and beliefs (based on the Judeo-Christian foundation). After all, all countries, civilizations and cultures need a solid foundation.
  - Preserve Democracy and Capitalism as were envisioned back at that time. Meritocracy and acrimonious competition were two of the major precepts behind them.
- The Education System is based on old principles that encourage authoritarian (or command and control) style of dealing with students (similar to the Army’s style of dealing with soldiers) and the strong belief that kids should just listen and learn (no need for them to voice anything because they don’t know nothing --- they are just ignorant kids).

## **Something Has Changed Since Then**

Actually a lot of things have changed since then. Here are some of them:

- America has left the Industrial Revolution/Era behind. America is dealing now with both the Knowledge Era and Conceptual Era. The Conceptual Era is all about creativity, total freedom of the mind/imagination, total freedom of expression and full leverage of technology. The new eras demand new skills, new approaches and new thinking.
- The Judeo-Christian foundation is slowly being replaced by the multi-culturalism, which is more lenient and flexible than the old foundation because it naturally must accommodate all cultures, all ethnic backgrounds and all ways of thinking. Multiculturalism coupled with PC renders the old foundation insufficient to accommodate the new direction of society and the world. We are slowly creating a new planet with one ethnosphere. Once again, schools must accommodate and encourage this, not prevent it from happening.
- The old style of Democracy no longer exists. It has been corrupted beyond recognition. We are only fooling ourselves thinking we have a nice democratic system that represents

the voice and needs of the people. This requires an entire book to explain how mega-corporation, big money and corrupt politicians have manipulated the system to their advantage. What we have is a mirage of the old Democracy --- done with smoke and mirrors. People have reached the point that they do not trust their own government and it is reflected in the polls (especially in the approval rating of our congressmen). Moreover, Capitalism is forced to transform because people demand more accountability, better corporate citizenship and better response to sustainability and long term survivability of our planet and all species on it. Schools need to develop a new generation of leaders that have their heads screwed on their shoulders the right way. Glamorizing the old heroes of Capitalism (like Jack Welch, JP Morgan, Andrew Carnegie and Alfred Sloan) is not only dumb, it is criminal. New business models are emerging that should greatly influence educational models. The new models are based on the **4Cs**:

- **Curiosity** → Continuous and Infinite Learning
  - **Creativity** → Outside-The-Box Thinking; Free Thinking
  - **Compassion** → Kinder, gentler systems and approaches
  - **Collaboration** → Working together for a better world (one world)
- The whole world despises the authoritarian style of controlling people and situations. Authoritarian styles were OK with less educated, less aggressive and easily-intimidated people. Today's youth knows so much more about everything because there is so much free information and knowledge everywhere. Knowledge availability makes people more aggressive and confident because they want to achieve and grasp even more. The canned solutions no longer work. Canned solutions and pat answers represent walls that limit people. The more you give people the more they want. This applies to knowledge, to money, to possessions, to love ... to everything. We don't understand (yet) this insatiable need to grab as much as we can, but it is there. This implies that schools need to satisfy the need for more knowledge, not thwart it. Our kids they want to "drink from the fire hose" and we are offering them small glasses of water.

Please watch the documentary "**The War On Kids**" (2009) to understand how bad our schools have become. Here are some key (but paraphrased) comments from the documentary:

- "*Zero Tolerance Policy*" does a lot of harm. People are forgetting that kids are kids.
- There is institutional vengeance and hatred towards youth.
- Institutions think that by adding more rules they create better students or that discipline will come back. This could not be further from the truth. They have no idea how to instill self-respect, self-discipline and self-motivation.
- Absolutist conformity is idiotic and destructive.
- The mantra of abstaining from everything is equally idiotic because kids will always experiment with things --- that's what most of them learn.
- Institutions violate due process and democratic principles. No wonder kids are becoming turned off and more violent. They are revolting against oppression.

- Most public schools today are like prisons (with metal detectors, cameras, armed police officers, police dogs, and snitches). They all contribute to a very stressful and unfriendly environment.
- Being under constant surveillance increases stress and depression that affect both physical and mental health.
- There is paranoia about being safe. We have created a Police State Atmosphere. Destructive and violent behavior is often a reaction to an abhorrent environment. (This claim is supported by another documentary “**Murder By Proxy**” (2010).
- Studies have found that DARE graduates were more likely to drink alcohol, smoke tobacco and use illegal drugs than those kids that did not go through the program.
- “*Just Say NO to Drugs*” is not a life skill. It is just a simplistic approach to dealing with drugs (which represents a very complicated problem --- because drugs are not the cause or the problem, just the reaction or symptom of many other personal and societal troubles and ills).
- They treat behavioral problems as chemical imbalance or genetic defect problems. They promote all kinds of drugs to sedate the hyperactive kids. They prefer chemical sedation and even chemically induced lobotomy rather than dealing with kids with high energy and high anxiety. They have made fidgeting a sickness that must be dealt with. The fact is that ADHD is mostly a fictitious illness. The US has 6 times more kids on Ritalin than any other nation. The hyperactive kids could very well be the future Steve Jobs and Tiger Woods of our nation.
- The Public Education System is under siege by corporations (especially the Food and Pharmaceutical companies), the marketers, fundamentalists, evangelicals, courts, lawyers and other clowns or holy rollers that think they have the solution to the problem. They all are grasping for straws trying to influence and manipulate the system to their advantage.
- Most Public Schools are fascistic in nature. It is their way or the highway. Most schools discourage free thinking, free expressions and free form.
  - Education prefers to regiment everything (minds, thoughts, behaviors and attitudes) based on the belief that regimentation will produce students with structured thinking and patented responses that will help them cope with the world. The problem is that we live in a world that is as diverse, chaotic and complex as one can make it. Students need adaptability and flexibility, not regimentation.
- They lobotomize kids not only with drugs, but also with psychological indoctrination pertaining to what they think is right --- including what is the proper social class for the different types of students, the proper responses to authority and government (master-slave relationship), and proper responses to society (belonging w/o making any waves, becoming docile, and encouraging students to keep their heads down). No wonder that over 60% of the population is apathetic about everything. Jay Leno, Jimmy Kimmel and the other comedians prove that point weekly on their shows.
- Many schools disenfranchise individualism and enfranchise the mass mind.
- School curricula have no logic or even purpose. We are really looking at a totally insane and inane system.

- Schools are behaving like assembly lines (treated as businesses), where the students are the products that go out the shipping door ... and like the business world, the product has to look like each other. Deviations imply bad quality control. They prefer the cookie cutter approach ... with tight tolerances. They do not know how to deal with different style students and different learning abilities. Their approach is telling the kids and their parents that “*We are not going to change our teaching approach to just deal with you.*”

One may think that those characterizations are too strong, or unfair or even biased. But the truth is that we hear the same comments from numerous bright minds and leading educators. Most of their voices can be heard on **TED Talks**, including:

- **The Future We Will Create** (2006)
- **Knowledge Is Power** (2011)
- **On Life Lessons** (2011)
- **The Power Of Crowds** (2012)
- **Education** (2013)
- **Global Villages** (2011)

Here are some additional messages that the experts are telling us and warning us about:

- Students that don't do well in school get stigmatized and then suffer all kinds of mental problems.
- Intelligence is diverse, dynamic, wonderfully interactive and distinct. “One size fits all” does not work.
- Most classrooms today are sterile and boring.
- They discourage computers because they do not see yet computers as a strategic weapon and an extension of one's total being. They see it as a dumb tool that hurts intelligence. They still promote hand calculations based on the belief that one needs to know the logic behind the formulae. This is another made up assumption that is nothing more than a myth.
- Most people don't know their talents while in school. They discover them after they graduate.
- Most students do not enjoy learning because it is so structured and strict. The real learning starts after they leave school.
- Most students are forced to take courses they don't like based on another erroneous assumption that taking those courses will make them well-rounded. When one hates a subject, forcing her or him to take it does not make one well-rounded; it makes one resentful of the system that imposes such arbitrary rules. Learning is a lifelong process. If people like history they will pick it up at a later time in their lives when they want to and when they are ready for it. Forcing one to learn history against her/his will end up with worrying only in getting a passing grade so that subject is behind her/him. The knowledge will not stick and it will not make any difference in one's life.
- Teaching does not imply learning. Kids do not learn from people they don't like.

- We suffer from the tyranny of common sense and common thinking.
- We are stuck in linear thinking and conformity --- both very passé concepts.
- Education today does not fit most students' spirit --- it does not promote or help their passion.

It is clear that we cannot continue the way we are doing right now because the consequences will be too ugly and too unpleasant not only for our kids, but for the entire society and our world. The time to change is now.

## Recommendations For Improvement

Most of the aforementioned comments offer suggestions for improvement. For example, "Most classrooms today are sterile and boring" implies that we must humanize the classroom. How we achieve that is not as important right now as the recognition that we have to do something about it. Here are some additional recommendations based on what the experts are saying:

- "*Follow your bliss*" should start in school, not after one has graduated from school.
- Allow students to create their own solutions and their own futures.
- Develop Knowledge Maps for each student (with the help of parents). Offer more electives and fewer required courses (the so-called prerequisites).
- Avoid standardization (esp. standardized tests) and cloning practices. Cloned students offer very little value to society or to themselves.
- Leverage multimedia and multi-literacies. Understand that knowledge can be derived / extracted from the internet, Skype, TV, peers, parents, society, and libraries (on top of what teachers offer in the classroom). Education Systems should leverage all of that.
  - Allow group or team problem solving. It does not have to be an individualistic effort.
  - Replace the "Teacher – Student" Learning Model with the "All Means – Student" Learning Model.
  - Allow for self-paced learning.
  - Recognize that some kids do better by learning from YouTube rather than in a classroom environment.
  - If a teacher that can be replaced by a machine, then s/he should be replaced by a machine.
  - Leverage the Global Classroom.
  - Encourage Ubiquitous Learning. Offer more channels and means to tap into knowledge bases.
- Make learning interactive.
- Allow playing, horseplay, flirting, taunting, and failing or being wrong. They all improve problem solving. Remember that playing is a biological need (as necessary as sleeping, dreaming and eating). Playing and learning go together.
- Teaching and learning should bring joy and elation, not anxiety and sorrow.
- Develop educational models that highlight:

- The need to become a **Total Person**
- The need to live a **Balanced Life** (Work-Life Balance)
- The need to achieve equilibrium between **Work-Love-Play**. Fierce ambition for business success should not kill the other two.
- Encourage students into a dialogue. Offer them questions that fascinate them, enthuse them, inspire them, provoke them, engage them and empower them. Help them dream.
- Allow for deep understanding. Offer fewer courses, but offer the right courses.
- Don't be afraid to explain to students that:
  - **Learning** without understanding is a meaningless exercise.
  - **Living** without spirituality leads to pointless materialism and empty lives.
  - **Love** without compassion and empathy is just an act of satisfying a biological need.
- Improve techniques for effective teaching. Get rid of the bad and toxic teachers.
  - Remove toxic and hell raising students.
  - Weed out bad students. The notion or mantra of "*Leave No Child Behind*" is another naïve feel-good saying that has nothing to do with reality because not only schools, but societies themselves leave people behind that "don't have it" or "cannot heck it" or "don't want to be part of it" --- and that is a fact of life. "All people are created equal" is true in the eyes of the law, but not in the real world. We need to build an education based on facts and reality, not utopian precepts. It is time we start speaking and facing the truth. It does not help anyone by living and working in a made-up world.
- Develop support networks among students. Teach them to work together and help each other.
- Promote diversity beyond government guidelines. Diversity is more than accepting other cultures and ethnic backgrounds. Diversity is accepting new ideas and philosophies --- thus the right approach for educators is to create a culture and a climate of possibilities.
- Add the right technologies in classrooms and leverage them to the max. Technology not only is not going away, but it will become even more prominent in people's lives --- get used to it. Develop technology savvy students. Technology is the future of mankind.

These points were presented to some teachers for their comments and feedback. 90% of the comments were supportive and positive, which is a very good sign. However, it is worth mentioning here the response of one teacher on the topic of migrating away from hand calculations for math. He asked us, "What would one do if he found himself needing to do math in the middle of the Sahara desert without a calculator?" The answer is simple. Our Education System cannot be designed on that one chance in a million of being stranded in the middle of the desert, without a calculator. We need to move forward with solid assumptions, and ignore all the weird and useless "what-if" scenarios.

## Here Is What One School Is Doing

(This article appeared at <http://www.lajollalight.com/2006/10/26/new-elementary-school-takes-holistic-approach-to-learning/>)

Grade-level benchmarks are predetermined, generic lessons plans are developed and progress is monitored with standardized testing. At the new Integral Elementary School of La Jolla, education is undertaken from an individualized, **holistic approach**.

Integral education provides children not just with an understanding of the world around them but also develops self-knowledge by incorporating body, mind and spirit into the learning process.

“What we’re doing here is very revolutionary, very unique,” said Principal Prapanna Smith.

Based on principles developed by Sri Aurobindo and Mirra Alfassa and in practice more than 50 years at the Sri Aurobindo International Centre of Education in India, integral education aims to create a joyful learning experience, develop each child’s unique skills and talents, achieve success in learning and encourage children to be responsible, compassionate participants in society. The program is structured to achieve these goals by maintaining low student/teacher ratios, use of a free-progress system and a value-based curriculum.

Public schools average 20 students per one teacher, with that number increasing to 35 students per teacher after third grade. At Integral Elementary, the ratio is about one teacher per 11 children. The school combines kindergarten through third-grade students into one section and then groups students by ability. These groups attend scheduled classes, with smaller clusters of children rotating through a variety of activities and projects. “What we do that’s totally different is take three grades and they learn together. In this way, each and every child gets a lot of individual attention from the teacher,” Smith said.

The free-progress system – or progress with freedom, as Carla Gerstein, the school’s executive administrator puts it – is a learning philosophy that allows children to pursue their interests and strengths, while encouraging development as a whole. Each child has an **individual learning plan**.

This is a radical break from traditional benchmark teaching in that children progress at their own pace and teachers respect the individual developmental needs of each student.

**The school environment is designed to be innovative and engaging, yet flexible in order to instill a desire to learn and a feeling of achievement.**

**Unlike some classrooms where students learn passively – memorizing lessons, listening to lectures, receiving information – integral education requires active participation from the children. They ask questions and explore topics, gather and process information, and become part of the learning, teaching, discovering experience.**

The underlying foundation of integral education is a belief that learning should involve the whole child: **body, mind and spirit**. Yoga and meditation develop the children’s physical health and self-awareness. Through this multi-pronged approach, integral education provides children not only with traditional academic instruction but development of self-esteem, compassion and empathy, and an awareness of the world within and without. “One of the goals is to create individual learners who have found some level of purpose or meaning,” said Gerstein.

Shannon Parsons of Poway has twin boys enrolled at Integral Elementary. Concerned they were falling behind in public school, she enrolled them in last year's pilot program at the school's affiliate, Rainbow Kids Integral Preschool in Mira Mesa. *"This is my alternative to home schooling,"* she said. Once frustrated learners, her boys now come home enthused and inspired.

*"They're learning stuff they're going to remember forever because they were excited about it,"* Parsons said. Another component of the school's curriculum she likes is the **spirituality and meditation**. She said her boys are **learning how to take accountability for their own actions, as well as learning empathy for others**.

*"I know that when I send them here, they have the same ideals we do,"* she said.

Although integral education promotes learning in a different manner than most contemporary institutions, much of the basics are the same. **Classrooms are stocked with computers, games, videos, science equipment and books**. Children adhere to a class schedule. The curriculum teaches math, science, literacy, humanities, art and physical education. Progress is monitored. State educational standards are met.

**Integral education strives to take learning to a higher level and make it a personal experience.**

"I get to work with individual children and see growth as they go," said math and science teacher Karia Duncan. "I wouldn't want to teach any other way. I think the biggest thing is that the children are excited about what they're learning. **They are enthusiastic. You don't need to motivate them. Kids don't see it as sit-down, pen-to-paper learning.**"

Currently numbering about 20 students, Integral Elementary has staff and facilities to accommodate 110 students ranging from kindergarten to sixth grade. New students are being accepted.

However, we are not sure at this point if the improvements are real (that will stick), or we are facing The Hawthorne Effect.

## **The Math Problem Facing Four ISDs in Dallas**

This information was produced by a graduate student as part of her thesis for a PhD degree.

The student analyzed four independent school districts (ISDs) in South Dallas and found that all of them had a horrible performance in math, science and reading. She found that the four ISDs' scores have been declining for well over ten years and that the schools were paralyzed to take any action for improvement. When she interviewed some of the teachers, she found out that the teachers blamed the students, their parents, society, the ISD administrators, the government, their salaries, class sizes and everything and everyone else except for themselves and their Union.

They also pointed to the fact that the US is ranked 31<sup>st</sup> in math among other nations, 24<sup>th</sup> in science and 15<sup>th</sup> in reading --- inferring that the problem is nationwide. In other words, “Don’t pick on me because I am like everyone else.” The unwillingness to take ownership of the problem and responsibility for the results is truly astounding.

The graduate student decided to investigate the subject further and found some interesting facts. Here are some of them:

- The decline of scores from 3<sup>rd</sup> to 9<sup>th</sup> grade is alarming:

<b>Year 2011 Math Scores</b>			
<b>ISD</b>	<b>3<sup>rd</sup> Grade</b>	<b>9<sup>th</sup> Grade</b>	<b>Point Drop</b>
ISD A	81%	65%	16
ISD B	85%	53%	32
ISD C	88%	71%	17
ISD D	85%	55%	30

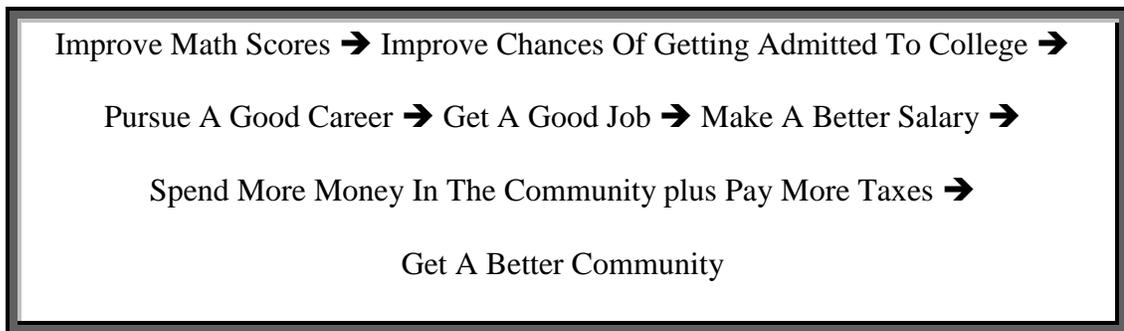
- The decline from 2000 to 2011 is equally disturbing:

<b>Math Scores</b>			
<b>ISD</b>	<b>9<sup>th</sup> Grade - 2000</b>	<b>9<sup>th</sup> Grade- 2011</b>	<b>Point Drop</b>
ISD A	94%	66%	28
ISD B	85%	53%	32
ISD C	89%	71%	18
ISD D	92%	55%	37

As one can see the downward slide is pretty dramatic.

- The teacher salaries were as high as any other ISD. So, clearly the issue was not the salaries.
- The class sizes did not really change in the last eleven years. So, clearly class sizes had nothing to do with it.
- The books got better and easier. She did not find any fault with the books.
- However, she found out that homework assignments got harder. Her investigation uncovered data that prove that homework does not improve scores or learning, unless it is done in a tutored or group setting because coaching and feedback do help.
- The student make up in all four ISDs changed:
  - The number of white students dropped dramatically, reflecting the overall trend in those communities (of whites migrating to other communities with better schools and better government).
  - The number of economically disadvantaged and at-risk students has increased dramatically (in some cases it doubled (from 40% to 80%)).
- Teachers do not understand or appreciate that math has changed:
  - From analog to digital

- From classical to modern
- From discrete to random
- From being focused on techniques to being focused on solutions
- Teachers also do not comprehend the overall megatrends in their profession:
  - From linear thinking to non-linear, organic and parallel thinking
  - From contemplation to fast-food education (ready served answers)
  - From doing core dumps to allowing the students interact and even play with math
  - From focusing on calculations and formulas to making sense of the world through math and science
- The student motivation was practically non-existent. Teachers were just mechanically going through the motions of teaching classes without any passion or shred of motivation. Students sensed that their own teachers did not care for the subjects they were teaching, and cared even less for their students. It is hard to motivate students when the teachers are not motivated.
- Teachers did not take the time to explain to their students the value of math or what math can do for their schools and communities. When the graduate student pointed out the following logic to them, they acted as if they were surprised:



More importantly, students did not understand that math makes sense of the world, math is everywhere, and math is the vocabulary of technology, science, engineering and business.

Based on the reaction she received on her point shown above, she decided to write the rest of her thesis explaining how bad scores spell bad times ahead for the US, as future generations will find it very difficult to compete with other advanced nations and emerging superpowers.

The wealth, health and safety of the nation depend on our education system's ability to produce great students that can compete globally because globalization is going to make our planet smaller, the borders more porous and the competition for jobs more intense. It is imperative that our politicians and educators start pushing the panic button because the US is falling further behind with every passing year.

# Summary

Lee Stiff, a renowned mathematics professor at NC State University and frequent speaker at major math conferences, offers these recommendations for improving the education system:

- Teachers should become better teachers by learning more (about new teaching methods, tools and technologies)
- Teachers should create the right environments for students to succeed
- Teachers should care about every student — even when students don't care about them
- Teachers should be role models for students --- beyond the subject they teach
- Teachers should teach in a variety of ways

Dr. Stiff encourages teachers to “express their positive expectations of all students” and behave as great role models that command respect and admiration, since it is a well proven maxim that respect improves learning, as proven at the best European Institutions over several centuries. It is worth to rephrase some of Dr. Stiff’s recommendations because they offer clues as to what the Holistic Education Institute needs to do to help improve learning:

- Teachers should encourage and show creativity and enthusiasm when teaching their subjects because creativity motivates students, energizes the brain and makes the knowledge learned “stick longer” in students’ brains.
- Teachers should explain the application and value of math and science in the real world. If the correlation is not shown or properly demonstrated, then math and science appear as ethereal concepts that only a handful of future scientists need to know and worry about.
- Teachers should care for their students and show some love and compassion. It is also proven that caring and affectionate teachers are more effective in teaching and mentoring students.
- Teachers should use technology to spice up their lectures. Technologies are more than multi-media and fancy PowerPoint presentations. Technologies, include, iPads, tablets, smart phones, and laptops. Some schools already are encouraging students to BYOD (bring your own device) to school and teachers to attend seminars that explain how to deal with BYOD teaching

These recommendations were put to the test by some schools with great success. The most notable one is **Orchard Gardens K-8 School in Roxbury, Massachusetts**, which proved that fresh ideas and creativity work: The school was known as “The Dropout Factory”, suffering from crime and totally apathy. It was spending a huge sum of money for security every year, until a new principal came in and diverted most of that money away from security and invested it in improving the school itself. He promoted the theme of “Community Building” urging students and their parents to be involved, really involved. He explained to them that students do best academically and socially when their families and communities are strong and involved. The parents and students responded by putting emphasis on:

- Music, art, theater, dance, library, and physical education
- Multiple extended day programs, including City Year and Citizen Schools

- Guidance counselor and student support coordinator to facilitate student group sessions
- Strong partnerships with families through monthly family events and parent representation on the Board of Trustees
- Community field coordinators who visit students' homes and help families access outside services
- A beautiful, state-of-the-art building
- Clubs and sports for students in grades 3-8

The net result was that the students' grades and scores improved across the board and the school is now thriving and used as a role model for other schools and featured as a pilot program.

However, it is important that government, educators and academic institutions come together and rethink the entire Education System as a whole. It is our strong belief that the system is due for a major overhaul. **The new Education System must address:**

- How students learn today.
- What students want to learn today (the notion that adults know best is another erroneous assumption). We must remember that students are our clients and we must listen to the Voice Of the Customer (VOC).
- What are the best learning techniques, methods and tools and apply them.
- What is the right investment in new technologies.
- How to liberate math from old notions (such as focusing on computations --- the emphasis needs to be on getting to the solution as quickly as possible, not on using paper and pencil).
- How to better interact (and even play) with math, science and other subjects.
- How to "light up" and enhance the right brain and develop total minds.
- How to help students "think outside-the-box" and think innovatively and creatively.
- How to rediscover spirituality and imbed it in their lives, careers and solutions.
- How to help students discover their talents, passions, bliss, and identity.
- How to prepare the students to solve society's mega-issues, and pending disasters (re: overpopulations, resource shortages, energy shortages, deadly epidemic, etc.).
- How to prepare students to develop and manage the one world, one planet, one people.
- How to prepared students for the "human connection" at the mega scale format.

We believe that we have established the WHY we need to change and transform. It is now time to address the WHATs and HOWs. This will require the collective brain to come up with the right answers.

In anticipation of coming up with the right answers, the Holistic Education Institute is taking action by trying to move the ball forward.

# References

These are additional references on top of what is mentioned in the main white paper:

- <http://nces.ed.gov/fastfacts/display.asp?id=49>
- [http://www.abc2news.com/dpp/news/region/baltimore\\_city/student-on-teacher-assaults-on-rise](http://www.abc2news.com/dpp/news/region/baltimore_city/student-on-teacher-assaults-on-rise)
- <http://www.greatschools.org/students/academic-skills/6343-why-americas-smartest-students-fail-math.gs>
- [http://seattletimes.com/html/education/2003168064\\_mathconference02n.html](http://seattletimes.com/html/education/2003168064_mathconference02n.html)
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