

# Proposed Education Manifesto

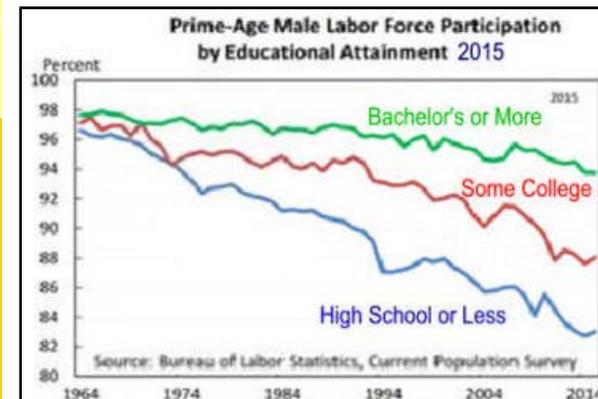
For a Capitalistic, Democratic Federalist Republic

Executive Summary 7/30/17


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## Problems Needing Solutions

[LONG-TERM DECLINE IN PRIME-AGE MALE LABOR FORCE PARTICIPATION](#) 44 pages



Source

See [Income Inequality Analysis and Cures](#)

[PDF Version of Proposed Education Manifesto](#)

1. Opinions Matter  
[Historical Leaders Observations](#) from Confucius to Churchill

[Student Treatment](#) "It does not matter how slowly you go as long as you don't stop." [Confucius Academic](#) "Spoon feeding in the long run teaches us nothing but the shape of the spoon." [E. Forster Desired Result](#) The most important thing about education is appetite. [Winston Churchill](#)

[Leaders Advise](#) from Ten Current Experts

[P. Drucker](#) believed "Students Should Have Studied What They Do Well"  
[A. Kohn](#) There isn't even a positive correlation between...homework and any measure of achievement.  
[J. Heckman](#) "The highest rate of return in early childhood development comes from investing...early...."

2 Author's Education Truths  
[Proposed Education Axioms and Postulates](#)

A student's [Special Intelligence](#), what they do best, should be determined and central to their educational efforts. Equal does not mean the same so unique treatment using [Individualized Curriculums](#) is essential. Reading enjoyment is primary to success so students determine<sup>1</sup> what they read and level. Suggestions to [antonw@ix.netcom.com](mailto:antonw@ix.netcom.com)

3 [World Changed, Good Jobs Disappeared](#) Public Education Must Follow

Our best and brightest students are in a struggle with the best and brightest from around the world. [Job Polarization](#) has decreased opportunities for average academically educated High School graduates. There are [Few Good Jobs!](#) and academically oriented students must work harder, especially non-stem majors.

4 Implementation  
[Educating the Class of 2035](#) has many benefits

Base primary grades on determining what a student does well, their Special Intelligence.  
Base secondary grades on four twelve-week year-round four hour double sessions terms allowing students to take overloads, participate in school activities, work in the community, sleep late ...  
Teachers [use off sessions](#) for compensation overloads or sabbaticals banking, student activity management ...  
Community benefits include lower building costs, assistance from active young adults ...

5. Determine Education Plan  
[Step One](#)  
Local Community Choose and Prioritize Possible Goals based on Appropriate Axiom and Postulates

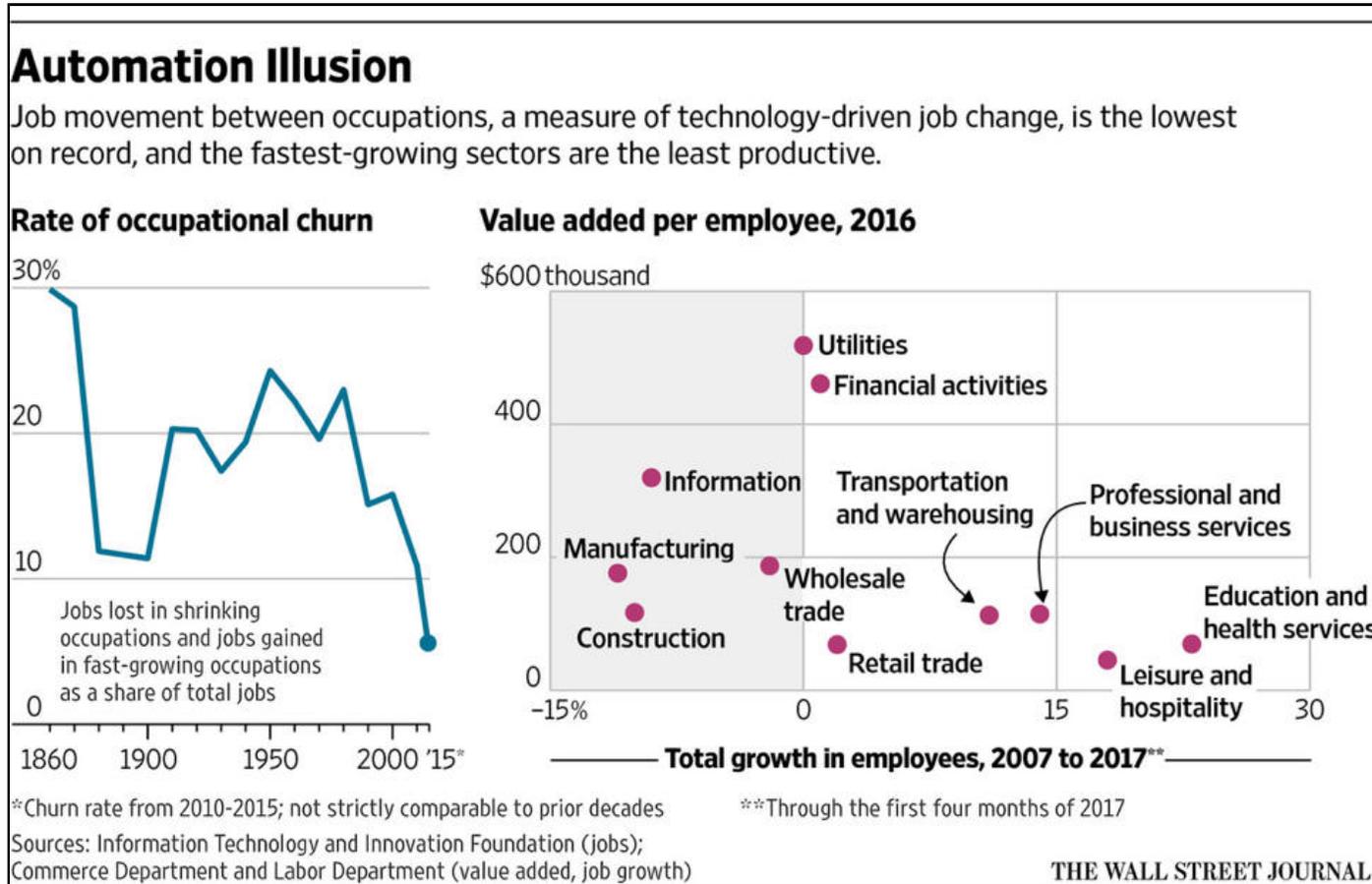
1. Improve HS Graduation Rate
2. Maximize Use of Free Internet Learning Materials
3. Publicly Accountable Charter Schools judged by the cost/benefits analysis to the community.
4. Maximize College Acceptance
5. Track Students by Ability
6. Community or State Determines Curriculum Content
7. A Student's Curriculum Based on What They Do Well
8. Guided by [Bloom's Taxonomy](#)
9. Choose between [Pedagogy or Andragogy](#) classroom theories

<sup>1</sup> Students go to their reading computer and read Jack and Jill went and then they choose an option like ball game, dance, rodeo, movie... Once students begin the computer takes over and adjusts the reading level and direction for each student based on what they want to read, how fast they read with how well they read based on some

end of assignment easy questions. This is not an IQ test. There is no hurry as the only complete failure is those that can't read well enough to begin the process which indicates the need for special personal attention. A 7th grade reading level at H.S. graduation

is OK if desire means continued reading. The key is when they decide they want more they are prepared. Thanks!   
author/editor [Walter Antoniotti](#)  
[Return to Education Libraries](#)

Source [Why Isn't The- U.S. Job Market More Dynamic](#)



See [World Change and Good Jobs Disappeared](#)

# Historical Educational Observations

from Confucius to Summers return to [Proposed Education Manifesto](#) 6/15/17 Please Share!

Treatment of Students	Academic Rigor	Desired Result	Few Good Jobs
<p>"It does not matter how slowly you go as long as you don't stop." <a href="#">Confucius</a></p> <p>"Do not train a child to learn by force of harshness; but direct them to it by what amused their minds so that you may be better able to discover with accuracy the peculiar bent of the genius of each." <a href="#">Plato</a></p> <p>"Try not to have a good time... this is supposed to be educational." <a href="#">Charles M. Schulz</a></p> <p>"To know how to suggest is the art of teaching." <a href="#">Henri-Frederic Amiel</a></p> <p>"The better-performing students will be treated much as chess prodigies are today" ... The lesser-performing students will specialize in receiving motivation." <a href="#">Tyler Owen, Average is Over</a> (2013) 198 See <a href="#">How Children Succeed by Paul Tough</a> 2012</p> <p><small>The use of certain educational software programs to help teach reading and math did not lead to higher test scores after a year of implementation, according to a major federal report released April 5.</small> <a href="#">Full Story Authors</a> <b>Note:</b> This is not the first study to reveal that computers do not enhance learning. Like everything, if you really want to know what is going on, "...follow the money."</p> <p>"Despite all the ruminations about 'skills bias' in the patterns of technological change, there is no such [skills] shortage. To the contrary, our economy is full of highly technical and skilled people. It remains short of jobs for those people, as every college counselor and every coordinator of a training program knows." <a href="#">J. K. Galbraith, Created Unequal: The Crisis in American Pay</a></p>	<p><a href="#">F.D.R.</a> was neither an outstanding student nor athlete, but he entered enthusiastically into life at Groton and did well enough to go to Harvard in 1900. At Harvard he put much of his energy into his social life and extracurricular activities' <a href="#">Source</a></p> <p>"I have never let schooling interfere with my education" <a href="#">Mark Twain</a></p> <p>"Spoon feeding in the long run teaches us nothing but the shape of the spoon." <a href="#">E. M. Forster</a></p> <p>"...often there is little or no payoff from having a little bit more..." <a href="#">Lester Thurow</a></p> <p>"Study without desire spoils the memory, and it retains nothing that it takes in." <a href="#">Leonardo da Vinci</a></p> <p>"Education is an admirable thing, but it is well to remember from time to time that nothing that is worth knowing can be taught." <a href="#">Oscar Wilde</a></p> <p>"Give the pupils something to do, not something to learn; and the doing is of such a nature as to demand thinking; learning naturally results." <a href="#">John Dewey</a></p> <p>"The problem is not the content of textbooks, but the very idea of them." <a href="#">Sam Weinberg</a></p>	<p>The most important thing about education is appetite. <a href="#">Winston Churchill</a></p> <p>"...Strengthening values also demands a national commitment to excellence in education. <a href="#">Ronald Reagan</a></p> <p>"Education is the ability to listen to almost anything without losing your temper or your self-confidence." <a href="#">Robert Frost</a></p> <p>"The mind is not a vessel to be filled, but a fire to be kindled." <a href="#">Plutarch</a></p> <p>"Education is no substitute for intelligence." <a href="#">Frank Herbert</a></p> <p>"A capacity, and taste, for reading, gives access to whatever has already been discovered by others. It is the key, or one of the keys, to the already solved problems. And not only so. It gives a relish, and facility, for successfully pursuing the [yet] unsolved ones." <a href="#">Abraham Lincoln</a></p> <p>The older I grow, the more I am convinced that there is no education which one can get from books and costly apparatus that is equal to that which can be gotten from contact with great men and women. <a href="#">Booker T. Washington</a></p>	<p>"...the idea that you can just have better training and then there are all these jobs, all these places where there are shortages and we just need the trained people is fundamentally an evasion." "The core problem is that there aren't enough jobs. If you help some people, you could help them get the jobs, but then someone else won't get the jobs." <a href="#">Lawrence Summers, The Future of Work</a> (2015)</p> <p>"Delivering literacy--even on the high level appropriate to a knowledge society--will be an easier task than giving students the capacity and the knowledge to keep on learning, and the desire to do it." "All it requires is to make learners achieve. All it requires is to focus on the strengths and talents of learners so that they excel in whatever it is they do well." "But schools do not do it. They focus instead on a learner's weaknesses." <a href="#">P. Drucker, The New Realities</a> (1989) 236</p> <p>"Not all students need programming but they need to easily make the most of technology." <a href="#">Tyler Cowen, Average is Over</a> (2013) technology. He sees educators as motivators and online managers rather than as a professor." See VI. of <a href="#">Tech-based education</a></p>
<p><b>Epilog</b> "In 1914, John Alexander Smith, Professor of Moral Philosophy at Oxford, addressed the first session of his two-year lecture course as follows: 'Gentlemen, you are now about to embark on a course of studies that (will)</p>	<p>form a noble adventure...Let me make this clear to you. ..nothing that you will learn in the course of your studies will be of the slightest possible use to you in after life – save only this – that if you work</p>	<p>hard and intelligently, <i>you should be able to detect when a man is talking rot,</i> and that, in my view, is the main, if not the sole purpose of education.' ...quote reminds me of the famous</p>	<p><a href="#">Joan Robinson</a> line: 'The purpose of studying economics is ...to learn how to avoid being deceived by economists.' "</p>



## Leaders' Educational Advise

return to [Proposed Education Manifesto](#) 6/15/17

### Educational Change Abstract

- 1) [P. Drucker](#) emphasize what learners do well
  - 2) [A. Kohn](#) homework doesn't help young students
  - 3) [T. Cowen](#) best students special, others should be motivated
  - 4) [Harvard College](#) 2013 courses about life
- 1) [Peter Drucker](#) believed "Students Should Have Studied What They Do Well" "Delivering literacy--even on the high level appropriate to a knowledge society--will be an easier task than giving students the capacity and the knowledge to keep on learning, and the desire to do it."... "All it requires is to make learners achieve. All it requires is to focus on the strengths and talents of learners so that they excel in whatever it is they do well." But schools do not do it. They focus instead on a learner's weaknesses." [The New Realities](#) pages 236 and 237. **Peter thinks that student who do poorly with math should not be let anywhere near algebra. This should make students happier but remember algebra teachers need jobs.**
- 2) [Alfie Kohn](#) "In fact, there isn't even a positive *correlation* between, on the one hand, having younger children do some homework (vs. none), or more (vs. less), and, on the other hand, any measure of achievement. If we're making 12-year-olds, much less five-year-olds, do homework, it's either because we're misinformed about what the evidence says or because we think kids ought to have to do homework *despite* what the evidence says." [Homework: An Unnecessary Evil? ... Findings from New Research.](#)
- 3) [Tyler Cowen](#) believed education can create potentially valuable workers by helping them improve their value by using smart machines and that these two are stronger complements than ever. Students may not be able to calculate like computers but we can teach students to be better readers of character and emotion and to be the best interpreters of the masses of information provided by the behavioral sciences and big data. Not all students need to do programming but they need to easily make the most of technology. **He sees educators as motivators and online managers rather than as a professor.** From [Average is Over](#), 2013 by [Tyler Cowen](#) Could a majority on workers hurt by [Geekability](#) add to A. Greenspan's fear of unrest?
- 4) Harvard originally emphasized rhetorical principles, rote learning/drilling  
**1869–1909** Number/variety of classes multiplied, lecture system supplanted recitation and students permitted a free course choice  
**1909–33** "A system of "concentration and distribution..." with general examinations and tutorials was introduced.  
**1933-53** Breadth emphasized by first general education curriculum  
**1971–91** Courses chosen from seven areas  
**2013** Required courses connect to life beyond college

### Winston Churchill

"The most important thing about education is appetite."

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### Return on Education Investment Abstract

- 5) [P. Krugman](#) increasing wage premium for higher education over
  - 6) [L. Thurow](#) small payoff from little bit more education
  - 7) [F. Pryor and D. Schaffer](#) poor graduates got low level jobs
  - 8) [C. Murray](#) more investing in our best and brightest
  - 9) [A. Greenspan](#) education reform will take many years
  - 10) [James Heckman](#) early childhood development reduce deficits, strengthen economy
- 5) [Paul Krugman](#) "When asked to make economic comments as if he were looking back on 1996 from 2096..." Paul mentioned "...*the devaluation of higher education.*"... "Or consider the panic over downsizing that gripped America in 1996. As economists quickly pointed out, the rate at which Americans were losing jobs in the nineties was not especially high by historical standards. Why, then, did downsizing suddenly become news? Because for the first time white-collar, college-educated workers were being fired in large numbers, even while skilled machinists and other blue-collar workers were in high demand. This should have been a clear signal that the days of the ever-rising wage premium for people with higher education were over, but somehow nobody noticed." [The Accidental Theorist and Other Dispatches from the Dismal Science](#) 201
- 6) [Lester Thurow](#) stated "Education is a very lumpy investment where often there is little or no payoff from having a little bit more." ... "There are big returns to the first years of education (the education where one gains literacy) and big payoffs to the last years of education (a college or graduate degree **where one distinguishes oneself from the pack**) but only small payoffs to those years of education that move the individual from somewhat below average to somewhat above average." 283 [The Future of Capitalism: How Today's Economic Forces Shape Tomorrow's World](#)
- 7) [F. Pryor and D. Schaffer](#) feel "It is those college-educated workers with functional literacy little better than the average high school graduate..." "... who end up in these lower-level jobs." from [Whose Not Working and Why](#)
- 8) [Charles Murray](#) encouraged more investing in our best and brightest in his 1994 book [Bell Curve: Intelligence and Class Structure in American Life](#). He later reinforced this meritocratic system with "HALF OF THE CHILDREN ARE BELOW AVERAGE, TOO MANY PEOPLE ARE GOING TO COLLEGE, AMERICA'S FUTURE DEPENDS ON HOW WE EDUCATE THE ACADEMICALLY GIFTED, ABILITIES VARY." See [Real-world, Technology-based, Activity-driven, Question-based College Curriculums](#)
- 9) [Alan Greenspan](#) wrote we can't forget about the middle. "The cost of educational egalitarianism is doubtless high and may be difficult to justify in terms of economic efficiency..." Some achieve more easily at far less cost, than others. "Yet there is a danger in a democratic society in leaving some children out sync with its institutions. Such neglect contributes to exaggerated income concentration, and could conceivably be far more costly to the sustaining of capitalism and globalization in the long run. ." "Much of our skill shortage can be resolved with education reform. But that will take years." [The Age of Turbulence: Adventures in a New World](#) published in 2007 by Penguin Group, pages 406 and 407  
**See Leaders Educational Observations Throughout History.**
- 10) [James Heckman](#) "The highest rate of return in early childhood development comes from investing as early as possible, from birth through age five, in disadvantaged families. Starting at age three or four is too little too late, as it fails to recognize that skills beget skills in a complementary and dynamic way."

## 2. Ten Commandment of Education

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	Proposed Axioms <small>Axiom is the premier premise accepted as true without controversy.</small>	Appropriate Postulate <small>Postulate is a claimed truth for reasoning.</small>	Leader's Quotes <small>Opinions from World Leaders</small>
1	Education should center on Howard Gardner's equally valued normally distributed <a href="#">multiple intelligences</a> .	Unique individuals with unique intelligence are to be educated.	"Education is no substitute for intelligence." <a href="#">Frank Herbert</a>
2	A student's <a href="#">Special Intelligence</a> , what they do best, should be determined and central to their educational efforts.	Success is always better than failure.	"The most important thing about education is appetite." <a href="#">W. Churchill</a>
3	Interpersonal Intelligence education enhances everyone's potential success.	Interpersonal Intelligence is underappreciated.	"Education is the ability to listen to almost anything without losing your temper or your self-confidence." <a href="#">Robert Frost</a>
4	Equal does not mean the same.	Unique treatment using <a href="#">Individualized Curriculums</a> is essential and requires equating required memory skills to curriculum.	"By... [selecting] the youths of genius from among the classes of the poor, we hope to avail the State of those talents which nature has sown as liberally among the poor as the rich, but which perish without use if not sought for and cultivated." T Jefferson: Notes on Va.
5	Memory skills are important to education success. They begin critical thinking skills development <sup>1</sup> and should be determined and enhanced early in the education process.		
6	Reading enjoyment is primary to success.	Students determine <sup>2</sup> what they read and level.	"Delivering literacy--even on the high level appropriate to a knowledge society--will be an easier task than giving students the capacity and the knowledge to keep on learning, and the desire to do it."... "All it requires is to make learners achieve. All it requires is to focus on the strengths and talents of learners so that they excel in whatever it is they do well." But schools do not do it. They focus instead on a learner's weaknesses." <a href="#">Peter Drucker</a>
7	Gresham's Law of bad money chasing good money also applies to the individual characteristics it takes to be successful. People migrate to opportunity.	Each geographic educational cohort is unique.	
8	Learning efficiency varies and decreases after x hours for almost all students and it can become negative.	One school calendar does not fit all.	I hear and I forget. I see and I remember. I do and I understand. <a href="#">Confucius</a>
9	Intelligence bias exists for all multiple choice and true/false test.	Give learners communication tools, a general direction and see what happens.	
10	<a href="#">Returns from investing in education</a> should maximize the maximum for the talented and maximize the minimum for poor students and minimize the maximum regret for those in the middle.	State and local governments should be used as educational <a href="#">laboratories</a> approach.	"Not all students need programming but they need to easily make the most of technology." <a href="#">Tyler Cowen</a> "many workers have difficulty acquiring the new skills. ...their wages have been stagnant... ' from <a href="#">Computers Don't Kill Jobs But Do Increase Inequality</a> , <a href="#">James Bessen</a>
<sup>1</sup> Critical Thinking Skills development begins with knowing the relevant basic information related to the analysis. Then one or more related analytical processes sometimes called models (outlines, formulas, diagrams/schematics, graphs ... ) should be developed. Resulting materials is then compared and contrasted and a final model chosen and improved upon.		For many an outline will begin the processes. Depending on student skills and desires, more sophisticated models may result. This will continue critical skills development.	
<sup>2</sup> Students go to their reading computer and read Jack and Jill went and then they choose an option like ball game, dance, rodeo, movie... Once students begin the computer takes over and adjusts the reading level and direction for each student based on what they want to read, how fast, they read with how well they read based on some end of assignment analysis.		This is not an IQ test. There is no hurry as the only issue results a participant can't read well enough to begin the process. This indicates the need for special personal attention. A 7th grade reading level at H.S. graduation is OK if desire means continued reading.	Thanks! _ author/editor <a href="#">Walter Antoniotti</a> Return to <a href="#">Education Libraries</a>

See other ideas [1. Leaders Educational Advise](#) [3. World Changed and Good Jobs Disappeared](#) [4. Educating the Class of 2034](#) [5. Leader Educational Observations Throughout History](#)

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# Education Plan

## 1. Local Community Prioritize Possible Goals

from Education for Our Capitalistic, Democratic Federalist Republic A [Proposed Education Manifesto](#)

### 1. Improve HS Graduation Rate

Graduation Rates by Subgroup of Students						
	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	Change from 2010-2011 to 2014-2015
<b>Total</b>	<b>79</b>	<b>80</b>	<b>81.4</b>	<b>82.3</b>	<b>83.2</b>	<b>4.2</b>
American Indian/Alaska Native	65	67	69.7	69.6	71.6	6.6
Asian/Pacific Islander	87	88	88.7	89.4	90.2	3.2
Hispanic	71	73	75.2	76.3	77.8	6.8
Black	67	69	70.7	72.5	74.6	7.6
White	84	86	86.6	87.2	87.6	3.6
Low Income Students	70	72	73.3	74.6	76.1	6.1
English Learners	57	59	61.1	62.6	65.1	8.1
Students with Disabilities	59	61	61.9	63.1	64.6	5.6

Questions to [antonw@ix.netcom.com](mailto:antonw@ix.netcom.com)

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Chart Source: [washingtonpost.com/](http://washingtonpost.com/) circle added by editor

## 2. Maximize Use of Free Internet Learning Materials

[Free Courses](#) , [Textbooks](#), [H.S. Textbooks](#),  
[Quick Notes Textbooks](#), [Quick Notes Course Materials](#),  
[Reference Library](#)

## 3. Use Publicly Accountable Charter Schools judged by the cost/benefits analysis to the community.

[The Right Way to Assess Charter Schools](#)

[Exploring the Consequences of Charter School Expansion in U.S. Cities](#)

## 4. Maximize College Acceptance

## 5. Track Students by Ability

Use a feeder school approach as courses get more difficult

Allow better students to tutor average students

see [Stand and Delivery](#) and [Garfield H.S. Placement](#)

## 6. Community or State Determines Curriculum Content

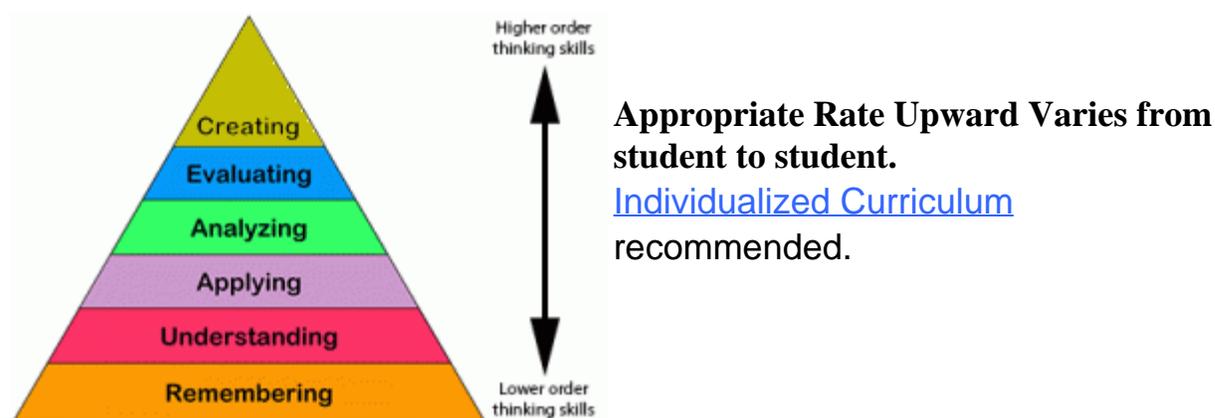
## 7. Curriculum Based on What a Student Does Well

Maximize the minimum for **special intelligence**, what student does well

Maximize the maximum for students with a really high specially intelligence

Minimize the maximum regret by **increasing graduate rates**.

## 8. Guided by [Bloom's Taxonomy](#)



## 9. Choose between [Pedagogy or Andragogy](#) example

[Tech Base, Real World, Activity Driven, Question Oriented College Curriculum](#)

### Editor's Notes:

1) Students with high academic ability need to be treated as Texas football players.

2) Student groups circled in red need an [Individualized Curriculum](#).

3) Teachers need much more freedom to meet student diverse needs.

Here is one suggestion. [Educating the Class of 2034](#).

Thanks! [walter antonw@ix.netcom.com](#)

## Educating the Class of 2034

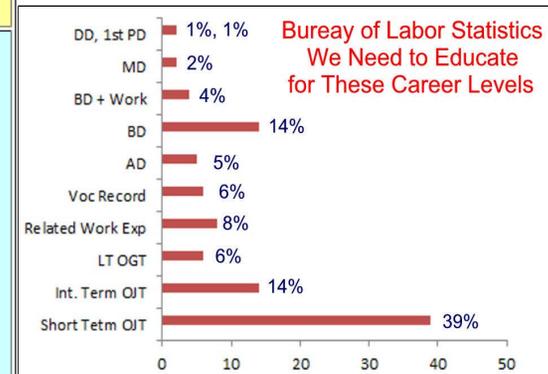
2. [Leaddr Educational Advise](#) 2. [Education Axioms and Postulates](#) Use [pdf](#) for color printing

**Change 1** Base Primary Education on Determining a Student's Special Intelligence.

- 1) **Special Intelligence** is above average ability a person has in one or more areas of the [multiple intelligences](#) which include Mathematical, Spatial, Bodily Movement, Musical, Verbal, Interpersonal, and Intrapersonal. Curriculum should maximize special intelligence.
- 2) **Core Intelligence** centers on mathematical-logical intelligence and verbal intelligence. Skills related to core intelligence are emphasized by traditional curriculums.
- 3) **Rewards await** people who develop skills associated with their special intelligence provided they have the minimum core intelligence skills required for their career. In the words of John Dewey..."to prepare him for the future life means to give him command of himself; it means so to train him that he will have the full and ready use of all his capacities" My pedagogic creed, Dewey, 1897 Wiki

**Change 3** "[Individualized Curriculums](#)" help students discover and enhance their "Special Intelligence."

- 1) Grades one to eight should concentrate on determine and exploring a student's special intelligence while bringing their core intelligence up to an acceptable minimum. Note: This should be a fun time and not the rigor of some Asian countries and [tiger mothers](#) of the United States. Such activities caused anxious unhappy students! If you must test, comparison to those in the student's school and state would limit the negative effects on self-esteem. See [No Grades/Homework](#)
- 2) Career availability information should help students with their curriculum choices.



Since 66% of future jobs require no additional formal education beyond high school, individualized curriculum for many may be more life/career skills oriented. For example, studies show that people with self-control do better in many aspects of life and it can be taught. [RSA Animate – Empathic Civilization](#) is just one example of the new areas that limiting concentration to one's special intelligence will allow.

**Change 2** A year-round school calendar of four twelve-week terms with 4 plus 2 hour days for Secondary Education will improve learning and decrease cost. The U.S. has the best universities in the world and students only have 15-20 fifty-minute class periods per week. Our most successful students also have structured unstructured time for labs to apply knowledge or get involved with skill improving extracurricular activities. Germany schools produce the world's most productive workers and more than half her students finishes at 1 PM. A 4 plus 2 day has four 50-minutes traditionally structured classes in a row and two hours of structured unstructured time when a student's [Individualize Curriculums](#) is determined. Students can work, take more academic classes, volunteer, create a group to compete for academic prizes, attend career-focused academies, play sports or let American ingenuity provide relevant learning experiences.

**Change 2 Benefits**

- 1) [Studies show students forget more than 10%](#) of their learning during the summer and "lower-class students" lose most. See [Summer Setback: Race, Poverty ...Achievement in the First 2 Years](#)
- 2) A two-tier classroom system has enhanced student work benefits.
- 3) Financial benefits for teachers result as they can teach overload courses in their off session. If a system's average teacher earns \$50,000/year for sixteen courses or \$3,125 per class for a year round morning assignment they could earn say \$2000 per course for additional afternoon overload courses. Sixteen overloads cost \$32,000 saving \$18,000 or 36% of a salary plus fringe benefits and also make for happy teachers.
- 4) Economic facilities use would solve housing problems. The potential cost saving for large school systems making maximum use of their facilities are unlimited.
- 5) Structured Unstructured Time benefits the community. It is spent at school or community facilities to enhance Special Intelligence and also to provide paid/voluntary experiences for students and teachers. John Dewey "...advocated for an educational structure that strikes a balance between delivering knowledge while also taking into account the interests and experiences of the student." Academics will not suffer as trying to enhance intelligence with additional memory training is not money well spent. [source](#)

**Change 4** Schools should be academically demanding for those with high math/verbal intelligence and who fill the 22% bachelor's degree or higher jobs.

School curriculums should not so demanding that a substantial number of students drop out or lose confidence. Pre-algebra should only be in the curriculum of student possessing high mathematics intelligence. A nursing student should not have to take statistics (a course I taught for 35 years) because they might someday go on for a master's degree. Nursing isn't about mathematics, little inferential statistics is required. Nothing is gained from the terror creates in the non-mathematical. See [German Educational System](#)

**Change 5** [Maslow's hierarchy of needs](#) should be enhanced by education.

1) Esteem is a requirement for self-actualization which is an important goal of human development. Collateral damage from creating low self-esteem is immeasurable. Testing should be career and not performance based. The result should be expressed as being above, at or below their school's performance level.

2) Students, especially in the Primary Grades, should advance at their own pace.

**Change 6** [Tech-based Education](#) should spread to college education immediately and hopefully to secondary education. This does not mean investing in computers. See [Education Week: Software Found to Have Little Effect on Test Scores](#)

Summary We must maximize the minimum for students with average special intelligence while maximizing the maximum for students with really high specially intelligence. We also must minimize the maximum regret that our current system does not do well as demonstrated by many dropouts. **Please Share!**

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