

NOTES

1. A series of quotes supporting what is said here has been provided by highly regarded educator, Steven Taylor. Where no name is given in note 1, the quote is Taylor's.
"Content" is a convenient construction that, while being derived from a larger whole, does not exactly represent it and, through time, will increasingly become isolated and irrelevant. Mastery of content soon becomes a futile and retrograde pursuit.
When concepts are recognized in relation to others, that integrated pattern can allow us to "jump" to a higher order, level or dimension. Some mathematical conundrums in physics have been reconciled and solved by adding extra dimensional models to the equations. Electricity and magnetism were understood to be two separate forces until Maxwell imagined a higher reality--that positive and negative charges were interactions regulated by one force. Electromagnetic physics and the nature of light would eventually take us even higher, into the quantum realm!
I think the difference between training and education can be expressed by the use of the term "course" in our schools and universities. A course involves moving in a path from point to point. It is a definite, projected path of activity. It is always an ordered process or succession, such as a series of lectures to make up a course, or a series of courses to constitute a curriculum. Like a course of medicine which administers set doses over a designated time period, courses are designed toward some definite end. A course is treatment, it is training, and does not compare to the open-ended and infinite nature of education.
Seems to me that true awareness is a condition of refusal--refusal to allow the mind to become absorbed by one thing or monopolized by one particular perspective. It is writing with one hand and erasing with the other. It is hovering rather than landing. It is a roundhouse, rather than a train of thought. Flexibility is not position of the muscles, but the muscles' readiness to change. It is not brute strength, but suppleness and finesse.
2. By Frederick Herzberg, a critic of traditional workplace management: "Idleness, indifference, and irresponsibility are healthy responses to absurd work." <http://voices.washingtonpost.com/answer-sheet/guest-bloggers/schools-would-be-great-if-it-w.html>.
3. More and more, our life has been governed by specialists who know too little about what lies outside their province to be able to know enough about what takes place within it.--Lewis Mumford (1895-1990) US historian and philosopher.
4. "We are usually convinced more easily by reasons we have found ourselves than by those which have occurred to others." -Blaise Pascal, philosopher and mathematician (1623-1662).
5. A response to a NY Times article by an unknown author stated: "There are two ways to interpret the concept of "nothing" in this context - and I think we often confuse them in the West. "Nothing" can mean 'the absence of anything' or it can be read as 'no thing' - i.e., a phenomenon that cannot be limited, narrowed down to, or identified with any particular subset. As applied to the self, I like the latter interpretation because it's expansive, opening up a range of greater possibility. I dislike the former because it basically negates one's own existence. And there is a mathematical precedent for the above! One formal definition the number zero is not "the absence of anything" but "the sum of all positive and negative integers". In other words, zero is not nothing or a particular thing, but essentially everything."
The notion of "no thing" is crucial here. When a Zen master responds "mu" to his student who asked a question, as Robert Pirsig remarked, it implies that the question should be unasked for the answer is too big for the question. As the responder above said, zero is not nothing, or a particular thing, but essentially everything. Zen too is "everything" (or perhaps more

NOTES

accurately, everything can be seen as including Buddha nature) so looking for it is like looking for fish tracks in a dry riverbed. As was said, when one looks for it, one often stumbles past it because one already has it (is already here, now). It has been said that noticing that there's nothing to know, nothing to realize, and nothing to attain may take much effort to get to this effortless state.

6. From JUAL (Journal of Unschooling and Alternative Learning) Fall, 2011.
A QUALITATIVE LOOK AT THE LIVED EXPERIENCE OF
ALTERNATIVE SCHOOL STUDENTS
Building Bridges SPANS Grant – West Valley Schools, Spokane Washington
Research Overview for Qualitative Study of Spokane Valley
Alternative Students' Lived Experiences with School
Drop-Out Risk and Protective Factors

Dr. Michael I. POUTIATINE & Heather L. VEEDER

Abstract

In recent years, research has begun to focus on identifying and understanding those factors that contribute to the likelihood of a student's not completing high school (risk factors) and those factors that contribute to keeping a student in school (protective factors). This paper details the qualitative findings from a survey study of 145 students and in-depth interviews with 12 alternative high school students. Data was analyzed using a Rapid Assessment team analysis approach (Beebe, 2001). This paper provides a description of the qualitative interview data, with support from the survey data. The study also identifies strategic approaches that students claim are effective in keeping them engaged in school and the factors that hinder their abilities to complete high school.

Benedict Carey 6/6/11, said: "Yet recent research has found that true experts have something at least as valuable as a mastery of the rules: gut instinct, an instantaneous grasp of the type of problem they're up against. Like the ballplayer who can "read" pitches early, or the chess master who "sees" the best move, they've developed a great eye."

Isaac Graves states: "Recent research has shown that external rewards work for lower level, more easily achieved, types of learning. Researchers also show that intrinsic rewards work best for a higher level learning. Some school districts consider the attendance would be greatly improved if they allowed students to study what students find remarkable, interesting, and important. IDEC supports this freedom for students. Isaac reports: The 2012 International Democratic Education Conference team... Stay in touch with IDEC and follow my work by joining the weekly newsletter: <http://bit.ly/o7t6UQ>."

"And those who were dancing were thought to be insane by those who could not hear the music." Friedrich Nietzsche.

"Don't be afraid to take a big step when one is indicated. You can't cross a chasm in two small jumps." Buckminster Fuller

"The capacity for getting along with our neighbor depends to a large extent on the capacity for getting along with ourselves. The self-respecting individual will try to be as tolerant of his neighbor's shortcomings as he is of his own." Eric Hoffer

"Intelligence is not to make no mistakes, but quickly to see how to make them good." Berthold Brecht

"The foolish man seeks happiness in the distance. The wise grows it under his feet." James Oppenheim

Robert Oppenheimer said: "There are children playing in the street who could solve some of my top problems in physics, because they have modes of sensory perception that I lost long ago."

Jeff Foster stated: "Quantum physicist David Bohm postulated that the ultimate nature of physical reality is not a collection of separate objects (as it appears), but rather it is an undivided whole that is in perpetual dynamic flux. Bohm was reinterpreting ancient knowledge and translating it into a modern quantum vocabulary. This was his remembrance: "at a deeper level [matter and consciousness] are actually inseparable and interwoven... Deep down the consciousness of mankind is one."

"We seek Oneness – not the abstract concept 'Oneness', but the actual sense of Home-With-No-Opposite that we all 'knew' in the womb. Of course, we didn't 'know' it, we WERE it. That's the point! You were not IN the womb. You ARE the womb. Womb – Home – One. It's so primal, thought cannot grasp it – thought came later. You are what you seek, not in some mystical shmystical way, but in actual, grounded, earthy reality." From the Sand 12 conference announcement.

Is this the same Pearson that took the writers of the national standards on expensive trips? This was advertised in the American Association for Curriculum Development newsletter, November, 2011:

"Virtual Institutes by Pearson, Words Their Way, RtI, and SIOP Institutes have gone virtual! These are a cost-effective training option that offers educators the opportunity to experience professional development with leading authors and experts with no travel required. Visit pearsonpd.com/institutes for dates and registration information."

Michael Winerip (NY Times 1/2/12) wrote: "For several weeks, New York State's attorney general has been investigating similar trips involving two dozen education officials from around the country who traveled to Singapore; London; Helsinki, Finland; China and Rio de Janeiro as guests of the Pearson Foundation. The trips, and the fact that most of these officials come from states that have multimillion contracts with Pearson, were the subject of two of my columns this fall... Last month, the attorney general, Eric T. Schneiderman, issued subpoenas to the Manhattan offices of the Pearson Foundation and Pearson Education. Mr. Schneiderman is looking into whether the nonprofit, tax-exempt foundation, which is prohibited by state law from undisclosed lobbying, was used to benefit Pearson Education, a profit-making company that publishes standardized tests, curriculums and textbooks, according to people familiar with the inquiry."

John Stanley and David Loy state: "The Buddha said little about evil per se but he had a lot to say about the three "roots of evil": greed, ill will, and delusion. Today they have become institutionalized: our economic system institutionalizes greed, militarism has institutionalized ill will and our powerful media mega-corporations institutionalize delusion. They are the main ways our collective shadow operates today... We have choices to make. High-tech social manipulation is failing humanity. It restricts us to an economic model based on perpetual growth -- essentially a global Ponzi scheme that robs our children and grandchildren in order to feed its pathological greed. To look clearly and deeply at this collective shadow requires the inner focus, courage and strength of sustained meditation. It is a spiritual task that Buddhists and others can no longer avoid..... Compassion for all life, human and non-human, is the only thing left that can make a human future possible. Such love is not a mere luxury. It is fundamental to the continued survival of our species."

National Opt Out Day: January 7th, 2012: United Opt Out National has declared January 7th as National Opt Out Day. On this day we are encouraging Occupy movements everywhere to endorse this action. We are asking parents, students and community members everywhere to endorse this action. We are asking parents, students and community members to write letters/postcards to their school districts stating how they will OPT OUT. We have created a postcard that allows for multiple ways to opt out and it can be purchased in bulk to share. Of course, the slam dunk is opting out of the state test as this will shut down corporate education reform. If everyone opts out in mass they will have NO test data to punish students, teachers and communities. Our postcards can be found at <http://www.zazzle.com/unitedoptout>.

NOTES

Rutgers University professor Maurice Elias serves as director of the Social-Emotional Learning Lab. He said: "New Year's resolutions are often about our own personal well-being: diet, exercise, curbing bad habits, maybe being nicer. For 2012, try something a little different; resolve to be a champion for children. ..Simply, it means putting the needs and rights of children first in your professional life. It means being less hesitant to speak up when you see policies that treat children unfairly or that result in inequality... and intervening when they do not. ...I am not talking only about promoting kids' social-emotional and character development. I am talking about the SECD needed by adults to speak out against injustice, to point out subtle and not so subtle instances of harassment. We need to put first and foremost the dignity of the children who walk into our schools."

As heady as our progress [in the sciences of the mind] has been, we need to stay completely honest with ourselves and acknowledge that we have only discovered a tiny fraction of what there is to know about the human brain. But the modest amount that we have discovered makes for a story more exciting than any Sherlock Holmes novel. I feel certain that as progress continues through the coming decades, the conceptual twists and technological turns we are in for are going to be at least as mind bending, at last as intuition shaking, and as simultaneously humbling and exalting to the human spirit as the conceptual revolutions that upended physics a century ago. The adage that fact is stranger than fiction seems to be especially true for the workings of the brain." ~ **V. S. Ramachandran, *The Tell-Tale Brain***.

In *Out of Character: Surprising Truths About the Liar, Cheat, Sinner (and Saint) Lurking in All of Us*, researchers **David DeSteno** and **Piercarlo Valdesolo** "...explore this curious disconnect through the rigorous lens of science. Drawing on their research at the Social Emotions Lab at Northeastern University, the authors offer a fascinating yet highly readable perspective on the psychology of the hero/villain spectrum of human character, inviting us to reconceive personality, both our own and that of others, with a more balanced moral view that reflects the fluidity of human psychology."

"The derivation of the word 'character' comes from an ancient Greek term referring to the indelible marks stamped on coins. Once character was pressed into your mind or soul, people assumed it was fixed. But what modern science repeatedly shows is that this just isn't the case. As we discuss in our book, everyone's moral behavior is much more variable than any of us would have initially predicted."

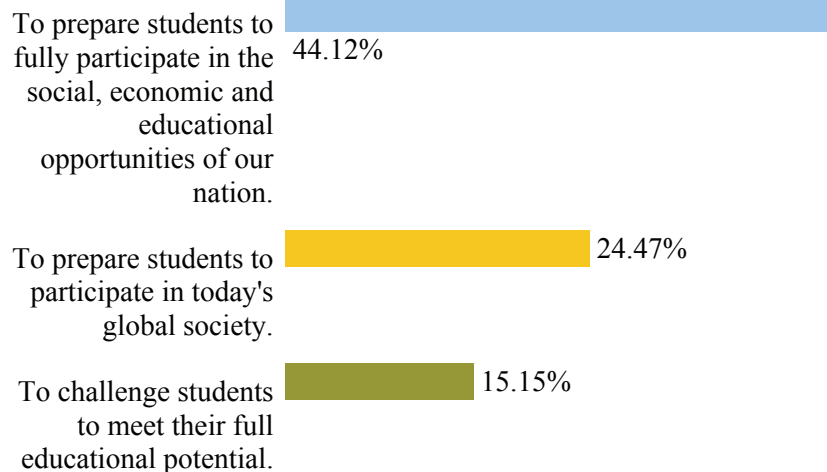
"The dichotomy of good and evil is as old as the story of the world, and timeless in its relevance to just about everything we do in life, from our political and spiritual views to our taste in music, art and literature to how we think about our simple dietary choices. But while most of us recognize that these concepts of good and bad aren't always black-and-white categories, we never cease to be surprised when someone or something we've perceived as "good" does or becomes something we perceive as "bad," from an esteemed politician's transgression to a beloved celebrity's slip into addiction or scientology or otherwise socially undesirable behavior."

7. The Texas Tribune 1/13/12/ stated: "Efforts Are Under Way to Tie College to Job Needs." This continued extension of primarily training is increasing and is evidence of not having learned what to ignore. Narrow specialization from which one does not generalize tends to keep power in the hands of the powerful, while keeping the middle class and poor unempowered.
8. By John Cloud Friday, Feb. 26, 2010
<http://www.time.com/time/health/article/0,8599,1968042,00.html#ixzz11LsylicD>
"Researcher, Satoshi Kanazawa of the London School of Economics and Political Science, has just written a paper that is set to be published in March by the journal *Social Psychology Quarterly*. The paper investigates not only whether conservatives are dumber than liberals but also why that might be so. The short answer: Kanazawa's paper shows that more-intelligent people are more likely to *say* they are liberal. They are also less likely to say they go to religious services. These aren't entirely new findings; last year, for example, a British team

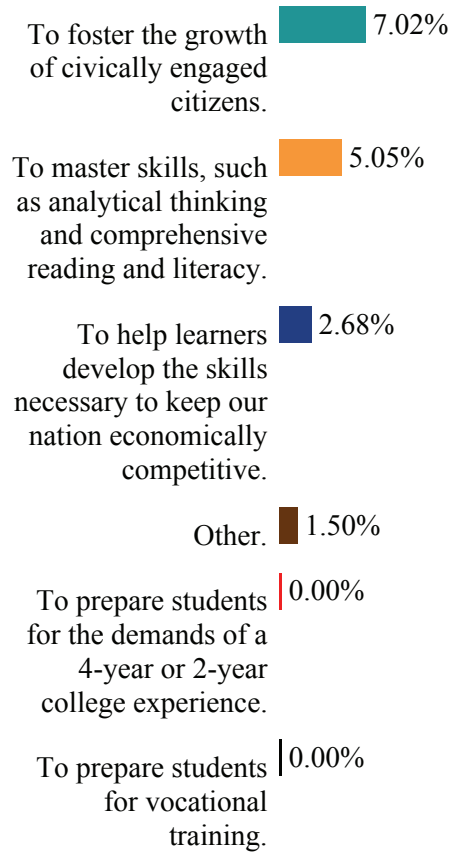
found that kids with higher intelligence scores were more likely to grow into adults who vote for Liberal Democrats, even after the researchers controlled for socioeconomic factors. He argues that smarter people are more willing to espouse "evolutionarily novel" values — that is, values that did not exist in our ancestral environment, including weird ideas about, say, helping genetically unrelated strangers (liberalism, as Kanazawa defines it), which never would have occurred to us back when we had to hunt to feed our own clan and our only real technology was fire."

9. Boston College researcher, Prof. Gray, reported in March 2012, *Psychology Today*: "Unschoolers do not send their children to school and they do not do at home the kinds of things that are done at school... They do not require their children to do particular assignments for the purpose of education, and they do not test their children to measure progress. Instead, they allow their children freedom to pursue their own interests and to learn, in their own ways, what they need to know to follow those interests. They also, in various ways, provide an environmental context and environmental support for the child's learning. Life and learning do not occur in a vacuum; they occur in the context of a cultural environment, and unschooling parents help define and bring the child into contact with that environment." Regarding learning advantages for the student, he reported the majority you responded to his survey said: Their children were learning more, or learning more efficiently, or learning more relevant material, or learning more eagerly in the unschooling situation than they would if they were in school or being schooled at home. Many in this category said that because their children were in charge of their own learning, their curiosity and eagerness to learn remained intact.
10. Recently published by Sense: *MIRACLE OF EDUCATION The Principles and Practices of Teaching and Learning in Finnish Schools* 21. On Feb. 10, 2012, it was reported that ten states were given waivers from the No Child Left Behind Law and 28 other states will seek waivers. Those states will have agreed to adopt standards for college and career readiness equal to or greater than the present NCLB law.
11. (From ASCD) Responses of Readers of ASCD Web communications to the question:

What do you feel is the primary mission of public education?



NOTES



12. Einstein said: "It is not so very important for a person to learn facts. For that he does not really need a college. He can learn them from books. The value of an education in a liberal arts college is not learning of many facts but the training of the mind to think something that cannot be learned from textbooks."

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INDEX

- A
Accountability, 12, 22, 96
Ahas!, 75, 78, 85
Albuquerque, New Mexico, 9
American Psychological Association,
2, 12, 21, 22, 45, 60
Ancient Chinese, 19, 20, 30
Anglo-American Israeli nexus, 110
Annenberg, 3
Anticipatory alpha modulation, 92
APA monitor, 21
Apple, 99
Arizona State University, 93, 111
Artificial constraints, 6
Arum, R., 20
Association for Curriculum
Development (ASCD), 12, 119
Awareness, 13, 24, 37, 38, 40, 52,
54, 59, 63, 64, 67, 69–76, 79, 84,
89–96, 102, 110, 117
Ayers, W., vi, 123
- B
Bacon, F., 109
Baltes, P.D., 45
Bamucci, R., 35
Bard College, 102
Batchelor, S., 77
Baumeister, R., 67
Beck, M., 44, 89, 106, 110
Begley, S., 7, 59
Belgium, 51
Berkshire Hathaway, 47
Berlin wisdom paradigm, 45, 56, 103
Bernstein, R.R., 14
Beyond boundaries, 2, 52
Bohm, D., 36, 119
Bohr, N., 32
Boson, H., 60
Boston College, 112, 121
Boston University, 29
Bowling Green State University, 48
Brain Research Bulletin, 92
Brains Inventing Themselves, 21,
62, 103
Brecht, B., 118
Bridgeman, P., 38, 63
Bronman, J., 1
Brooklyn Free School (BFS), 47,
48, 58
Brooks, D., 13, 14, 26, 52
Brown, G., 102
Bruner, J., 111
Buckley, C., 105
Buffett, W., 47
Bush, G.M., 100
Buswell, R., 19, 83, 94
- C
CAD. *See* Compliance Acquiescent
Disorder (CAD)
California Psychological Association,
34
Camus, A., 78
Cannot be learned from textbooks,
78, 122
Canons of scientific investigation,
64, 73
Cantor, G., 61
Carey, B., 118
Catching flies, 114
Certitude, 3, 19, 83
Charityfocus.com, 113
Charter schools, 35
Cheating scandals, 35
Cheney, D., 52
China, 6, 8, 19, 34, 119
Chomsky, N., 17
Chopra, D., 93
Chopra, G., 95
Clemson University, 19
Cloud, J., 120

INDEX

- CNN, 9, 24
Cognitive toolkit, 13, 16
Columbia University, 1, 2
Common Core State Standards, 97, 109
Compliance Acquiscent Disorder (CAD), 101, 112
Conable, D., 113
Conable procedure, 113
Concept formation, 39–42
Conceptualizable, 38, 106
Condition of refusal, 117
Consciousness emergence, 13
Constraints, 6, 7, 12, 43, 44, 53, 77, 78, 81, 95
Contemporary Political Movements, 57
Content centered, 84
Convenience, 33, 51, 94, 100
Copernican transformation, 83
Cornell model, 21
Costa Rica, 33
Council of Chief State School Officers, 109
Covey, 46, 47, 65
Crescendo, 35
Critical to mental health, 114
- D
- Damon, M., 98
DARPA, 52
Davidson, C.N., 1
de Llosa, P., 39
Deep Politics, 3, 99, 110
Defamiliarizes, 16
Default mode network, 114
Deleuze, G., 19, 72
Desire for certainty, 3, 6, 24–26, 29, 30, 33, 39, 63, 106, 109
Develop the humanity of each child, 96
Dewey, J., 11, 15, 31, 38, 62
Diego, S., 45
Dillard, A., 87
- Discernible concatenations, 29, 106
Discover Magazine, 3
Disintegration used to integrate, 35
Duke University, 1
Duran, E., 48
- E
- Eagleman, D., 24, 41, 103
Earbuds, 36
Eastwood, C., 2
Eddington, A., 18, 31
Education Week, 22
Edutopia.org, 100
Einstein, A., 12–14, 29, 40, 45, 51, 56, 81
Einstellung effect, 17
Eisner, T., 44
Eisnerian power, 44
Electoral reform, 18
Eliot, G., 43
Emergent systems, 14, 18–20, 89
Epi-genetic, 34
Exhaustion of resources, 6
Expanding contexts, 32
- F
- Faust, 76
Feynman, R., 38, 56, 86, 90, 106
Fine, C., 104
Finland, 33, 40, 41, 46, 56, 96, 119
Finland's teacher education, 41
Finnish schooling, 95
Fisch, K., 1
Fixed positions, 77
Flourish, 8, 21, 22, 67, 92, 107, 108
Fluidity, 2, 3, 16, 27, 120
Fluidity of concepts, 27
Foster, J., 119
Foucault, M., 31
Freud, S., 15, 113
Friedman, T., 13, 47
Fronsdal, G., 110
Fuller, B., 36, 118
Fuzzy math, 73

- G
- Gabler, N., 3, 98
- Gallagher, K., 11
- Gatto, J.T., xvii
- The Genius in All of Us*, 34
- George Washington University, 60
- Gibran, K., 69
- Gladwell, M., 92
- Gladwellian, 78, 95
- Global Footprint Network, 6
- Global Ponzi scheme, 119
- Globe, B., 9
- The Globe and Mail, 18
- Goldson, E., 23, 103
- Goldstein, R., 15
- Graves, I., 118
- Gray, P., 29
- Great Pirate, 36, 37
- Greene, B., 1, 74
- Guinan, J., 64, 104, 115
- Guinan's 12 events, 104
- Gut brain, 25, 89
- Gutting, G., 99, 110
- Gyurak, A., 91
- H
- Hamer, R., 13, 21, 22, 55, 61–63, 65, 74, 76
- Haseltine, E., 34
- Healy, M., 114
- Heffernan, V., 1
- Heisenberg, W., 37
- Hentoff, N., 13, 22
- Herzberg, F., 117
- Hirschberg, J., 2
- Holt, J., 90
- Huxley, A., 74, 100, 115
- Hypothesis formation, 38
- I
- Ignore unwarranted and excessive authority, 93
- Industrial capitalism, 4
- Infining, 100
- Infinite Vision*, 101
- Informationing, 39
- Institutional church, 84
- Institutional medicine, 84
- Institutional politics, 84
- Institutional schooling, 84
- International Democratic Education Conference, 118
- Intolerant of ambiguity, 12, 15, 22, 46, 48, 70, 71, 113, 115
- Investigate discord, 30
- Isaacson, W., 86
- J
- Jackson, Mississippi Public School District, 8
- James, W., 25, 43, 59
- Jefferson, T., 12, 69
- Jeffrey, M.S., 59
- Johnson, B., 100
- Jordan, D.S., 46
- Journal of Unschooling and Alternative Learning (JUAL), 58, 118
- Jung, C., 85
- Juvenal, 45
- K
- Kanazawa, S., 120
- Kaplan, A., 44, 67, 69, 72
- Kaplearning, 6, 8, 11, 18, 21–23, 25, 26, 32, 33, 35, 36, 39–44, 46–49, 60, 61, 63, 65, 67–96, 98, 100–107, 112, 114
- Kashdan, T., 92
- Kepler telescope, 24
- Kerr, C.E., 92
- Khan, A., 34
- Kierkegaard, S., 115
- King, J.B., 98
- Kitano, 26
- Know thyself, 112
- Kohn, A., 90
- Kraus, K., 1
- Krugman, P., 65
- Kundera, M., 107

INDEX

Kurzweil, R., 1, 13, 24
Kyrene, Arizona, 57

L

Lakoff, G., 52
Lamarck, J.B., 34
Lamarckian, 34, 35, 59, 60, 101, 104
Lehrer, J., 78, 111
Leonardo da Vinci, 14
Letting go, 3, 83, 99
Linton, C., 60
Littky, D., 54, 55
Loftus, E., 111
Loy, D., 119

M

MacArthur Foundation, 1
Madenberg, J., 36
Manhattan project, 37
Marino, G., 112
Marsh, J., 5
Maslowian need level, 52
May, R., 68, 69
May, T., 19, 31, 57, 64, 72
McGill University, 34
McLeod, S., 1
Mehta, N., 4
Mehta, V., 113
Melbourne Business School, 104
Menand, L., 14
Mental interruption, 36
Mercier, H., 104
Merton, T., 76, 88, 114
Metaheuristic, 45
Michigan State University, 14
Mighton, J., 35
Milner, H., 18
Mindicide, 11–27, 97
Mintz, J., 54, 58
Mis-evolved, 5
Mohandas Karamchand Gandhi, 4,
44, 46, 56, 81, 90, 103
Monthly Review Press, 5
Morozov, E., 17
M theory, 5

Multiple causation, 85, 86
Mumford, L., 117

N

Natural learning, 18–20, 63
Newton, L., 5
Newtonian system, 34
New York State Education
Commissioner, 98
Nichomachean ethics, 92
Nicolelis, M., 2, 3
Nipissing University, xv
No Child Left Behind, 121
Norman Lear Center, 3
Norm Diamond, 101, 112
Norvig, P., 9
Notes to Myself, 78

O

Obedience to authority, 7, 9, 23, 33,
37, 41, 43, 46, 52, 53, 79, 95, 101
Occupy wall street, 52, 71, 99
Okita, S., xiii
Oklahoma State University, 45
Open consciousness, 16
Open inquiry, 6, 12, 13, 21–24, 40,
52, 53, 55, 56, 58, 62, 84, 101
Oppenheimer, J., 37, 118
Oppenheimer, R., 37, 118

P

Pascal, B., 117
Paul, A.M., 24
Pavithra Mehta, 101
Pedagon, 115
Peng, K., 19, 61
Penn Resiliency Program, 6, 65,
104, 107
Perls, F., 31, 71
Perplexed questioning, 77
Personal responsibility, 48
Peterson, C., 21
Phelps, E., 111
Piercarlo Valdesolo, Northeastern
University, 120

- Pinar, W., 40
 Pinker, S., 13, 14, 59
 Pirsig, R., 117
 Piver, S., 87
 Plato, 30
 Plutarch, 30
 Polanyi, M., 16, 38
 Post, H., 41
 Poutiatine, M.I., 118
 Powell, S.C., 3
 Practically preposterous, 4
 Prather, H., 78
 Present experience, 56, 60, 64, 65,
 67, 70, 72–74, 82, 84, 92, 106, 107
 Principles of scientific management, 4
 Process centered, 84
 Process is a verb, 39
 Prone to fear and aggression, 12, 15,
 22, 23, 46, 48, 70, 71, 113, 115
 Psychology Today, 121
- Q
- Quantum Learning: Beyond Duality*,
 124, 127
 Quoidbach, J., 51
- R
- Rabindranath Tagore, 46
 Race to the top, 12
 Ramachandran, V.S., 120
 Ranciere, J., 57
 Ravitch, D., 12, 95, 97
 Readicide, 11, 97
 Rees, M., 37
 Remen, R.N., 100
Reopening Einstein's Thought, 63
 Resistant to change, 12, 15, 16, 22,
 46, 48, 70, 71, 113, 115
 Rhee, M., 35
 Ricci, C., 5, 54, 58, 90, 101, 111, 112
 Ritz, M., 34
 Robin, C., 99
 Rogers, C., 70
 Rohr, R., 2, 17, 25, 29, 94
 Roksa, J., 20
- Rolstad, K., 111
 Rosenkrans, N., 22
 Ruhl, R., 61
 Rutgers University, 120
- S
- Scandinavian austerity and
 secularism, 15
 Schenk, D., 29
 Schiller, F., 15
 Schneiderman, E.T., 119
 Schrodinger, I., 38
 Scientific, 16, 18, 26, 37, 38, 46,
 52, 95
 Self-knowledge, 70, 72, 112
 Self-structuring, 38
 Seligman, M.E.P., 6, 8
 SEL program, 80
 Seton High School, 61
 Siegel, D., 39
 Skinner, B.F., 62
 Skinnerian universe, 32
 Slekar, T., 64
 Sluyter, D., 37, 73
 Smith, D.G., 3, 30, 59, 62, 80, 81, 93,
 95, 99, 109, 115
 Smith, R., 27
 Smoot, B., 23
 Social-Emotional Learning Lab, 120
Social Psychology Quarterly, 120
 Socrates, 112
 Some infinities are bigger than
 others, 61
 Southern Poverty Law Clinic, 8, 9
 Sperber, D., 104
 Spinozistic human bondage, 84
 Standardized tests, 64, 97, 98, 119
 Stanford University, 9
 Stanley, J., 119
 Staudinger, U.M., 45
 STEAM, 14
 STEM, 3, 14
 Sternberg, R., 45
 Steve Jobs, 86–88
 String theory, 5

INDEX

- Structured disadvantage, 78, 95
 Stuckness, 16, 76
 Studenting, unschooling, 38, 39, 58, 111, 112, 118, 121
 Student structuring, 38
 Suchitra Shenoy, 101
 Sudbury Valley School, 47, 48
 Superman's x-ray vision, 44
 Supervenience, 18, 100
 Sze, J.A., 91
 Szyf, M., 34
- T
- Tacit dimension, 16, 38
 Taylor, F., 4
 Taylor, S., 15, 18, 19, 26, 69, 70, 72, 102, 109, 117
 Teachers College Columbia University, 123
Teaching a Stone, 87
 Tea party, 48
 Technological change, 1, 8, 13, 24
 Thoreau, H.D., 19, 53, 89
 Thrun, S., 9
 Tierney, J., 67
 Times, L.A., 25, 34, 45
 Tolle, E., 106
 Too big to know, 26
 Toppo, G., 35
Turning Points, 54
 Tynan, K., 1, 115
 Tzu, L., 68, 70, 73, 90, 91
- U
- UCLA, 19, 83, 94
 UCLA, certitude, 19, 83
 Unacknowledged privileges, 48, 57
 Underlying all perceptions is pure awareness, 38
 The universals, 26
 University of Alberta, 3
 University of California Berkeley, 52, 92
 University of Illinois, 44
 University of Liege, 51
- University of Michigan, 21, 44, 54, 67, 82
 University of Montreal, 18
 University of Southern California (USC), 3
 Unnecessary intellectualizing, 104
- V
- Value of Science, 90
 Vanderkam, L., 12
 Van Rossum, E.J., 13, 21, 22, 55, 61–63, 65, 74, 76
 Variety of orders, 33
 Veeder, H.L., 118
 Venkataswamy, G., 101
 Violate expectations, 24
- W
- Walden, 19
 Weil, A., 69
 Weinberger, D., 26
 Wessling, S.B., 46
 Western philosophy, 15, 38, 73, 100
 Wigner, E., 36
 Wilbanks, J., 26
Willed Curriculum, 102, 111, 112
 William James, 25, 47, 59
 Winerip, M., 13, 119
 Wired, 111
 Wittgenstein, L., 83
 Wong, B., 91
 World of potentialities, 37
 Wu, Y., 75
 Wyden, S.R., 22
- Y
- Yemen, S., 6
 Yuan, J.W., 91
 Yunis, M., 101
 Yutang, L., 11
- Z
- Zettabytes, 1, 2
 Zimmerman, J., 61
 Zukov, G., 10