

Slide Packet

# **Gulf Islands**

British Columbia, Canada

9 – 11 March, 2009

Student and Public Meetings

When the Holy One created the first, man, He took him and led him round all the trees of the Garden of Eden and said to him: "Behold my works, how beautiful, how splendid they are. All that I have created, I created for you. Take care, therefore, that you do not destroy my world, for if you do, there will be no one left to repair what you have destroyed."

Midrash  
*Ecclesiastes Rahhah*

## **Recent Government Statements**

“The work of the Department of Education and Employment fits with a new economic imperative of supply-side investment for public prosperity”. (2001)

“The goal is to improve the skills of England’s young people to create a workforce of world-class standard”.  
(2008)

"What is the BIG IDEA around which we will then organize ourselves?"

Gerald Edelman  
San Diego, May 1995

"As I looked out over the stunning beauty of San Francisco Bay I realized that San Francisco Bay was in my soul, but my soul was not contained in San Francisco Bay."

Matthew Fox 1995

**“I call a complete and generous education that which equips a man to perform justly, skillfully and magnanimously all the offices public and private of peace and war”**

**John Milton, 1644 As quoted in  
*The Child at School*, J.H. Newsom, 1948**

If I can  
ask my own questions,  
try out my ideas,  
experience what's around me,  
share what I find;

If I have  
plenty of time for  
my special pace,  
a nourishing space,  
things to transform;

If you'll be  
my patient friend,  
trusted guide,  
fellow investigator,  
partner in learning;

Then I will  
explore the world,  
discover my voice,  
and tell you what I know  
in a hundred languages.

Pamela Hook

# Opening Minds \_ Unlocking Futures?

“We are not blind! We are men and women with eyes and brains... and we don't have to be driven hither and thither by the blind workings of The Market, or of History, or of Progress, or of any other abstraction.”

Fritz Schumacher  
*“Small is Beautiful; Economics as if  
People mattered”*, 1973

As I sit there the wind goes by  
Not moving anything.  
The clouds slowly move across the sky  
With a feeling of departure.  
I'm lost, I'm lost in this dark deep place.  
I'm screaming from inside for it to go away.  
It's too late.  
I stand with a sharp object in my hand.  
I feel I've been crying for years.  
My face reflects this, swollen and red.  
As I stand there motionless, I think: why stay?  
I've hurt so many – even my own flesh and blood.  
The sky keeps moving.  
I stay locked within the dark circle, and life moves by.  
I look at the object that lies in my hand.  
I slowly move it to my heart and press hard.  
I feel a sharp stinging pain but I continue.  
I continue to feel the sharp object penetrate my skin.  
The suddenly I stop. I think: I can't, I can't do this.  
I drop to my knees, open my mouth to scream  
But nothing comes out.  
I stay there, tears rolling down my cheeks, and a clean  
knife lies by my side.  
I feel ashamed, yet disappointed.  
I wonder: why does life have to be so hard?  
Why do people have to feel so much pain?  
It's so unfair, it's so draining and confusing.  
I'm tired of fighting; I'm tired of fighting with myself  
I just want it to stop.

*Lost* by Anne-Marie, aged 18  
Killarney, May 2004

My reservations about the GECD report are clear because the real issues in education are the unmeasurable aspects. While I hate quoting philosophies or doctrines over 100 years old, John Newman's definition of an educated person was the, quality of tolerance. Nobody will measure the quality of tolerance but ... that is what we need more than anything else. Nobody has found a way to measure the quality of mercy, understanding, creativity, risk taking, leadership or articulation which are all the issues needed to create a new generation of Irish people. The problem with the GECD report is that it drives us through a right wing three Rs measurement of education, which does not measure up.

Senator J.O'Toole  
The Irish Parliament debate on the OECD Report  
October 2003

"We have unequivocal evidence that breast-fed children are physically stronger than nonbreast-fed children, that they have greater verbal, quantitative and memory abilities as pre-schoolers, and significantly higher I.Q. scores during their school years. This is due not simply to healthy substances in the milk, as many assume, but also to the early mother-child relationship that breast-feeding implies."

Karl Zinsmesiter,  
*The American Enterprise*, May/June 1998

## Mechanisation? Big Brother?

"Almost three hundred American employers, including Aetna, Eastman Kodak, Cigna and Home Depot, now offer "Lactation Support Rooms" where female employees can now take regular breaks to attach electric pumps to their breasts in order to collect milk in bottles for their infants in day care. Some companies, aside from the 'pumping rooms', have "lactation consultants" to help mothers solve breast-feeding problems."

Original quotation in "*There's No Place Like Work*" by Brian Robertson, and re-quoted in "*Nasty, Brutish and Short*", an article by Richard Lowry in *National Review*, May 2001

## **“Why Love Matters: How Affection shapes a baby’s brain”**

“Our earliest experiences are not simply laid down as memories or influences, they are translated into precise physiological patterns of response in the brain that then set the neurological rules for how we deal with our feelings and those of other people for the rest of our lives. It’s not nature or nurture, but both. How we are treated as babies and toddlers determines the way in which what we’re born with turns into what we are.”

Sue Gerhardt 2004

## Key Issue I .b

### Language

"Children master most of the complexities of grammar with practically no explicit instruction from their parents, although extensive parent- child verbal interactions obviously provide an important environment for the effective development of a language."

After the American National Institute of Health

"Thus, learning becomes a delicate but powerful dialogue between genetics and the environment: the, experience of our species from aeons past interacts with the experiences we have during our lifetime."

Professor Robert Sylwester,  
*A Celebration of Neurons*, June 1995

Without some degree of ecstatic wooing by at least one adult who adores her, a child may never know the powerful intoxication of human closeness, never abandon herself to the magnetic pull of human relationships, never see other people as full human beings like herself, capable of feeling what she feels. Whether because her nervous system is unable to sustain the sensations of early love or her care-giver is unable to convey them, such a child is at risk of becoming self-absorbed or an unfeeling, self-centered, aggressive individual who can inflict injury without qualm or remorse.

Stanley Greenspan  
*The Growth of the Mind*, 1997

“The new middle-class world in which many American adolescents grow up is one that combines harshness and heedlessness in equal measure, a world which makes it very hard to grow up. It makes it all too difficult to achieve a strong and abiding sense of worth and all too easy to feel like a failure and a loser. It makes it all too easy to feel like an outsider, all too difficult to feel appreciated or respected for being who you are. It is a world in which it is treacherously easy for adolescents to trip up and break the rules but in which no one can be bothered to help them avoid tripping in the first place. Adolescence is rarely an easy time. But it need not be as hard as it often is in America.

*The Road to Whatever*  
Elliott Currie, 2004, page 254

“Education is the ability to perceive the hidden connections between phenomena.”

Vaclav Havel, 2000

## For further information:

 **web** [www.21learn.org](http://www.21learn.org)

 **email** [mail@21learn.org](mailto:mail@21learn.org)