

**A Proposal to the American President
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Summary: We seek to end the crisis in education using new forms of social media and a new educational philosophy based on demand theory.

(Five pages)

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Overview

Institutional effectiveness programs in schools, colleges and universities suffer from subtle conflicts of interest. The institutions rightly feel an imperative to protect and advance its own sense of self. If there were not a crisis in American education this imperative would translate into high quality educational advancement for each individual. As it is now, institutional self-interest translates into a supply regime where the individual is treated as a statistic. A study of science suggests that learning is best enhanced when individual choice is exercised. A student might be guided to demand what he or she is to be given access to next. Somehow, demand and supply must have equal weight in the provision of curriculum.

The Conjecture

A thesis from science is advanced in *The Education Bridge; a Proposal to the American President*. We conjecture on two fronts. First, we note that cultural origins shape the current crisis. As a result of negative cultural behaviors, individual neurological adaptation is often accommodating very poor educational experiences. The *Bridge* creates specific documented views about our society and about biological mechanisms. More than this, a specific proposal is developed. A broad state-by-state program is outlined.

The Pillars

Fifty individual *Bridges*, each a single state chartered corporation, is to be developed external to all current educational institutions.

The three pillars to the *Bridge* proposal are

- (1) ***Pedagogy***: a new pedagogy based on Socratic, constructivist and participatory viewpoints,
- (2) ***Natural Science***: a paradigm in natural science based on organizational stratification in nature, and
- (3) ***Technology***: a technology for next generation three dimensional Internet.

These three pillars are integrated by a single viewpoint called “demand theory”. Philosophical grounds are made for modifying communication infrastructure such as television and other advertising driven media, and common pedagogy in the classroom.

An individually centered model of learning is advanced. This modification may give the individual person more control over self-understanding and the learning process. Using social network infrastructure, peer-to-peer learning, and strong mentoring processes; the individual is assisted in taking responsibility for learning. An ability to know what to demand is offered.

The Problem and the Proposed Solution

We believe the American educational crisis arises from a defect in our educational paradigm. Our theory gives philosophical and science-based rationale for fundamentally changing many aspects of today’s educational processes. We characterize the current pedagogy as being supply-side, and increasingly not recognizing the individual. Education has become a statistical process, in which the individual is less important each year. Incorporating a unique public-private partnership, assistance to each qualified individual is to be provided. A pure public sector infrastructure will obtain dedicated financial support from a dedicated business process, rather than from tax dollars.

Focus on High School to College Transition

We conceive an infrastructure designed to support high school to college transitions. This infrastructure is provably secure and ultra stable, both due to the nature of demand theory and to a self-prohibition regarding outsourcing of any educational service, such as textbooks or software. All software and all textbook materials will be open source, and free.

Informational security comes from innovations that are discussed in *The Bridge* proposal. Under our proposal these innovation are or will be made public domain in ownership.

Cost of the Proposal

Our proposal to the President is that one hundred million dollars in federal funds be spent jump-starting a public-private partnership in each of the fifty states. Federal start-up funds would be spent over eighteen months and would firmly establish both a dedicated private sector and, separately, a dedicated public sector.

A pure private sector model will then fund a pure public sector infrastructure. The public sector will be supported in a transparent fashion by this dedicated private sector, one that enjoys the public recognition of its specific mission and charter. Capital formation and the production of wealth will be focused, not on profit to shareholders, but rather economic support for a foundational principle.

Education and Governance

Education is seen as a necessary element of good democratic governance. Yet our current educational systems work unequally. The disparities between wealthy and middle class citizens are reinforced through methods found in our educational systems. The poor are barely regarded as being of any importance. More of us are becoming poor. This is not precisely due to individual intention. The behavior of a system, such as this one, is complex.

Persistent inquiry, guided by natural science and general system theory, helps us understand what this behavior is. By a Divine grace we are allowed, in certain limited ways, to make positive change. The positive change we seek aligns with democratic ideals.

Opening up access to higher education, in practice and principle, has not been accomplished; in spite of what we say about our nation. We do not even recognize the failure as being one that is avoidable.

Our current educational methods and curriculums are “one way”, all too often supplied uniformly. The content of education becomes less focused on raising the capacity to think and be creative. Our education establishment has focus on being consistent to cultural norms, including these that most of us think as negative in nature; like egotism and self centered-ness.

All too often, now days, America’s educators are merely producing a test to force individual acceptance of information without critical review. This was how it was for them. Our schoolteachers did not receive a quality education. Many of our professors were not born in the United States.

Principle of Universal Education

Do we have universal education in the United States of America? It is true that for a few, there is a sense of being well educated. But because of failure in mathematics classes, most of our children do not become educated. They dislike the mathematics curriculum so much that they avoid learning. The biological roots to the habituation of this avoidance are conjectured as part of the *Bridge* proposals' analysis.

The conjecture on learned disability explains how the crisis manifests. Educators have specialized on repeating something made unpalatable. The system has blinded us to the consequence of having a small fixed curriculum, taught poorly in most cases. This algebra curriculum is not the only introduction into higher mathematics, but no one knows this. Never would it occur to the individual that mathematics is not the same thing as the topics in the textbook.

Universal education only comes about if there is true knowledge offered in a reasonable fashion. Knowledge about our common heritage, including natural science and mathematics, is to be gained for its own sake. This principle is sound. As we move into this century, our understanding about what a proper liberal arts core is might evolve. Our education might open higher mathematics, the foundations of physical science, history and literature to each of our citizens.

To obtain universal education, we need a different curriculum in our schools or colleges. We also need different teaching practices. The *Bridge* proposals suggest one way that the change we seek might be realized.