

# THE YEAR IS 2208

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With a touch of clairvoyance, I can imagine the minutes from a conference on educational reform in the distant future reading something like:

A heated debate exploded at the 2208 Annual World Conference of Educators in Los Angeles, California. A panel discussion, debating the future of education, turned into a spirited exchange of arguments and counterarguments.

Thomas Walker, the moderator, waited for the first *ad hominem* statement to be thrown, knowing this would dissolve the remaining veneer of civility. The same battle had been waged many times before, but this year it seemed especially intense.

“The public is fed up with the failure of our schools!” shouted one participant. With equal passion several others quickly responded.

Dr. Walker made a strenuous effort to bring structure back to the discussion. The audience sensed Walker’s determination to control the exchange of ideas. “Please, only one speaker at a time,” stated Walker firmly.

The amorphous question-and-answer session took shape as order was restored. Following are the principal issues addressed:

- Issue 1: Why has the Computerized Virtual Knowledge (or CVK) theory failed to bring the universal success it promised?
- Issue 2: Why has the submersion of students in a sea of spectacular images and dramatic presentations not heightened their interest in the content material?
- Issue 3: Why has our interdisciplinary approach to education, which tears down the artificial boundaries between disciplines, failed to achieve the synergistic benefits that come from uniting the efforts of various specialists in working toward a common goal?

- Issue 4: Why has the emphasis on real-life projects done little to pique the interest of a large percentage of student consumers?
- Issue 5: Should the Department of Education press the Federal Supreme Court to reconsider its decision to classify the use of grading scales in the schools as a form of intellectual discrimination?
- Issue 6: Why have the countless versions of the World Interactive Multiplexity Media System (or WIMMS) not infused our Student Paradigmatic Groupoid Learning Environment with the desired success?

These were the primary issues of debate in this three-hour panel discussion. The session ended on a rather unusual note when an older gentleman on the back row suggested that students might be better served if we replaced our current Interdisciplinary Panpolitical Wikipedian Zausdorff Discovery approach with a single teacher at the front of the classroom sharing his or her expertise with the students. Stunned by such a novel suggestion, many in the session felt this simplistic idea may have potential and should be given further consideration. ∞

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