

group of scientists and businessmen to teach basic courses—for example, mathematics and physics—in their fields as volunteers in the public schools, only to be told that since the scientists and businessmen were not professional teachers, they were not welcome. More recently, the mission of bringing practical teaching into the schools has been popularized by several groups (Teach for America, America Saves, Junior Achievement), but it is still often viewed as enhancement material and not part of the core curriculum.

This and many other shifts in how content, context, principles, and skills are delivered to our children in our compulsory system of education need to be included as part of an interactive, experiential process that will determine how our children live their lives—and what impact they will have on this complex world in which we live. The challenge is this: How do we package it all into a deliverable program that can be systematically and systemically implemented so it is success-oriented, rewarding, and fulfilling for all participants, children and adults alike? I am pleased and proud to say that I work with groups that have designed such programs—and they're taking these programs forward with definiteness of purpose.

Their vision of the future—like ours—is to have an educational system that evolves into a powerful force, capable of producing self-motivated, independent-thinking, self-reliant, contributing members of society. And capable also of producing something more important—future generations ready and able to work in a complex world, to live successfully, to take pleasure in empowering themselves and others, and to make a real and lasting difference in the world as informed, responsible, involved global citizens, each with definiteness of purpose!