The Educator

THE NEWSLETTER OF THE COMPANY OF EDUCATORS

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The Company was honoured that, on 11 December 2009 at the magnificent Drapers' Hall, the Lord Mayor was able to grace the Franklin Lecture and Banquet, its first formal event as a 'Company'

Inside this issue:

The Franklin Lecture ~ Tony Buzan at Drapers' Hall on 11 December 2009

1. The Beginnings

It all began when I was a boy of 7 years old commencing my first year of primary school in the seaside fishing village of Whitstable in Kent. At that time my best friend was a boy called Barry. Our prime interest at that age was in Nature: in studying, collecting, breeding and protecting all forms of living things. Our homes were like small zoos! As soon as the school day was finished, Barry and I would rush out to the local fields, dykes, and woods, to pursue our passion.

Barry had an astonishing sensitivity to Nature. He could distinguish, by flight pattern, as they flew towards the horizon, between the different butterflies and birds. He would be rattling off different species, while I was saying, 'Er...Cabbage White...Sparrow…' by which time they had all disappeared!

Early in the school year, we were informed by our teachers that we were being divided into different classes: 1a; 1b; 1c; 1d. We were told that it made no difference which class we were in. It took us a nanosecond to realise that 1a was for the 'bright boys' and in 1d the 'd' stood for 'dunce', 'dimwit', 'dullard', 'dumb', and 'disabled'. I was put in 1a, and my best friend, Barry, in 1d. We didn't talk or think about it much at all – that was just the way things were.

Within 1a we were sub-divided even further. After being given our latest test result, we had to stand up, and reorganise ourselves in descending order from the top down, in terms of our latest ranking. The top scorer in the test sat in the back, right-hand seat, the second best scorer next to him, and so on, snaking down to the front row where, in the front, right-hand seat, sat the boy with the lowest score in that test.

Where did little Tony Buzan sit? Never in seat 1, and never in seat 2. Those seats were always 'reserved' for Mummery and Epps, or Epps and Mummery! I was always somewhere below those pinnacles.

One day in 1a, Mr Hake, our teacher was asking us some pretty tedious questions such as 'name two fish you can find in English rivers?' (there are over a hundred); 'what is the difference between an insect and a spider?' (there are over fifteen); 'what is the difference between a butterfly and a moth?' (again there are over fifteen).

Some days later, Mr Hake, proudly announced to the class

(Continued on page 5)

The Company's Genesis (continued from page 3)

More recently, as Archivist, I have been trying to put the papers into some semblance of order now that our future seems to be assured. I can reassure Freemen that we will not record each and every occasion you attended a function organised by the Educators! As I went through and filleted the papers I was struck by several strands of our history over the past ten years.

First, we have exceeded the original 'business plan' put to the Corporation, both in terms of membership numbers and in terms of the financial profile. Of course, we had that significant and very welcome boost when our sponsoring Alderman, Sir John Stuttard, made us a secondary object of his Lord Mayor's Appeal.

Second, I was struck by the contribution that had been made in terms of locations for meetings made by higher education institutions located in or near the City – these include City University, London Guildhall (now Metropolitan) University, London South Bank University and, from abroad, Notre Dame University in London.

Third, in spite of the help that the university sector has been able to give in terms of providing meeting places, we have done well in preserving the original intention to involve those concerned with education and training at all levels from primary to post-experience.

Fourth, I have been impressed by the contribution that various Masters have given in their own way to develop discussion groups and involve members who are not at the moment part of some imagined inner circle. I know that is the envy of Livery Companies of greater vintage.

Fifth, we need to record the development of our links with the Baker's Company and other Livery Companies — and the help that they gave us at a time when we needed it — especially their willingness to be involved in joint activities.

Finally, on a personal note, let me admit that when we first began in 1999, I wondered whether this venture would 'fly'. I now have no doubts, and must thank the Company for associating my name with its annual lecture.

May the Company flourish, root and branch, for ever.

Foundation Master Professor Raoul Franklin CBE

The Franklin Lecture 2009 (continued from page 4)

that 'someone has scored 100 per cent in a test!' Everybody, including me, looked at blasted Mummery and blasted Epps to see which one of them had done it again! To our amazement he called out 'Buzan!' I was stunned, because I knew he had made a mistake — in every single test we had taken I knew that I had either left out answers or was certain that at least one of the answers I had written was wrong. Therefore, there was no way in which I could have scored the perfect mark.

However, we all had to move to our new seating positions, and for the first time in my life I found myself in the back, right-hand seat of 1a — waiting to be exposed! It was, however, a brief and pleasant experience to see the right profiles of Mummery and Epps for the first time!

Mr Hake handed out the papers, and to my amazement, the paper he put down in front of me had '100 per cent', 'Top marks', 'Well done boy, points for your team' — and my name, in my writing, at the top of the page.

I scanned down the paper and quickly realised it was the answers I had casually written down to the tedious questions on Nature that Mr Hake had previously been asking us. My immediate reaction was, 'That wasn't a test. I could have given him fifty different fish; fifteen differences between an insect and a spider; and fifteen more differences between a butterfly and a moth'. I was momentarily confused.

It slowly dawned on me that it had been a test, and that when Mummery and Epps did well on whatever subjects they did well in, it was because they had the same relationship with their subject as I had with Nature.

So I was 'No. 1'! And it felt good…….

This feeling of achievement and euphoria lasted only briefly, as the realisation struck that was to paradigm-shift my thinking, to change my life, and is the reason I am standing before you this evening. What was that realisation?

That sitting at the bottom of the snake of excellence of over one hundred pupils in the front row of 1d was my best friend Barry. And who knew more about Nature — little Tony or little Barry? Obviously little Barry. In terms of excellence, Barry should have been sitting half a mile to the right of me in the top seat of 1a. He knew far more about the beauty and intricacy of Nature than I did.

This realisation came as a deep shock, because I now, out-of-the-blue, had incontrovertible proof that the system in which I was (the English education system) was not distinguishing brilliance accurately. In this instance it was actually judging the best to be the worst. The fact that my 'No 1' position had been achieved at the expense of my more brilliant 'dumb' friend made the realisation even more painful.

You will be pleased, my friends and colleagues, to hear, that from that moment on, little Tony Buzan became an intellectual delinquent! I was always questioning: 'Who says who's smart?' Who says who's not smart? 'Who has the right to say who is smart and who is not smart?' 'What is 'smart'?'

The rest of my life has been — and still is — a life in the pursuit of answers to those questions. For the remainder of this lecture, I am going to cover the following main areas in order to shed some light on the answers to these questions: Creativity; the Brain and its Potential; the Revolutions of Mind; the Left and Right Cortical research; the Multiple Intelligences; the Pioneers; the Mind Map Thinking Tool; Modern Education Systems; and Teachers/New Definitions.

2. Creativity

In the creativity test that I have just given you, on first the uses, and second the non-uses of a paperclip, the large majority have scored higher on the second test — the non-use test. The reason is that the second test is an easier test since there is, theoretically, an infinite number of non-uses for a paperclip, as opposed to the relatively small number of possible uses.

I would like you now to consider the best non-use ideas — such as, 'You cannot in any way use a paperclip for carrying water' — and see if there is any way in which you could use the paperclip for the purposes you have decided, initially, that you could not. When you discover those non-uses on which we can all unanimously agree, you will have a major insight into the function and potential of the human brain.

Quelle horreur! Our survey shows that every single one of your best non-uses you now believe can be a use! Why this extraordinary and apparently contradictory result?

Let's explore creativity a little further, in order to shed light on the dilemma in which we currently find ourselves. Let me introduce this by using a metaphor to indicate the importance of the discussion in which we are becoming engaged.

Imagine that you are an Olympian athlete, that you get stuck in a swamp and are beginning to sink. Imagine that you think that the correct way to get out of this swamp is to use your Olympian energy. What will happen to you? You will sink. And sink how? FAST!

And therein, as Shakespeare says, lies the rub. For it indicates

(Continued on page 6)

The Franklin Lecture 2009 (continued from page 5)

that the more intelligent, focused, driven, educated, dedicated, kind, wonderful and loving you are, the faster you go down if you have the wrong formula.

In education — and in unlocking potential — we must find the correct formulae. Let me shed some more light on this, by reviewing generic studies on creativity and age. Psychologists gave different age groups problem-solving tests, in which the students were given overall percentage scores for the creativity with which they solved the given problems. They were judged on: speed of solution; originality; number of ideas; flexibility of thought; ability to imagine; ability to make associations — especially new ones; and elegance of solution. The five age groups were Kindergarten, Primary School, Secondary School, University and Adult.

Predict the results! Kindergarten 95 per cent plus, Primary School 75 per cent plus, Secondary School 50 per cent, University 25 per cent, Adult 10 per cent.

Apart from the horrific results, the bad news is that globally these results are 'Normal'. To make this even worse, the average age of the average human is increasing, which means that the average per capita for creativity is decreasing. This explains the panicked front-page screamers in magazines such as the Harvard Business Review that there is a 'Looming Creativity Crisis'.

The good news is that in this, as in many other instances in our cognitive practices, 'Normal' is not 'Natural!' Natural creativity is a creativity that flourishes and grows throughout life, as evidenced by most of the great writers, artists, poets and thinkers of all nations throughout history. We simply need to unlock the creative potential that we have unwittingly locked in.

3. Potential

In the fields of memory, learning and creativity, what percentage of our cognitive capabilities do you estimate we currently use? I note with interest that most of you are quoting figures of between 1–10 per cent. It is interesting, isn't it, that in a body of Educators, we rate the use so low? I am pleased to inform you that your estimates are optimistic! The actual use is less than 1 per cent. Is this good news or bad news?

Good news! Because it means that there is more than 99 per cent remaining to access — 99 per cent of potential to unlock. In 'Memory' we know this from the prediction in 1994 at the World Memory Championships in London, by the London University Psychology Department, that no one in the future history of the human race would be able to remember a spoken number of 30 digits or more. To realise this for yourself, read the following numbers only once, and the instant you finish, look away and try to recall each number.

6, 1

3, 5, 9, 4, 2

3, 4, 7, 1, 6, 5, 8

2, 5, 6, 1, 9, 3, 7, 1, 4, 6, 8, 5, 2, 3

As you will see, with each added digit the task increases in difficulty exponentially. Thus, the psychologists' prediction of 30 being impossible becomes more understandable.

In the recent World Memory Championships in Bahrain, three competitors memorised a spoken number of 100 digits in length perfectly! The winner of the competition memorised a spoken number 202 digits in length. Ten hours later, at a celebratory dinner and after three subsequent competitions, he was asked if he could still remember it, and proceeded to repeat it without error.

When he had finished his recitation, he asked 'would you like me to do it again, backwards?!' And he did!

4. Revolutions of Mind

Since the recent dawn of civilisation (if you believe that civilisation has ever commenced!) we have gone through a number of Revolutions of Mind. The first was the Agricultural Revolution in which we thought agriculturally, and in which the children were brought up as farm workers or labourers. This was superseded by the Industrial Revolution, in which we thought industrially, and in which the children were brought up to work in industry and the factories of industry.

What revolution or age, are we in now?

I note with interest that almost unanimously you voted for the Information/Technological/Digital Age in which we learned to think informationally, technologically, and digitally, and in which our children were brought up to be information workers.

You will notice the past tense beginning to creep in here. This is because, as well as the wonders that this age brought us, it also brought us the global stress-producing syndrome of Information Overload and the delights of 'Death by PowerPoint'!

Thus, the Information Age was recently superseded by the Knowledge Age, in which we learned to think knowledgably, and in which the proponents of this age were stating that children of the future would no longer be simply information workers; they would become knowledge workers. The briefly-lived Knowledge Age gave rise to the concept of the Knowledge Manager, and the Director of Knowledge Management.

As recently as 2008, in Singapore, at a meeting of the Direc-

(Continued on page 7)

tors of Knowledge Management, they declared that Knowledge Management was not working. And why? Because there is something far more important that needs to be managed than knowledge. And what is this? The answer is 'The Manager of Knowledge!' And, of course, the Manager of Knowledge is the human brain with its cargo of cognitive skills and intelligences.

We are, therefore, now at the dawning of the Age of Intelligence, in which, finally, we will learn to think intelligently!

I am proud to announce that on 25 June of this year in Kuala Lumpur, the Minister for Higher Education, Dr Dato Nordin, in conjunction with the 14th International Conference on Thinking, its 2000 delegates, Dr Edward De Bono, Dr Howard Gardner, and myself, formally declared that we have now entered the Age of Intelligence.

It is in this age that the astonishing potential of the human brain will be increasingly unlocked and unleashed.

5. The Brain – Left and Right Cortical Research

Professor Roger Sperry of the University of California won the Nobel Prize for his ground-breaking research in the area of the cognitive skills possessed by the cerebral cortex. Professor Sperry's research showed that the left hemisphere was dominantly active in the areas of words, numbers, lines, lists, logic and analysis, whereas the right hemisphere was dominantly active in the areas of rhythm, colour, shapes, maps (Gestalt), imagination and daydreaming. This research has transformed our thinking about education and potential — and has also widely been misinterpreted. (See the Mind Maps on the back page)

Which side of the brain is the 'business' side? Which the 'artistic' side? Which the 'academic'? Which 'musical'? Which the 'creative'? The vast majority of people answer that the academic and business side is the left, and the artistic, musical and creative the right. These assumptions are dangerous, and dangerously into-the-swamp wrong!

If you examine the cortical skills carefully, you will realise that all areas of activity contain the whole range of cortical skills. Only by combining them in this way, can we experience the beneficial effect of the synergetic relationship between the two sides. Only in this way can we unlock an infinite potential that has so far been trapped in a self-destructive and inappropriate 'either-or' method of thinking. We have, as the Mind Map diagram illustrates, to synchronise the activities of the entire cerebral cortex and, thus, to benefit from the release of an infinite creative and cognitive potential.

6. The Multiple Intelligences

The Age of Intelligence will include, in addition to the unleashing of the extraordinary powers of the cerebral cortex, the discovery, nurturing and application of the Multiple Intelligences so excellently covered in the 2008 Franklin Lecture by Dr Anthony Seldon, Master of Wellington College.

It is important to emphasise at the outset that these intelligences, initially and formally introduced to the world by Dr Howard Gardner of Harvard University, are all like muscles that can be trained and honed, and that everyone possesses the potential to develop every intelligence to a high degree.

The intelligences include:

- Verbal — the development of 'word power' and the ability to juggle with the infinite manifestations of the alphabet.
- Numerical — the development of 'number power' and the ability to juggle with the infinite manifestations of numbers. The numerical also includes the ability to think logically.
- Spatial — the ability to negotiate three-dimensional space and to handle objects in three dimensions.

These three intelligences constitute the bulk of the traditional 'IQ' test.

- Personal Intelligence is self-awareness and the ability to

(Continued on page 8)

The Franklin Lecture 2009 (continued from page 7)

love oneself — to be one's own best friend and best coach.

- Social Intelligence is the ability to be successful in groups of: one to one; one to small groups; and one to large groups. This intelligence also includes the ability to establish enduring relationships.
- Physical Intelligence includes general 'medical health' as well as muscular strength, bodily flexibility, and cardiovascular physical fitness.
- Sensual Intelligence is the ability to use — as Leonardo da Vinci entreated us to use — the Multiple Senses to the ultimate of their power and potential.
- Creative Intelligence is the ability to think with the full range of the cortical skills, and to think abundantly, originally, imaginatively, flexibly, speedily, and connectively.
- Ethical/Spiritual Intelligence concerns: compassion and love for other living things and the environment; charitability; understanding; big-picture-thinking; positivity and generosity.

Envisioning a world in which every human being is educated to develop these vast resources is the dream that educators and philosophers have, for millennia, dreamed. At the beginning of the 21st Century, and at the beginning of the dawn of the Age of Intelligence, we have the opportunity to make this dream, finally, come true!

7. Pioneers

Fortunately the first shoots of this Final Revolution are already with us. I have already mentioned Dr. Seldon's Wellington College, where everything we have been discussing this evening is now part of the curriculum for every student. In Singapore, the Ministry of Education has thinking, learning and intelligence as its major focus and communicates with its 28,000 teachers via Mind Maps. Malaysia has declared that by 2020, every citizen will be aware of the brain, learning how to learn, and all the benefits of a Mentally Literate society.

In the business world, most of the Fortune 500 companies are now incorporating forms of 'Brain Training' in their Human Resource activities, and Bill Gates recently stated: …."intelligence agents and Mind Mappers are taking our information democracy to the next stage...a new generation of 'Mind Mapping' software can also be used as a digital 'blank slate' to help connect and synthesise ideas and data – and ultimately create new knowledge…"

Universities are rapidly endeavouring to lead this trend. At the London School of Economics (LSE), a new course, 'LSE 100', is specifically devoted to teaching the students in social sciences to think and learn. In Mexico, the Tec De Monterrey — a University with 33 campuses and 39,000 students — has made the 100-hour 'Mental Literacy, Mind Mapping and Learning how to Learn' course mandatory for every student. Japan has recently had Mind Mapping software and books on the brain and learning at the top of its Amazon list and China has declared creativity and innovation to be a national priority.

The revolution has begun – the brain's potential is beginning to be unlocked and unleashed!

8. The Mind Map – an Egalitarian Thinking Tool

In the context of the preceding, the Mind Map is the tool that uses each of the cognitive skills in synchrony, and which allows the individual to explore and develop each of the Multiple Intelligences. Placed in perspective, the current debate in England over 'privilege' is inappropriate, out of place and irrelevant.

What education needs for its present and its future are tools that allow each brain to mine its own potential and then to manifest it. The Mind Map is such an egalitarian thinking tool.

9. Education Systems and Teachers

Our current education systems are becoming dangerously akin to factory farming, producing Conveyor Belt Kids who are still being 'designed' for the industrial and information ages. What the world needs now are schools and universities that focus not from the outside (agriculture, industry, information, technology and knowledge) in; we need education systems that focus from the inside (the cognitive skills and the Multiple Intelligence) out, allowing us finally to think intelligently and creatively about knowledge, technology, information, industry, and agriculture.

And who is going to lead this final educational revolution?

10. The Teacher – a new position of priority & new definitions

If we look at the original root of 'education', it is the word 'educere'. This word — from which 'Duke' also arises — means not, as it has been primarily interpreted, 'to draw out'. It means 'to guide; to head; and to lead'. As such, the teacher (and I include here all parents) must become the most important individual in the world.

The teacher of the future will no longer be simply a specialist in a given subject area. The teacher of the future will be a leader, a mentor, a custodian of intelligence, a facilitator, an advisor, a guide, a coach, a guardian, and a beacon for all those incredibly beautiful and potential-filled minds of the future.

Master, your own beacon for the educators — 'Unlocking Potential' — is the pathway to a better future for us all.

Per doctrinam ad lucem — Through learning to light

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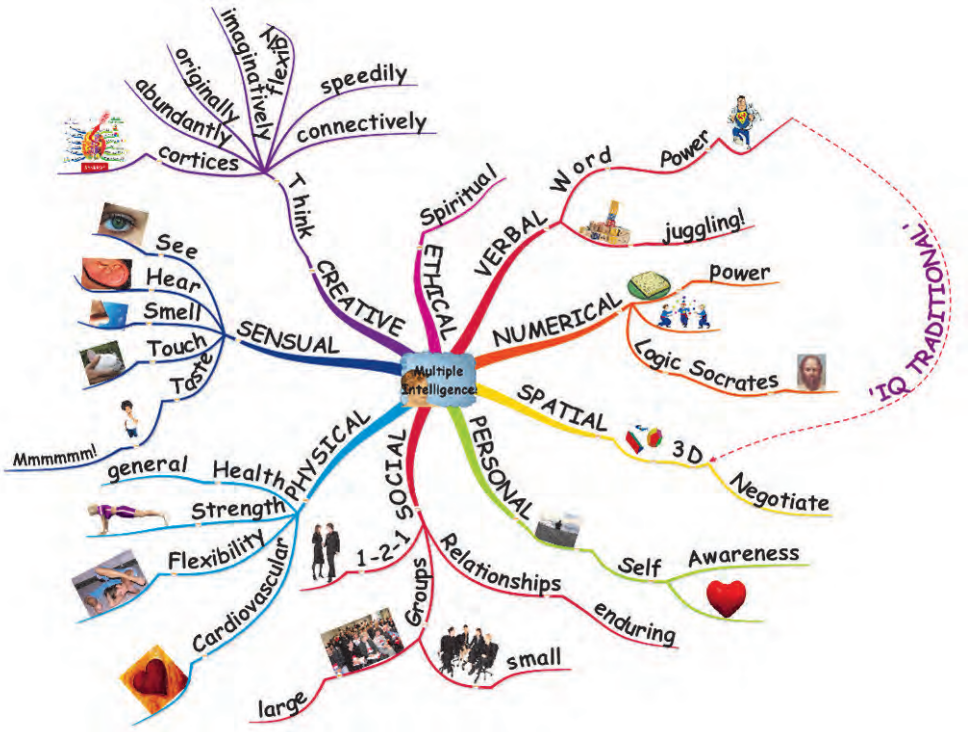

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