

To who it may concern,

November 18, 2019

I am writing to support home schooling and un-schooling as a viable and legitimate option for parents who seek more child-centered, play-based and up-to-date models for lifelong learning. Years in the field reveal that assumptions regarding education are like coke-bottle glasses, thick and dense. Years ago, a Carnegie study found that only 5% of learning lifelong took place via formal training or schooling and that children retained only 3% to 5% of that conditioning for any length of time. 3% to 5% of 5% is the net result of the industrial revolution model of compulsory schooling.

How is it possible that an industrial-revolution structure remains appropriate for a post-technological global-brain where the mobile computer in your pocket that has twice or five-times the computing power of the human brain, which is not far off? And yet, we still believe children in mass should be ferried to local knowledge incubators for six to seven hours a day, one hundred eighty days each year, and be inoculated with one to three homework assignments per week, taking fifteen to twenty minutes each, first through third grade - two to four assignments per week, lasting between fifteen and forty-five minutes each in fourth through sixth grade.

I home schooled my now 43-year-old son until the age fifteen and un schooled my now 32-year-old son until he migrated to a Waldof Inspired Charter School at the age of fourteen. Both are college graduates, the first from UC Irvine and the second from the University of California at Santa Barbara. Home Schooling and Un Schooling work as well or better to meet the changing needs of parent and students than compulsory instruction.

In 1993 I founded Touch the Future ([www.tffuture.org](http://www.tffuture.org)) to assist parents and those who care for children address the unprecedented changes that have occurred in the world we call childhood since World War II. The list of challenges we face are obvious and too lengthy to summarize here. Part of this mission was to question the original design of compulsory schooling, its appropriateness, efficiency and outcomes in a postindustrial, post information culture and to help parents and educators overcome many of the outdated assumptions that are, to this day, part of that original design. This included personal interviews with leading career educators such as John Taylor Gatto, Mary-Jane Healy, John Holt, Joseph Chilton Pearce and others (see below), along with Touch the Future serving as the sponsor for *Rethinking Education*, the longest running national conference for home and unschooling in the United States.

Works by John Taylor Gatto

- Dumbing Us Down: The Hidden Curriculum of Compulsory Schooling (1992)
- The Exhausted School (1993)
- A Different Kind of Teacher (2000)
- The Underground History of American Education (2001)

Works by Mary-Jane Healy

- Different Learners  
Identifying, Preventing, and Treating Your Child's Learning Problems
- Your Child's Growing Mind  
Brain Development and Learning From Birth to Adolescence
- Failure to Connect  
How Computers Affect Our Children's Minds -- and What We Can Do About It
- Endangered Minds  
Why Children Don't Think And What We Can Do About It

The works of John Holt

- How Children Fail (1964; revised 1982)
- How Children Learn (1967; revised 1983)
- The Underachieving School (1969)
- What Do I Do Monday? (1970)
- Freedom and Beyond (1972)

- Escape from Childhood (1974)
- Instead of Education (1976)
- Never Too Late (1979)
- Teach Your Own (1981; revised 2003 by Pat Farenga)
- Learning All the Time (1989)
- A Life Worth Living (1990)

Works by Joseph Chilton Pearce

- The Crack in the Cosmic Egg: Challenging Constructs of Mind and Reality (1971)
- Exploring the Crack in the Cosmic Egg - Split Minds and Meta-Realities (1974)
- Magical Child (1977)
- The Bond of Power: Meditation and Wholeness (1982)
- Magical Child Matures (1985)
- Evolution's End: Claiming the Potential of Our Intelligence (1992)
- The Crack in the Cosmic Egg: New Constructs of Mind and Reality (2002)
- The Biology of Transcendence: A Blueprint of the Human Spirit (2002)
- Spiritual Initiation and the Breakthrough of Consciousness: The Bond of Power (2003)
- From Magical Child to Magical Teen: A Guide to Adolescent Development. (2003).
- Death of Religion and the Rebirth of Spirit: A Return to the Intelligence of the Heart (2007)
- Strange Loops and Gestures of Creation (2010)
- The Heart-Mind Matrix: How the Heart Can Teach the Mind New Ways to Think (2012)

Please let me know if I can be of any assistance.

Sincerely,

*Michael Mendizza*

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