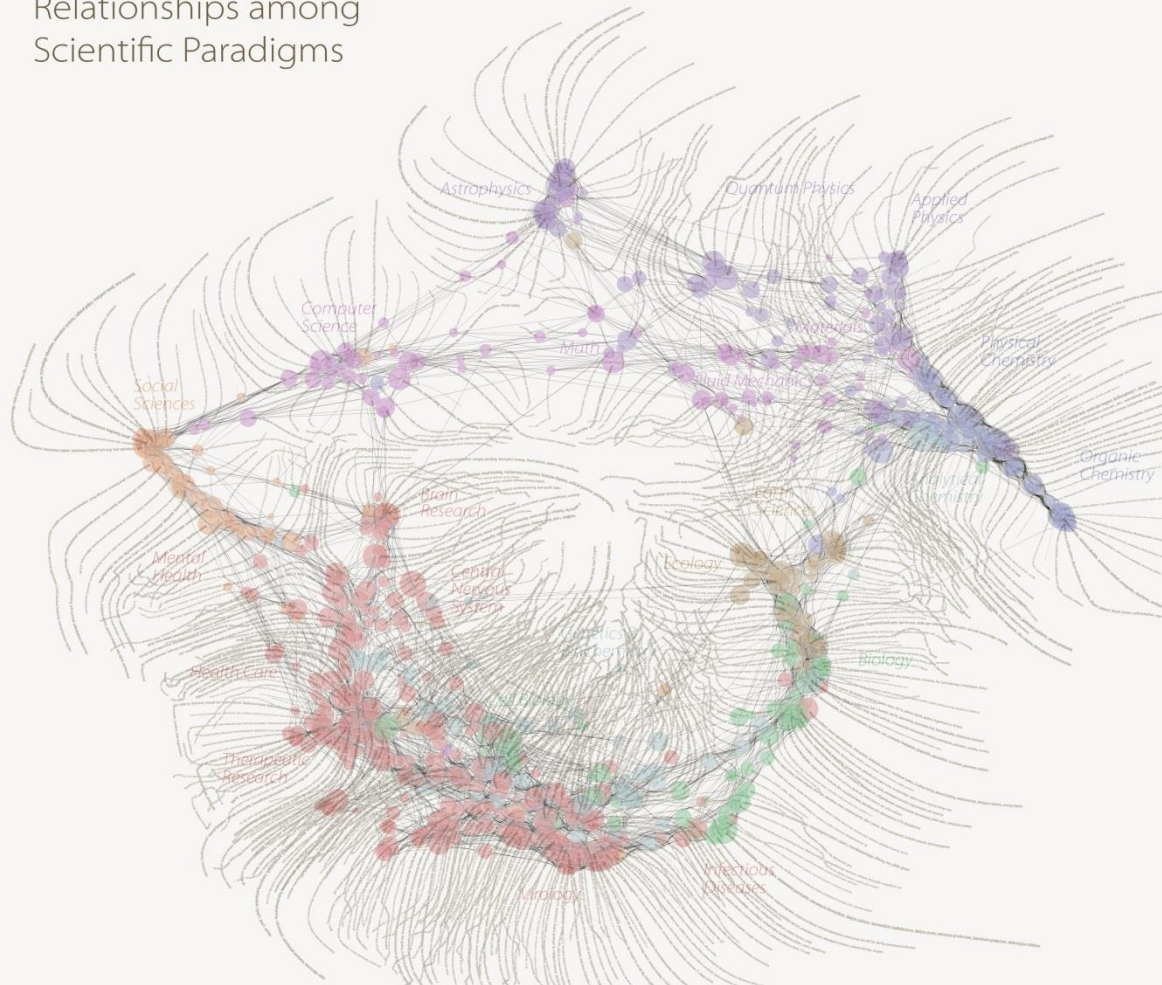
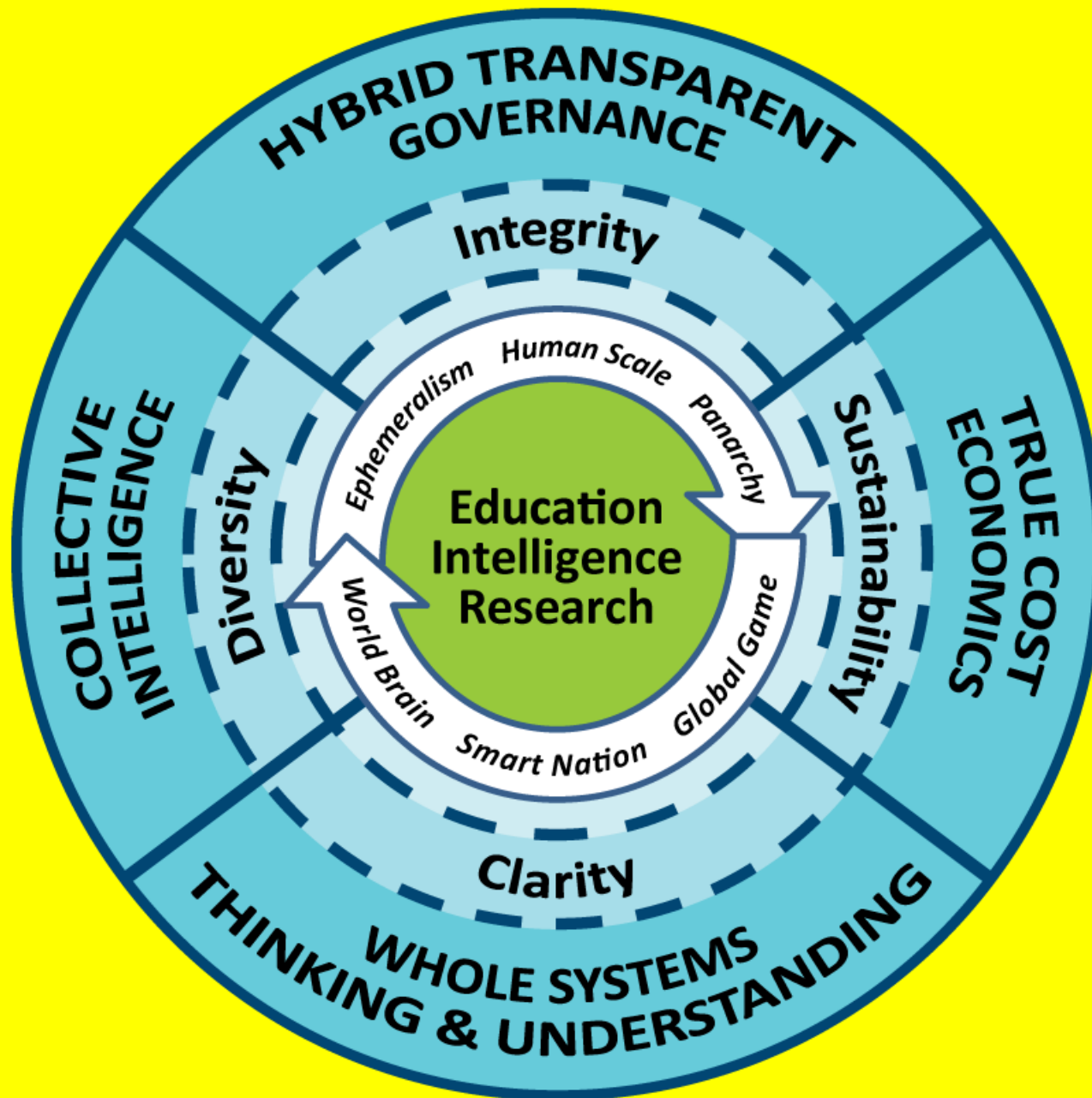


Relationships among Scientific Paradigms



- Brain
- Mind
- Network
- Education
- Knowledge
- Learning
- Information
- Intelligence
- Research
- Collective Intelligence
- Digital Economy
- Censorship
- Deception
- Propaganda

Readings in Education, Intelligence & Research -- Robert David STEELE Vivas
Online Self-Study Aid – 26 January 2015



This online self-study guide is a starting point.

It is also a model for how teams of readers can present their results.

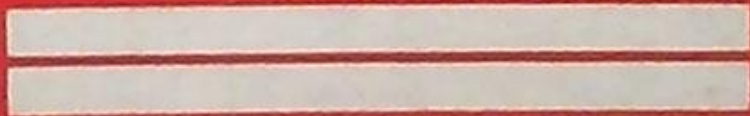
Note that each slide has a link to a full text review that in turn links to the Amazon page for each book, and other books.

1938

WORLD BRAIN



H.G. WELLS



Highlights:

01 “The whole human memory can be made accessible to every individual. It need not be concentrated in any one place.”

02 If informed and engaged, Public Opinion could restore common sense and popular control of the public world.

03 The communication functions of the world brain would include a highly effective information retrieval system, selective dissemination of information, efficient communication facilities, effective presentation, popular education, public and individual awareness for all issues, and facilitate social networking between organizations, groups, and individuals.

[Full-Text Review with Links](#)

1946

The World Sensorium

The Social Embryology of World Federation 1946

Oliver L. Reiser

Highlights:

01 Neither languages nor technologies are a barrier to humanity rising – the barrier is the lack of a Great Vision that integrates the sciences, the humanities, religions and philosophy.

02 No amount of top-down planning will do. What matters is enabling all humans to access all information in all languages all the time, so they can make informed decisions at ground level.

03 Consciousness leads to extra-sensory perception and a social “mind” capable of mobilizing energies, unifying programs, and providing the means for achieving a prosperous world at peace.

[Full-Text Review with Links](#)

1962

THE
STRUCTURE
OF
SCIENTIFIC
REVOLUTIONS

THIRD EDITION



THOMAS S. KUHN

Highlights:

01 Paradigm shifts are always forced – the status quo powers never, ever, invite a paradigm shift.

02 Paradigm shifts are always sudden. You cannot plan for the moment, it happens.

03 Until the paradigm shift occurs, the incumbent mandarins can comfortably explain everything with their existing paradigm.

My own comment: “thinkers” today are inbred, lazy, generally mono-lingual, and culturally ignorant. Inspired thinking is the exception, not the rule.

[Full-Text Review with Links](#)

1967

ORGANIZATIONAL INTELLIGENCE



HAROLD L. WILENSKY

Highlights:

01 Explores how knowledge shapes (or does not shape) policy in both government and industry

02 Information converted into intelligence integrates clear, timely, reliable, valid, adequate, and wide-ranging.

03 Intelligence failures stem in part from hierarchy (which conceals and misinterprets), specialization, rivalry, and other institutional dysfuntionalities.

04 There remains a great shortage of generalists able to select, discriminate, and integrate.

05 Information technology elevates the hard variables, represses the soft variables

06 Those at the top are out of touch; good judgment is rare, decisions are not fully informed nor deliberative.

[Full-Text Review with Links](#)

1968

FOR ONE MILLION COPIES SOLD

pedagogy
of the
oppressed
PAULO FREIRE

With an Introduction by Donaldo Macedo

Highlights:

01 Education is running on empty, teaching old knowledge without teaching critical thinking or how to create new knowledge

02 Class – elite versus the masses – not race – is the dividing line between good and bad education

03 Modern education teaches a culture of silence and lethargy instead of dignity, liberation, and the ability to change

04 Illiterates are not stupid! They just cannot read

05 Recognizing reality is liberating for both the oppressed and the oppressor

06 Educating the five billion poor must begin with listening to them

[Full-Text Review with Links](#)

1984

The exemplar: The
exemplary
performer in the age
of productivity

Carkhuff, Robert R

Note: This is not the actual book cover

Highlights:

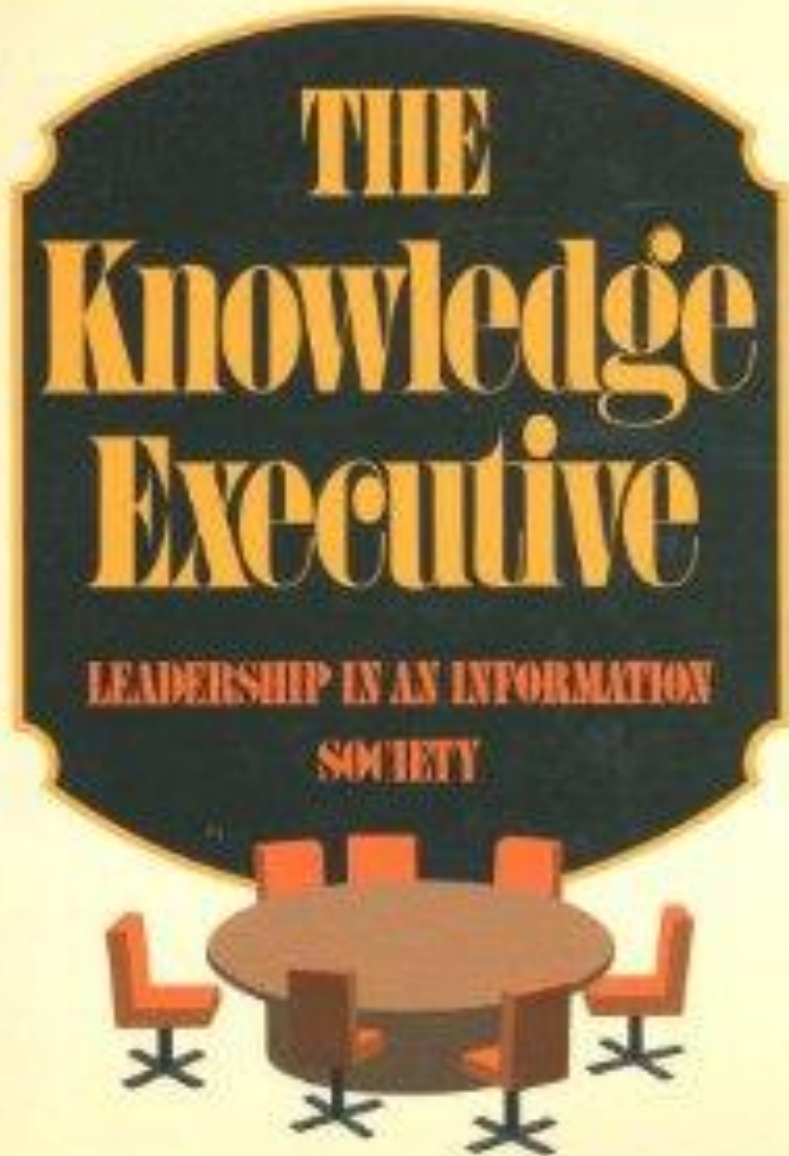
01 In the age of information employees deal with ideas instead of things. They are “Gold Collar” workers.

02 Gold Collar workers require different education, training, management, and compensation models from factory workers.

03 We knew in the 1970’s and 1980’s that we needed to change our human resource system – but political and economic leaders refused to make changes or new investments while social leaders refused to confront the political and economic leaders.

[Full-Text Review with Links](#)

1985 **BY CLEVELAND**



Highlights:

01 Leaders in the past managed physical and human resources. Now they must manage information as the primary resource.

02 Schools must change to teach the integration of all formerly distinct branches of knowledge, while also teaching how to study cause and effect

03 "If there was ever a moment in history when a comprehensive strategic view was needed, not just by a few leaders in high (which is to say visible) office but by a large number of executives and other generalists in and out of government, this is certainly it. Meeting that need is what should be higher about higher education."

[Full-Text Review with Links](#)

1988

Mapping
the
MORAL
DOMAIN

Edited by
Carol Gilligan
Janie Victoria Ward
Jill McLean Taylor
with Betty Bardige

Highlights:

01 Women are compassionate, focus on caring and context; men are “objective” and focus on justice and facts

02 Women are conscious of community and social value; men focus more on the individual and value in isolation

03 Adaptation, diversity, valuation of relationships are all inherently feminine value attributes.

04 Women tend toward balance and feelings and holistic interpretations, men toward narrow focus on the rational.

[Full-Text Review with Links](#)

1989

NEW WORLD NEW MIND

LOOK
INSIDE

**"A rare book that changes people's lives,
rarer still a book that changes the world."**

— *San Francisco Chronicle*

"The world may be going to pot or up in smoke, and all because our miserably unprepared yet powerful brains can unleash forces beyond our moral and political control. We shall have to bring mind and world together, with proper respect and understanding of both, if we are to maintain any hope for human salvation on a beautiful planet. This book by two great humanists—one an expert on mind, one on the natural world—points the way...

Let us all listen, read and act...

—Stephen Jay Gould

**"If we don't act on this information,
our grandchildren may never forgive us."**

— *Daniel Goleman, author
of Emotional Intelligence*

ROBERT ORNSTEIN
AND PAUL EHRLICH

Highlights:

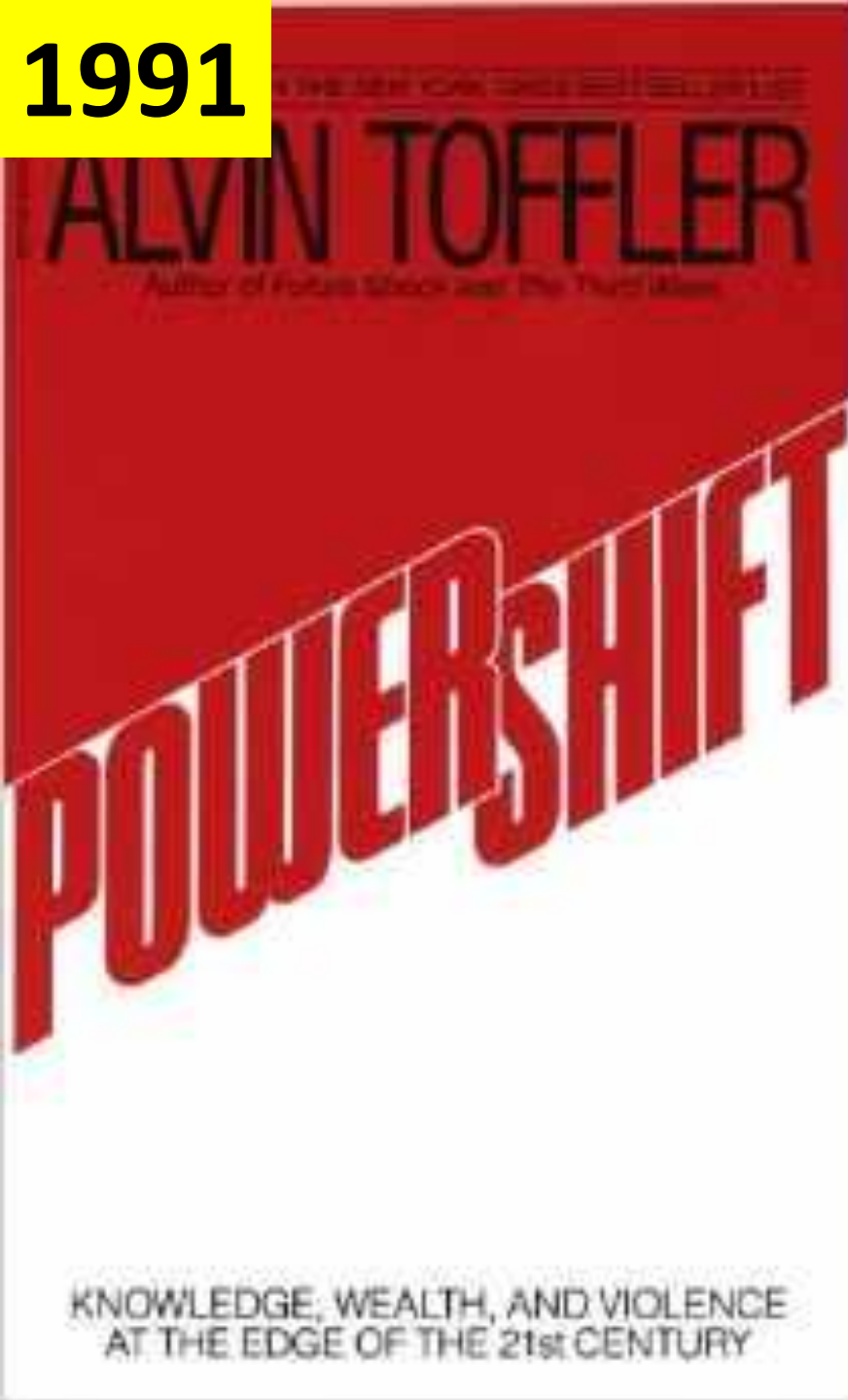
01 The evolution of our brains and our ability to sense cataclysmic change that takes place over long periods of time is simply not going fast.

02 One of the more compelling points the authors make is that not only are politicians being elected and rewarded on the basis of short-term decisions that are by many measures intellectually, morally, and financially corrupt, but the so-called knowledge workers--the scientists, engineers, and others who should be "blowing the whistle," are so specialized that there is a real lack of integrative knowledge.

03 We desperately need to develop holistic long-term thinking skills.

[Full-Text Review with Links](#)

1991

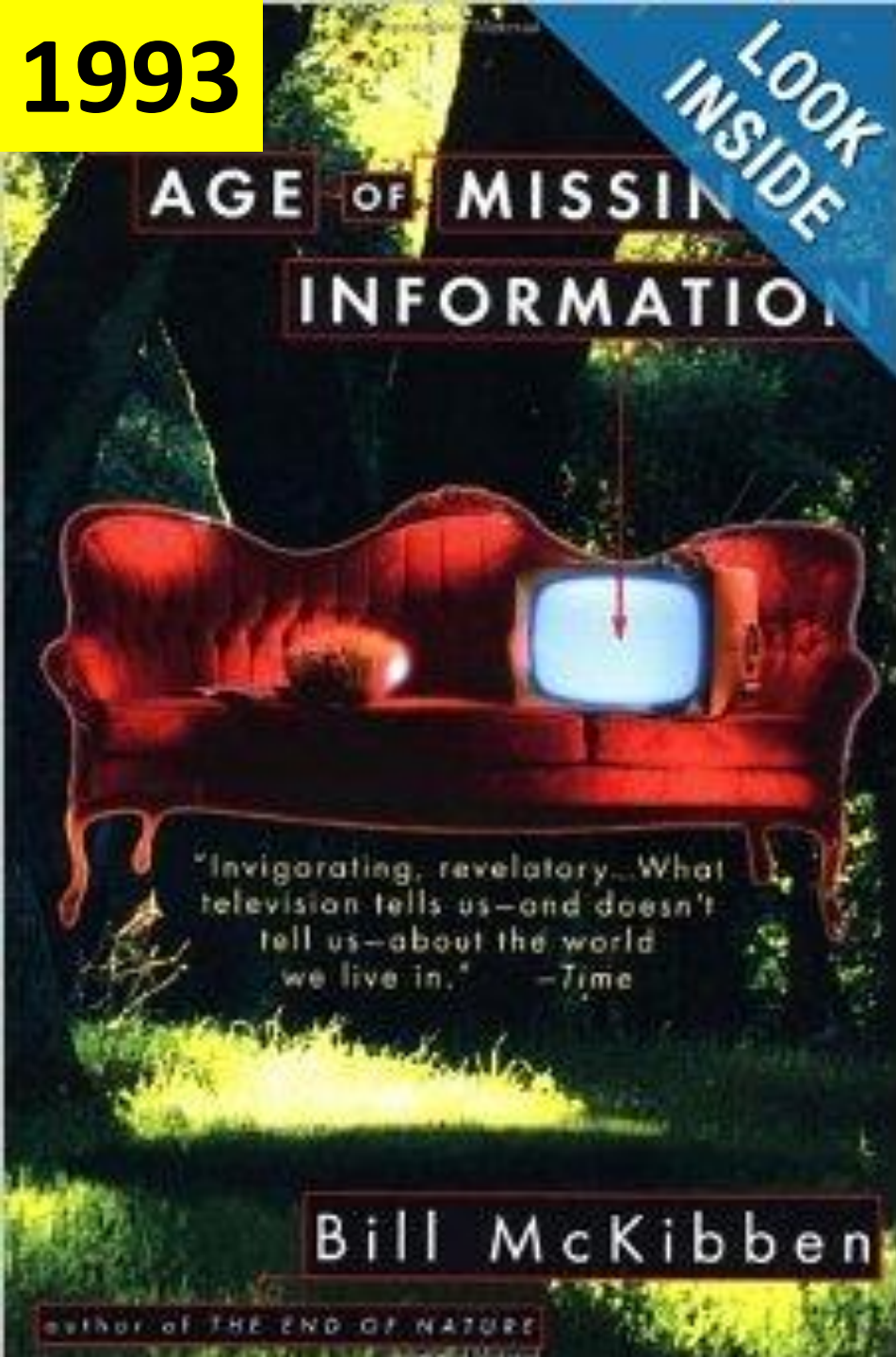


Highlights:

- 01 An entirely new system of wealth creation is emerging**
- 02 Our legacy investments in computers and communications are now a negative as everything changes so quickly**
- 03 Information wars will be common and eventually bureaucracies will be eliminated**
- 04 Global Gladiators – religions, corporations, and terrorists – are the winners in the new information context**
- 05 Intelligence (decision-support) matters more in the information era; much of it will be privatized.**

[Full-Text Review with Links](#)

1993



Highlights:

01 Information is not a substitute for nature.

02 Information explosion is drowning our senses and cutting us off from fundamental understanding of our limitations and the limitations of the world around us.

03 Television really did kill history – rehashes last 40 years and ignores previous 4000.

04 Worst disasters move slowly and television does not see them.

05 We are not really in an information age – more like a multi-media age that does not make sense.

[Full-Text Review with Links](#)

1993

**THE
EMERGING
WORLDWIDE
ELECTRONIC
UNIVERSITY**

INFORMATION AGE
GLOBAL HIGHER EDUCATION

PARKER ROSSMAN

Highlights:

01 Our administrative structure is wrong

**02 We need to raise our sights and
strive to teach everybody all the time**

**03 Information technology is a
challenge and an opportunity**

**04 Multinational, multiagency research
is vastly superior to unational single
discipline research**

**05 Need to connect the world's research
libraries (and everything in-between)**

**06 Creating the global encyclopedia and
world brain should be a priority**

07 Life-long learning for all is essential.

[Full-Text Review with Links](#)

1994



Teaching to **Transgress**

Education as the
Practice of Freedom

bell hooks

Highlights:

- 01 Education is in crisis – it imposes pain and boundaries instead of joy and freedom
- 02 When boundaries are wrong-headed, teaching to transgress is righteous
- 03 Education is an antidote to racism, materialism, and militarism (citing MLK)
- 04 Standards suppress learning, norms neutralize diversity and discovery
- 05 Teachers who are authoritarian and refuse to engage are social mis-fits
- 06 Students need space for sense-making and reconciliation of ideas.

[Full-Text Review with Links](#)

1995

KNOWLEDGE WITHOUT BOUNDARIES

**What America's
Research Universities
Can Do for the
Economy, the Workplace,
and the Community**

MARY LINDENSTEIN WALSHOK

Highlights:

01 Universities and communities need each other and must teach each other and learn from each other.

02 Universities must become engines for social and economic progress across their communities, not simply play with knowledge in isolation.

03 Outreach can be and should be specialized – find out who needs what knowledge and give it to them.

04 The university does not exist solely to serve registered students. Parents, social agencies, small businesses, corporations, local governments, all have specialized needs that the university can help to meet.

[Full-Text Review with Links](#)

1997

Keeping Abreast of Science and Technology

*Technical
Intelligence
for Business*

*W. Bradford Ashton
Richard A. Klevoris
Editors*



Highlights:

01 US scientific & technical intelligence (decision-support) is in its infancy.

02 US S&T is US-centric and far from grasping what everyone else is doing.

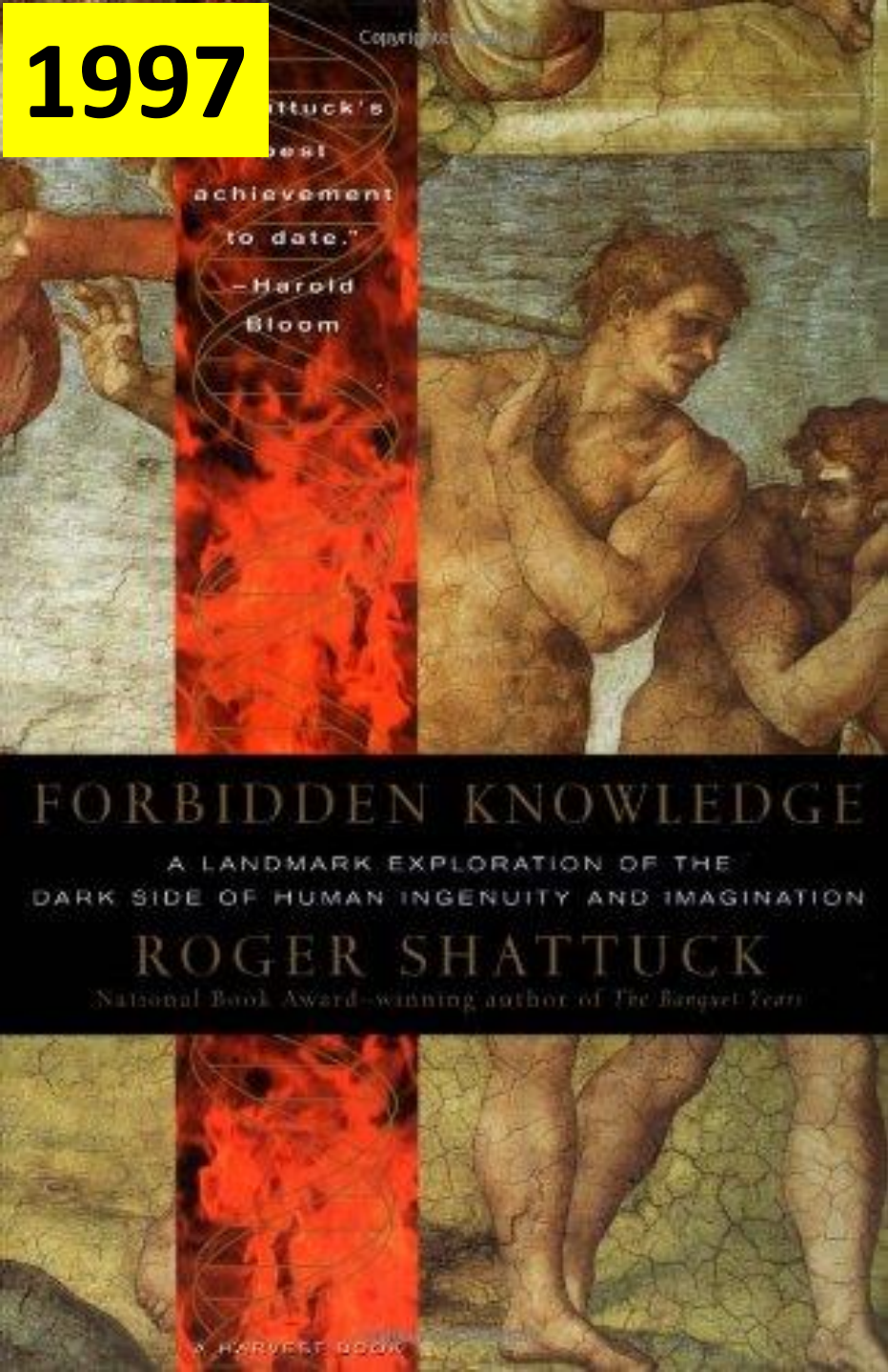
03 US S&T does not understand operational security or counterintelligence.

04 US S&T relies too heavily on registered patents.

05 US S&T has too few practical success stories.

My own comment: The US Government has failed the public twice in this arena. First, NSA created back-doors that made it easy for others to steal S&T; second, the Open Source Intelligence movement is still frozen at birth.

[Full-Text Review with Links](#)



1997

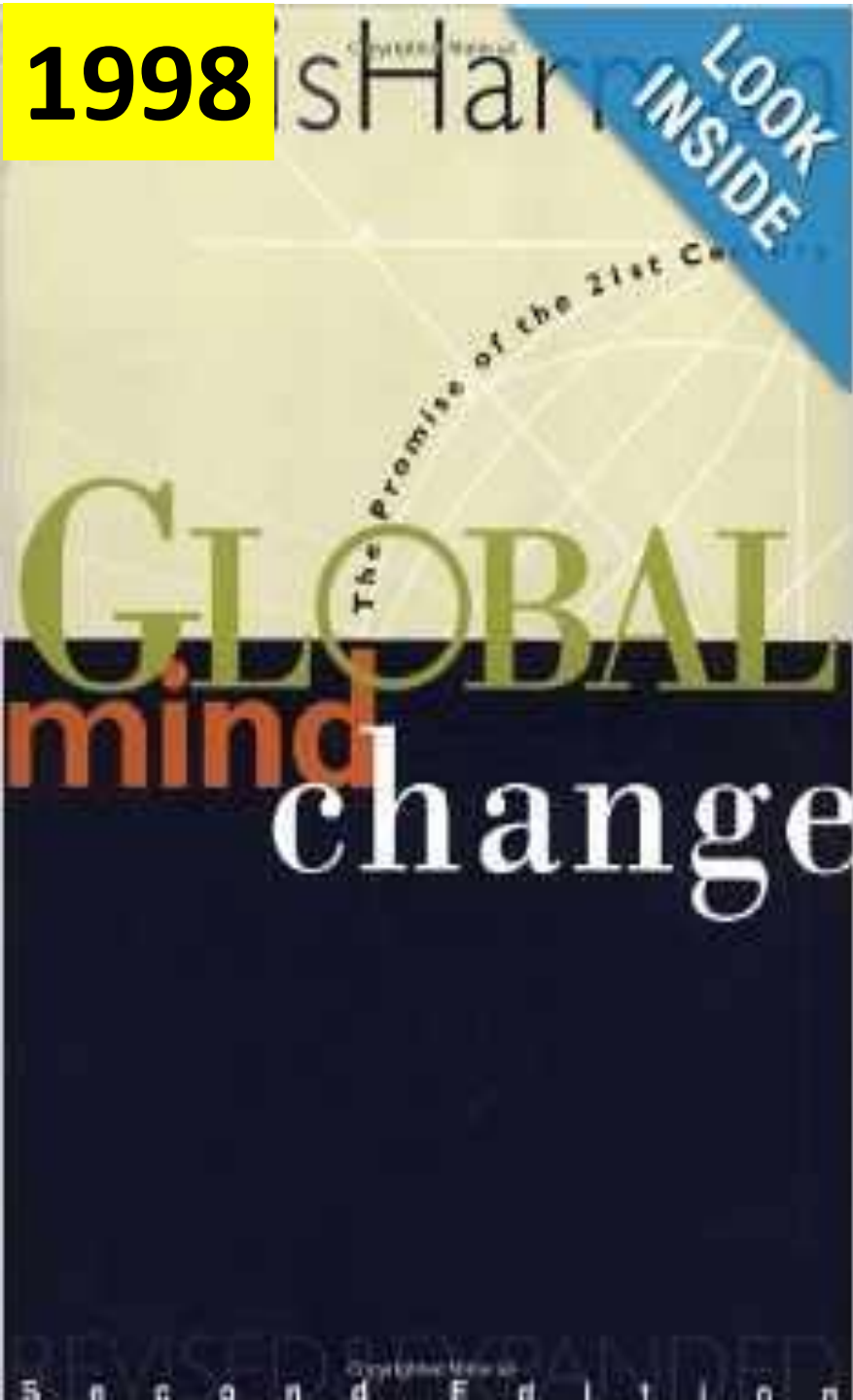
Copyrighted material
Shattuck's
best
achievement
to date."
-Harold
Bloom

FORBIDDEN KNOWLEDGE
A LANDMARK EXPLORATION OF THE
DARK SIDE OF HUMAN INGENUITY AND IMAGINATION
ROGER SHATTUCK
National Book Award-winning author of *The Banquet Years*

Highlights:

- 01 Knowing too much too fast can be dangerous.**
- 02 There are things that most people should not know even if they can.**
- 03 Who decides? Or how does a society decide what should be forbidden knowledge?**
- 04 Do nations need a national knowledge policy or a national information strategy?**
- 05 Overall, the author speaks to the convergence of power, knowledge, and love to achieve an enlightened intelligence network of self-governing moral people who can defend themselves against evil knowledge and prosper with good knowledge.**

[Full-Text Review with Links](#)



Highlights:

This is a wonderful indictment of the Western scientific tradition. The author shows a clear connection between existing global problems (ethnic violence, water scarcity, pollution, poverty, criminalization of society) and the earlier Western decisions to adopt scientific objectivity (with all of its inherent bias and ignorance) as well as the primacy of economic institutions such as have given rise to the consumerist society, regardless of the external diseconomies, the concentrations of ill-gotten wealth, and the cost to the earth resource commons. The author is especially strong on the need to restore spirituality, consciousness, and values to the decision-making and information-sharing architecture of the world—only in this way could community be achieved across national and ethnic and class lines, and only in this way could environmental sustainability and justice (economic, social, and cultural) be made possible.

[Full-Text Review with Links](#)

1999

LOS HISTORY

LOOK
INSIDE



BY ROBERT PARRY

Highlights:

01 White House is corrupt.

02 CIA is unprofessional and ignorant – CIA analysts cannot trust CIA spies to tell them the truth about anything.

03 If the media (itself corrupt) does not cover a major story such as Iran-Contra and CIA running drugs, then this is not “known” to the public and is therefore “lost history.”

04 National Public Radio, Associated Press, and New York Times are specifically documented as either killing stories, or publishing false and misleading information.

05 US Government does run covert propaganda programs against its public.

[Full-Text Review with Links](#)

1999

infinite Wealth

*A New World of
Collaboration and Abundance
in the Knowledge Era*



 BARRY C. CARTER

Highlights:

01 The existing bureaucratization of the economy at every level is costing so much as to place all organizations at risk.

02 The sooner every individual begins the process of inventorying their personal capabilities and creating the networks for offering their personal services and knowledge via the Internet to all comers, the sooner they will be able to share in the profits associated with their direct individual contributions to the new economy.

03 Get rich together – as a network – or get left behind.

[Full-Text Review with Links](#)

1999 NATIONAL BESTSELLER

CONSILIENCE

THE UNITY OF KNOWLEDGE

Edward O. Wilson

PULITZER PRIZE-WINNING AUTHOR OF *ON HUMAN NATURE* AND *THE ANTS*

"A dazzling journey across the sciences and humanities in search of deep laws to unite them." —*The Wall Street Journal*

Highlights:

01 Author set out to answer the question "Why do the sciences need the humanities?"

02 Consilience is the "jumping together" of knowledge across boundaries, and the greatest enterprise of the mind.

03 Biology, ethics, social science, and environmental policy must all come together to properly resolve a global environmental issue, but actually do not—the learned individuals are fragmented.

04 The public, not only the policymakers, must have access to the unified knowledge.

[Full-Text Review with Links](#)

2000

LOOK
INSIDE

PEDAGOGY OF FREEDOM
ETHICS, DEMOCRACY, AND
CIVIC COURAGE



PAULO FREIRE

"FREIRE'S MOST IMPORTANT BOOK SINCE PEDAGOGY
OF THE OPPRESSED." - STANLEY ARONOWITZ

Highlights:

01 Education should be an ethical calling devoted to holistic learning

02 Education is how you shape the future

03 Curiosity + education across humanity = infinite wealth creation

04 Thinking is an act of creation and must be communal, characterized by sharing and interaction – an endless cycle

05 Education must be based on reality and truthful about oppression and root causes of poor conditions

05 Education is ultimately about learning the true costs of all forms of human action

[Full-Text Review with Links](#)

2000

P.H.D., AND SHERRY RUTH ANDERSON, P.H.D.



THE CULTURAL CREATIVES

HOW 50,000,000 PEOPLE
ARE CHANGING THE WORLD

Highlights:

01 Review of how different movements—first the environmental movement, then the human rights movement, and finally the consciousness movement—have come together to define an alternative lifestyle and alternative paradigm for political and economic and social relationships in the larger context of a sustainable “whole” earth.

02 Description of fifteen very distinct aspects of a “cultural creative” lifestyle

03 A peaceful revolution in our national agenda may truly be a near-term reality.

[Full-Text Review with Links](#)

2000

STEPHEN DENNING

The Springboard

How Storytelling Ignites Action
in Knowledge-Era Organizations

KNOWLEDGE MANAGEMENT

ROUTLEDGE
R

Highlights:

01 Inadequacy of the industry standard briefing, consisting of complex slides with complex ideas outlined in excruciating detail

02 A story-telling approach can accomplish two miracles:

a) explain complex ideas in a visual short-hand that causes even the most jaded skeptic to “get it,” and

b) do this in such a way that the audience rather than the speaker “fills in the blanks” and in so doing becomes a stakeholder in the vision for change

[Full-Text Review with Links](#)

2001

Copyrighted Material

CLARK KERR

THE USES OF THE
UNIVERSITY

FIFTH EDITION

WITH A NEW CHAPTER AND PREFACE

Copyrighted Material

Highlights:

01 Universities are failing in near-catastrophic terms – aging uncaring faculty; vanishing of liberal arts, commercialization (prostitution) of graduate research

02 America spends more on prisons than on universities

03 Suggestions include new emphasis on university support to primary and secondary education, using information technology to connect universities to businesses, exploration of distance learning, and resurrection of mid-career continuous learning

04 Citing Alfred North Whitehead: any society that “does not value trained intelligence is doomed.”

[Full-Text Review with Links](#)

2001

Copyrighted Material

the future of ideas

the fate of the commons in
a connected world

LAWRENCE LESSIG

Author of *Code and Other Laws of Cyberspace*



Copyrighted Material

Summary:

The author is laying bare the raw threats to the future of the electronic commons. He discusses in detail how very specific government policies to sell and control bandwidth, and very specific corporate legal claims being backed by “the people’s” lawyers within government, are essentially “fencing” the Internet commons and severely constraining both the rights of the people and the prospects for the future of ideas and innovation. What is happening to the Internet through legal machinations that are largely invisible to the people is a travesty, a crime against humanity even if permissible by law, and perhaps grounds for a public uprising demanding the recall of any official that permits and perpetuates the theft of the commons by corporations and their lawyers.

[Full-Text Review with Links](#)

2001

...our of human history... Imminently readable, as well as
...sely contentious." — *The Wall Street Journal*

NONZERO

THE LOGIC OF HUMAN DESTINY

ROBERT WRIGHT

AUTHOR OF THE MORAL ANIMAL



Highlights:

01 Barbarians are “mixmasters” of culture who take down zero-sum cultures (empires)

02 Oppression (win-lose) robs the system of time and energy that would otherwise feed cultural evolution

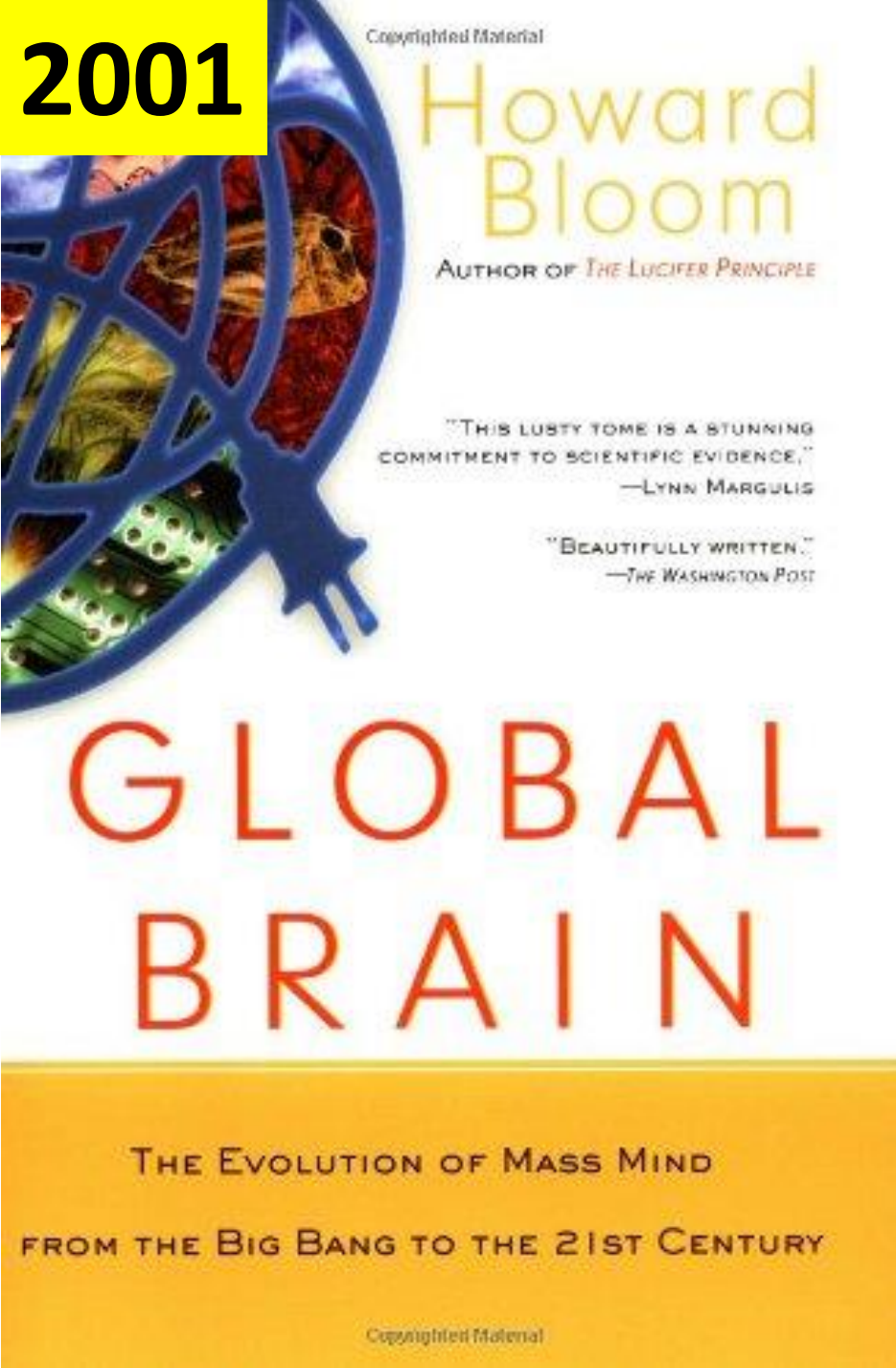
03 Sharing information is the ultimate “non-zero” act – this feeds reciprocal altruism and social self-organization

04 Multiculturalism is a form of immunization against mono-cultural failure

05 The “noosphere” is nurtured only when the broadest possible portion of the population is literate and engaged.

[Full-Text Review with Links](#)

2001



Highlights:

01 Biology, not technology, rules.

02 Five major elements of global inter-species and inter-group network intelligence are the conformity enforcers; the diversity generators; the inner-judges; resource shifters; and inter-group tournaments.

03 Half a person's brain cells are killed off by cultural-driven framing.

04 Non-conformists—diversity generators—are priceless but tend to be shut out just when they are needed most.

05 We lack metrics for understanding the economic productivity role of information sharing and sense-making.

06 Mass mind has been kidnapped and is suffering from a staged mass hallucination.

[Full-Text Review with Links](#)

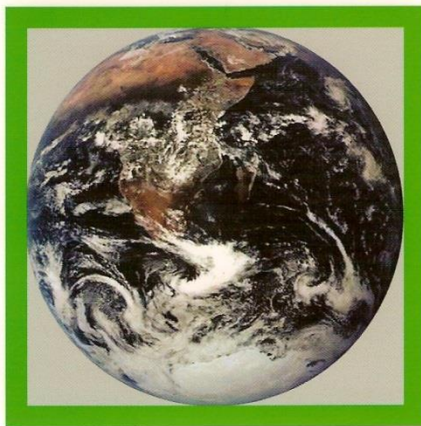
2002

THE NEW CRAFT OF INTELLIGENCE

Personal, Public, & Political

*Citizen's Action Handbook for Fighting
Terrorism, Genocide, Disease, Toxic Bombs, & Corruption*

Foreword by **Senator Pat Roberts (R-KS)**



Steele consistently has been well ahead of the pack in his appreciation of everything from open source research to the implications of technology . . . his work thrills with its insights and ideas.

Ralph Peters

Fighting for the Future: will America Triumph?

Robert David Steele

MA, MPA, NWC, USMC, CIA, OSS

Highlights:

Intelligence in the 21st Century is too important to be relegated to a chaotic cluster of secret government agencies.

It is time for all citizens to take an interest in intelligence, to migrate the proven process of intelligence (there is a great deal that is good about the U.S. intelligence community) into the business sector as well as over to the sovereign states and their localities, and to demand a proper accounting for the failure of government as well as measures to prevent future failures.

Citizens must understand the diversity of threats – including threats of our own making – and also understand the role that intelligence plays in making us safe.

[Full-Text Review with Links](#)

2002

THOMAS A.
STEWART

author of *Intellectual Capital*



**THE WEALTH OF
KNOWLEDGE**

*Intellectual Capital and the
Twenty-First Century Organization*

Highlights:

01 Focus is on paying attention to truth and seeking the truth through networks of trust

02 As world gets more complicated training becomes more critical – on a continuous basis

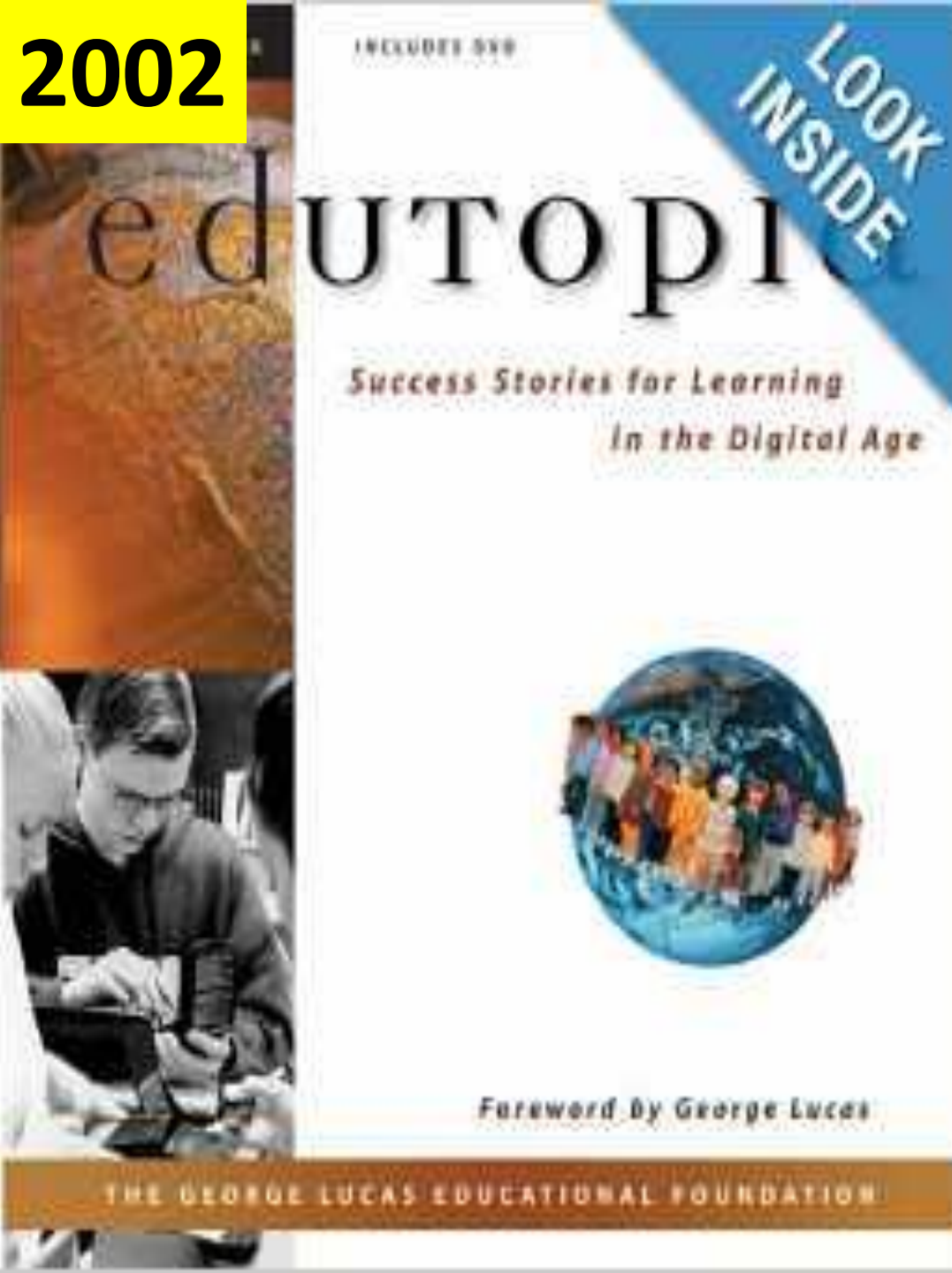
03 All existing models of governance and management are obsolete

04 Intelligence (decision-support) is not just for individual decision-makers, it should be created for entire industries

05 Stop making things and marketing them – focus instead on being able to meet new needs in near-real-time

[Full-Text Review with Links](#)

2002



Highlights:

Chapter Nine discusses a dozen promising practices that work:

- 01 Peer Instruction**
- 02 Cross-age tutoring**
- 03 Bringing local experts into the classroom**
- 04 Multi-age classrooms**
- 05 Cooperative learning**
- 06 Class-size reduction**
- 07 Team teaching**
- 08 Looping (teachers stay with same students for several years)**
- 09 Block scheduling**
- 10 Schools within schools**
- 11 School teams**
- 12 Community service**

This is a superbly crafted multi-media teaching tool that every teacher, parent, and administrator will learn from and be strengthened by.

[Full-Text Review with Links](#)

2002

The Leadership of Civilization Building



*Administrative and Civilization
Theory, Symbolic Dialogue, and
Citizen Skills for the 21st Century*

Richard F. Spady and Richard S. Sieb
In Collaboration with Carol H. J. Cole

Highlights:

- 01 Overview of co-intelligence, wisdom councils, citizen councils, large-scale human collaboration**
- 02 Solution-oriented calling for massive social innovation, high moral quotient**
- 03 Seeks to restore spirituality to science, integral across all of its prescriptions**
- 04 Ultimate source of power is the public, the public must be empowered and listened to for government to be effective and society to thrive**
- 05 Handbook for large-scale deliberative democracy that creates wealth for all**
- 06 Bridging volume from education through public intelligence and research**
- 07 Knowledge in books, wisdom in minds**

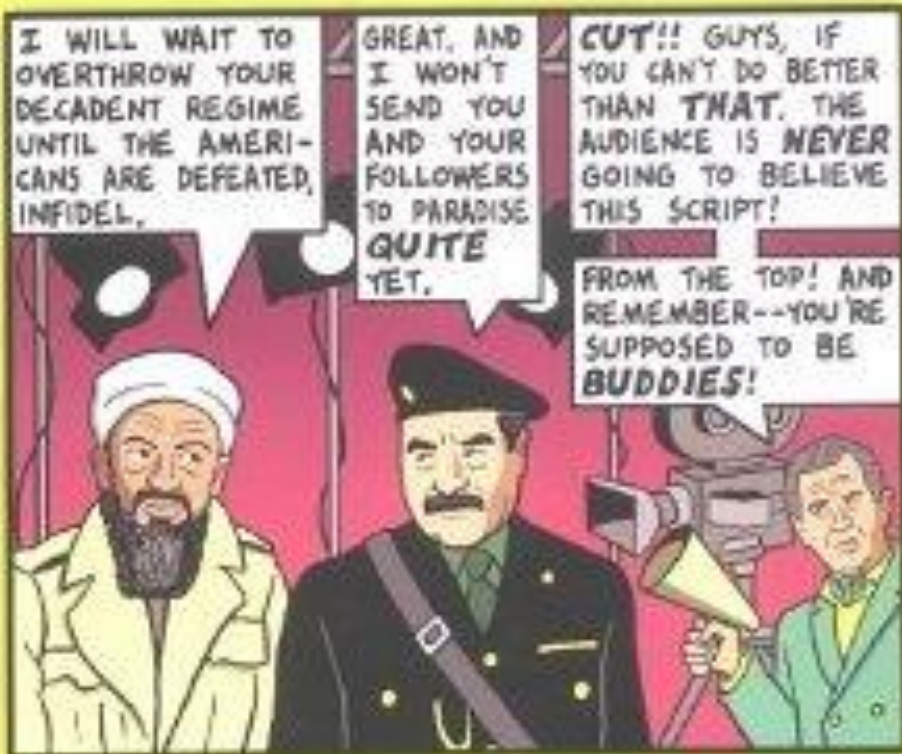
[Full-Text Review with Links](#)

2003

WEAPONS OF DECEPTION

LOOK INSIDE

The Uses of Propaganda in Bush's War on Iraq



Sheldon Rampton & John Stauber

authors of *Trust Us, We're Experts!*

Highlights:

01 Professionally-prepared, well-documented catalog of the “platform of lies” that the incumbent (2000-2004) US Administration pressed upon the public in the course of executing six wars and two occupations, at great expense.

02 Documents US “historical amnesia”

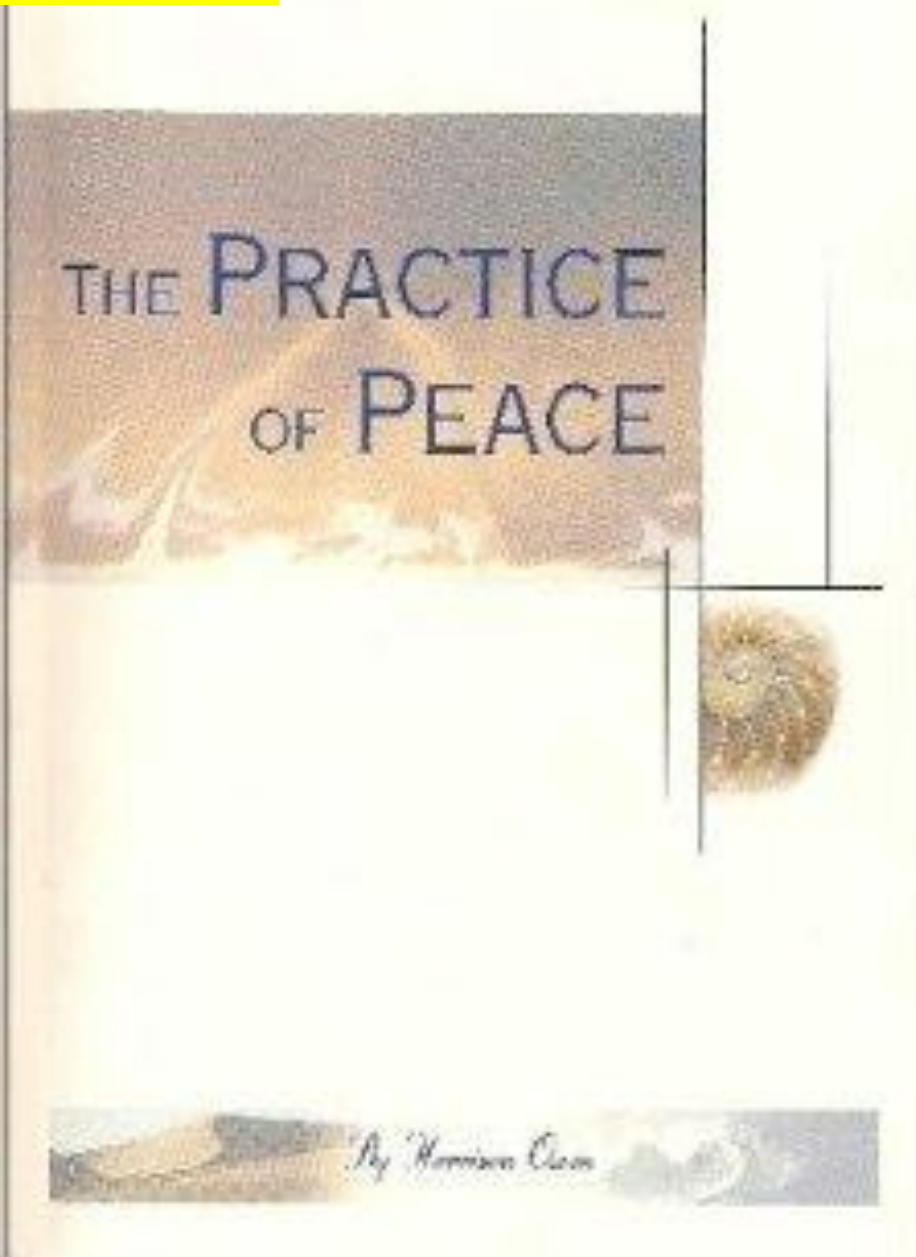
03 Documents inability of the USG to listen to its own public or other publics

04 Documents a frighteningly compelling comparison of Bush-Cheney public information campaigns with those of Hitler-Goering.

05 Is dissent treason? Is declaring dissent treason itself treason?

[Full-Text Review with Links](#)

2003



Highlights:

01 Human Dynamics require open space technology (another book by the same author) and whole systems thinking to achieve sustainable win-win consensus.

02 Conflict is good – it highlights points of disagreement and opens the way for transcending conflict to produce peace

03 Muddling through is a better approach to conflict than command & control because it enables self-organization at the edges – this is what makes transformation possible.

04 Being open to EVERYBODY, being able to LISTEN to everybody, and AVOIDING top-down mandates that are generally in error, enables peace.

[Full-Text Review with Links](#)

2003

Copyrighted Material

DEREK BOK

UNIVERSITIES IN THE MARKETPLACE

The Commercialization of Higher Education

Copyrighted Material

Highlights:

01 Universities have prostituted themselves across athletics, research, and education.

02 Athletics, nominally a revenue stream, have a negative true cost much greater than realized

03 The commercialization of research and the creation of customized executive education have undermined independent scholarship

04 This is not a problem that can be fixed by any one university or even the larger community of universities – it is a national issue demanding a national political and public commitment to restore the primacy of education as a foundation for national strength

[Full-Text Review with Links](#)

2003

Edgar Morin

Seven complex
lessons
in education
for the future



UNESCO PUBLISHING

Education on the Move

Highlights:

01 Holistic knowledge, not specialist knowledge in isolation, is what matters

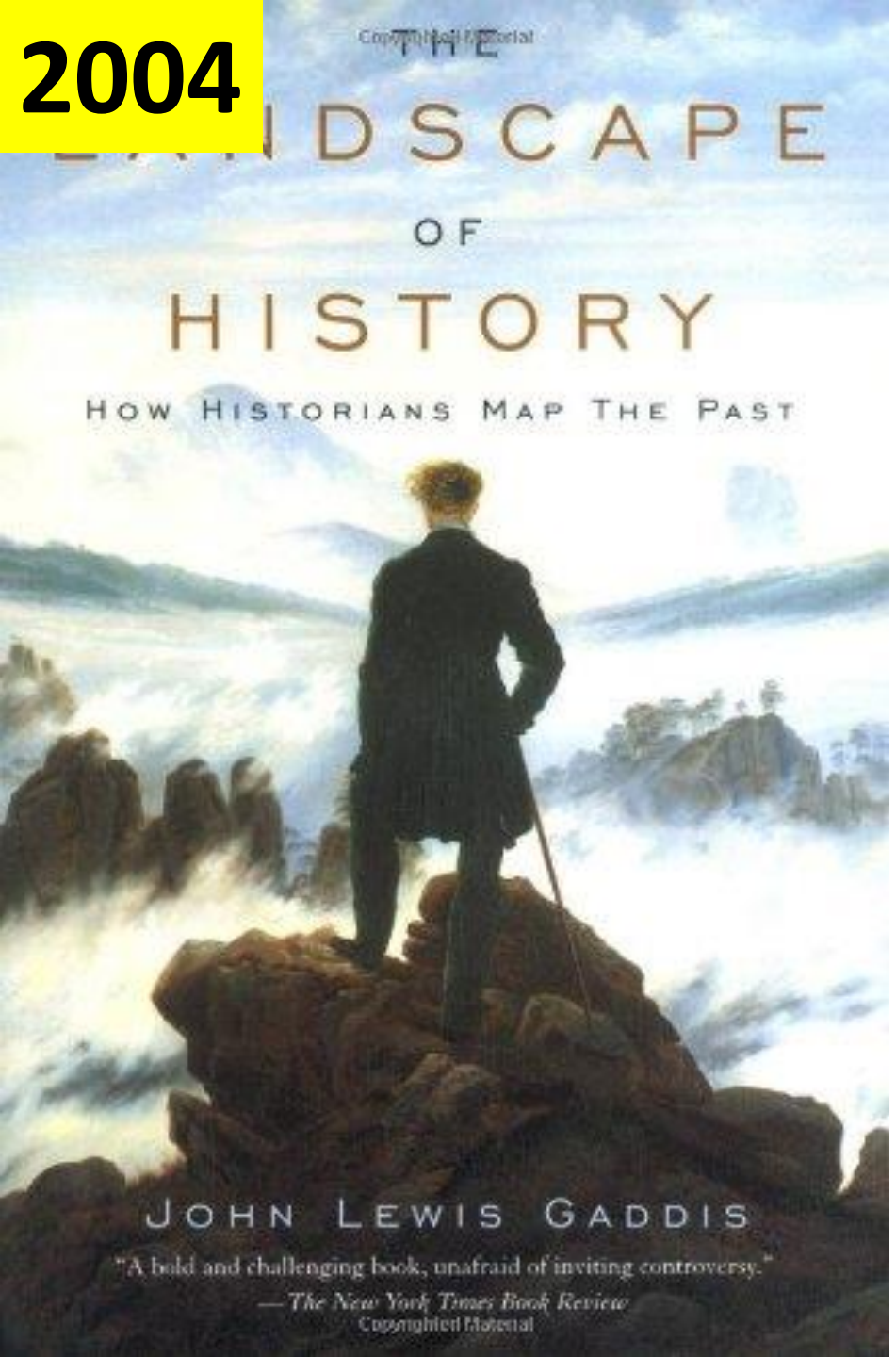
02 Understanding each other, not depth of personal knowledge, is critical factor in advancement of human condition.

03 Appreciation for our Earth (true cost economics) and humanity (cultural intelligence) must precede our becoming intelligent as a species.

04 Individual intelligence is nothing without social intelligence – both are requires to detect error and illusion, to confront uncertainty, and to advance the human condition.

[Full-Text Review with Links](#)

2004



Highlights:

01 Bluntly critical of political science and social science communities for failing to engage in methodical research

02 History is a “denied area” for most

03 Across the disciplines there is a disregard for history and a lack of appreciation for culture and religion as fundamental aspects of the total intelligence picture

04 Islam is but one of many examples of how we create “denied areas” for ourselves by failing to apply analytic tradecraft with integrity.

[Full-Text Review with Links](#)

2004

Copyrighted Material

BUILDING A KNOWLEDGE- DRIVEN ORGANIZATION

"An
Instant
Classic."
—Tom Peters

- Overcome Resistance to the Free Flow of Ideas
- Turn Knowledge into New Products and Services
- Move to a Knowledge-Based Strategy

ROBERT H. BUCKMAN

CEO OF BUCKMAN LABS, AWARD-WINNING KNOWLEDGE MANAGEMENT PIONEER

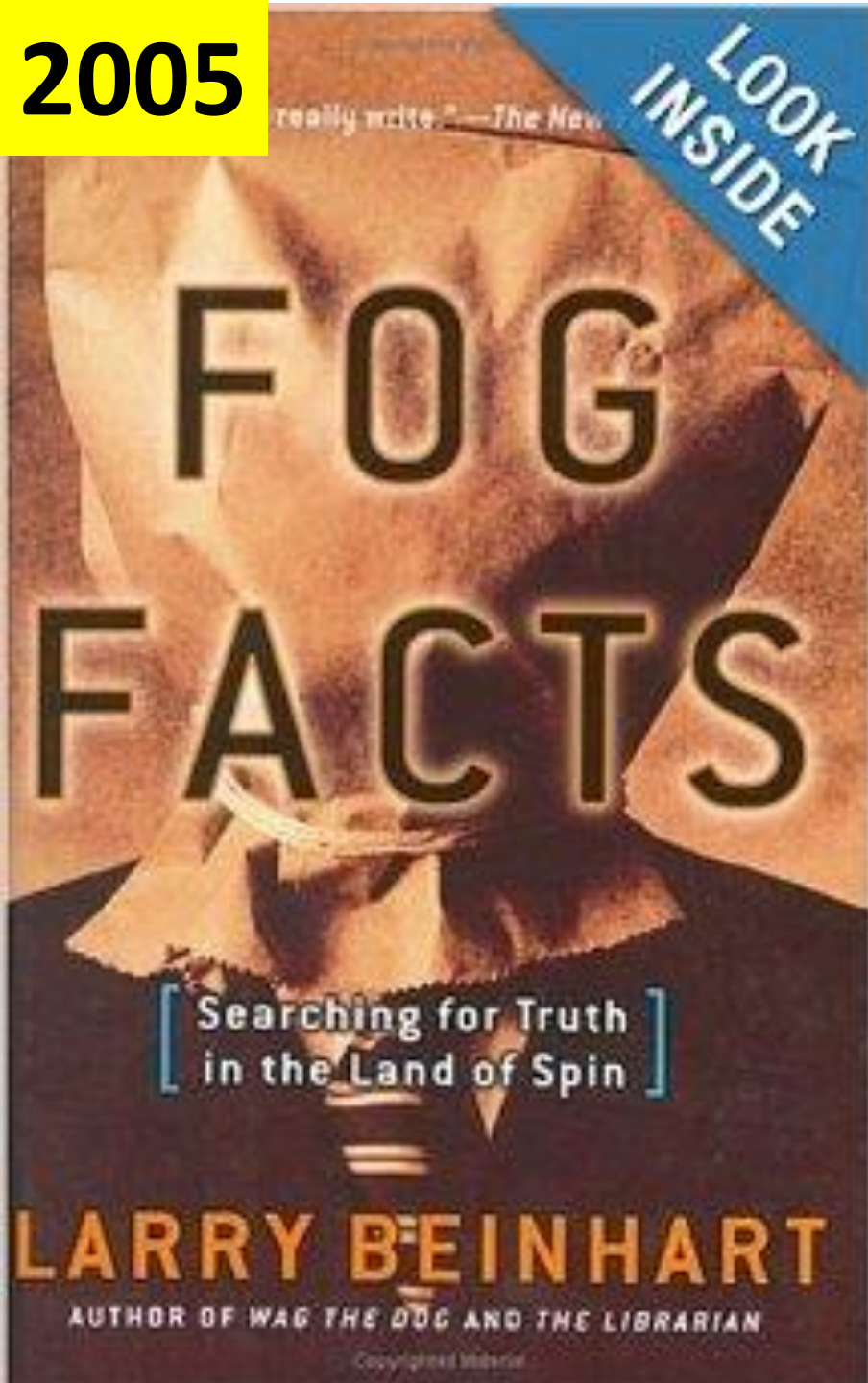
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Highlights:

- 01 Technology is the easy part – changing the culture from information hoarding to information sharing is the hard part
- 02 Stovepipes of control are also stovepipes of information that is not being shared
- 03 All information technology and all information management needs to be under one person who reports to CEO
- 04 If you are not rolling over half your software and hardware every year, for 100 renewal every two, you're failing
- 05 85% of what you know or need to know is not in databases – it is in your human network and that's the gold

[Full-Text Review with Links](#)

2005



Highlights:

01 “Fog facts” are facts that are out in the open, but “invisible” in the sense that no one acts on them.

02 “The Big Lie” is the opposite of Fog Facts, and all the more effective for being loud, repeated, and simplistic.

03 The author concludes that there is a war today, not between civilizations, but between faith-based and reality-based communities.

04 Truth – and acting on truth – is easier at the local level.

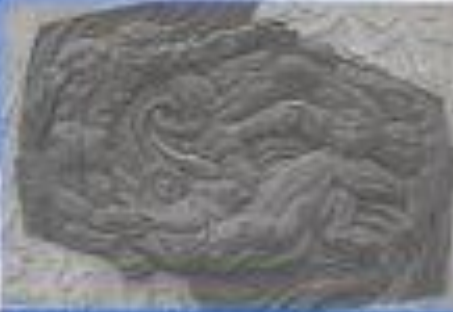
[Full-Text Review with Links](#)

2005

Governing Water

**LOOK
INSIDE**

Contentious Transnational
Politics and Global
Institution Building



Ken Conca

Highlights:

01 Water and the governance of water may be the most important educational, social, and economic issue of our time.

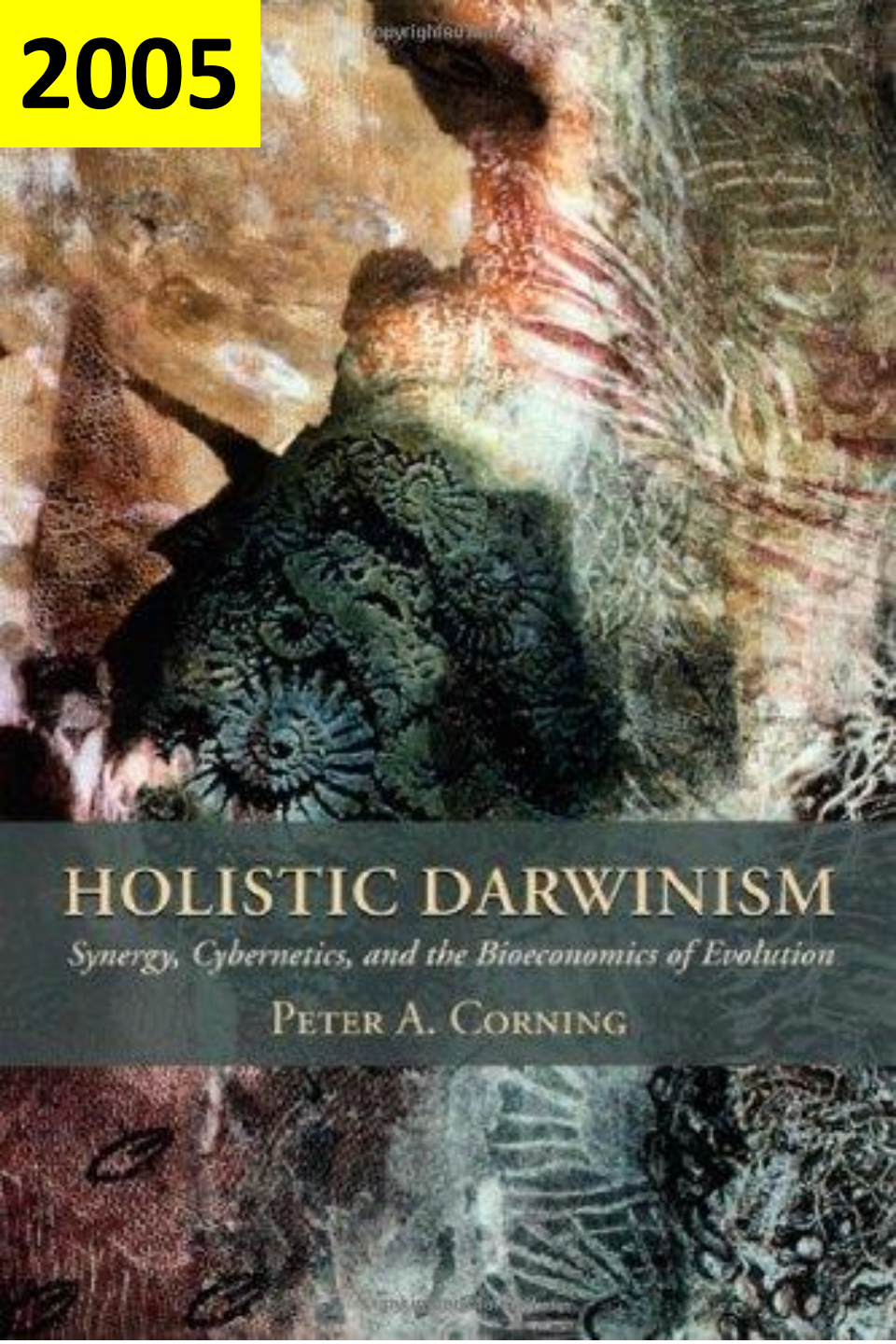
02 Water cannot be understood nor governed in isolation from all surrounding socio-economic and other contextual issues.

03 The greatest obstacle to informed governance of water is the plethora of artificial political and economic boundaries and “rights” that are disconnected from reality.

04 Information-sharing and open shared sense-making is the one means of overcoming obstacles and achieving sustainable outcomes.

[Full-Text Review with Links](#)

2005



Highlights:

01 Synergy, bioeconomics, and cybernetics converging for good of all.

02 Holistic Darwinsim takes a new perspective on evolution, focusing on bio-economics – the functional costs and benefits of cooperative phenomena.

03 The more complex a society becomes, the more vital it is that feedback loops become faster, better, cheaper.

04 Politics is the dysfunctional intellectual and moral precursor to human cybernetics – the social sciences have failed to offer normative, adaptive, affordable, and compelling alternatives to prevailing models that are corrupt and therefore wasteful and toxic to humanity.

[Full-Text Review with Links](#)

2005

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SERIOUS GAMES

GAMES THAT EDUCATE, TRAIN, AND INFORM



DAVID MICHAEL
SANDE CHEN

Highlights:

01 Game world today is fragmented – each sector has its own, isolated from the whole – there is no EarthGame

02 The Serious Games world is not as developed as one might hope – a number of conferences, books, and web sites but there is a general lack of coherence.

03 Games are not interoperable nor are they rooted in comprehensive real data.

04 Games do offer an alternative to rote education, to include team learning and cross-cultural learning.

[Full-Text Review with Links](#)

2006

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BY JOAN BLADES, CO-FOUNDER, MOVEON.ORG

allison h. fine



MOMENTUM

igniting social change

in the

connected age

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Highlights:

01 Digital tools for social change, connected activism, listening and communicating deficits.

02 Checklist of 12 points for evaluating how connected your activist organization

03 Checklist of 8 points on powering the edges,

04 95-point summary of the “Cluetrain Manifesto,”

05 Hyperlinks subvert hierarchy

06 Everyone is a content manager, we get a Return on Information (Vint Cerf)

07 “Do’s and Don’t’s” and future of funding for social activism.

[Full-Text Review with Links](#)

2006

LOOK
INSIDE

“
**Don't Bother
Me Mom—
I'm
Learning!**
”

Marc Prensky

with a forward and contribution
by James Paul Gee, Ph.D.

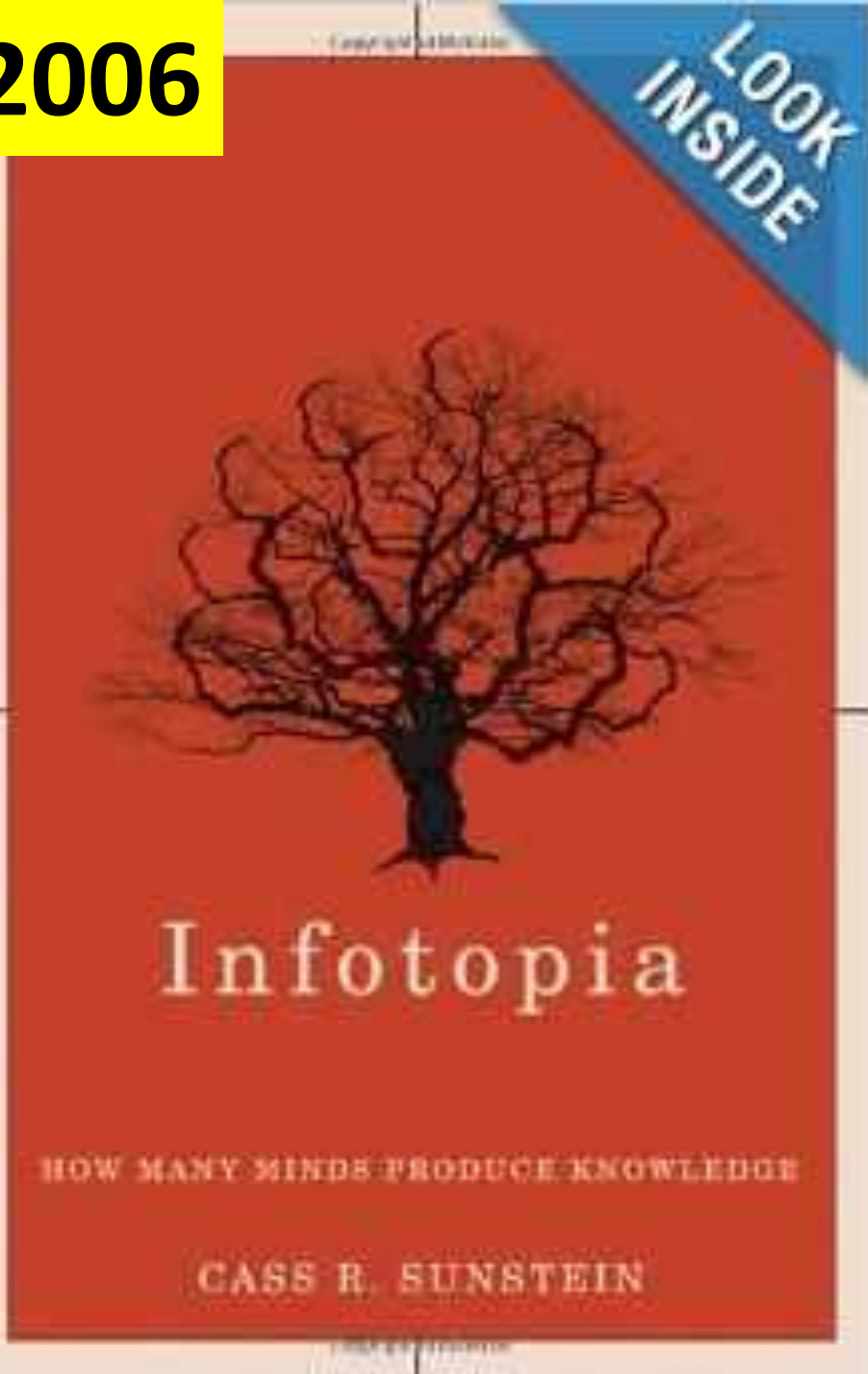


Highlights:

- 01 Digital learning should be fun and can be gamed
- 02 Games can be factual – real decisions, real budgets, real costs, real outcomes
- 03 Games exist but the schools are not using them nor helping the students or parents find them
- 04 Games can be interactive and team-based, bringing students together, or students and teachers, or students and parents, or student groups from different schools, countries, cultures

[Full-Text Review with Links](#)

2006



Highlights:

01 Education is the necessary continuous foundation for deliberation

02 There are four big problems in the history of deliberation: amplified errors, hidden profiles and the favoring of familiar old knowledge, cascades & polarization, and narrow groupthink

03 Wikis and predictive markets are two innovations enabled by the Internet

04 The Holy Grail of Infotopia is the combination of full participation and full disclosure – everyone plays and everyone tells the truth.

[Full-Text Review with Links](#)

2006

people
HARNES
their
**COLLECTIVE
WISDOM**
and
POWER

*to Construct the Future
in Co-Laboratories of Democracy*

by
Alexander N. Christakis

with
Kenneth C. Bousch

A VOLUME IN
RESEARCH IN PUBLIC MANAGEMENT

Highlights:

01 Absence of a shared language between and among disciplines (fields of study) joins absence of shared data to create a vacuum in human knowledge.

02 Democracy demands a shared language and the ability to foster a dialog that creates value.

03 In the absence of an over-arching holistic world systems framework, individual disciplines lack relevance and value.

04 Ethical people are more important than science in isolation. Without ethical people, science will not map root causes or devise holistic solutions.

[Full-Text Review with Links](#)

2006



Highlights:

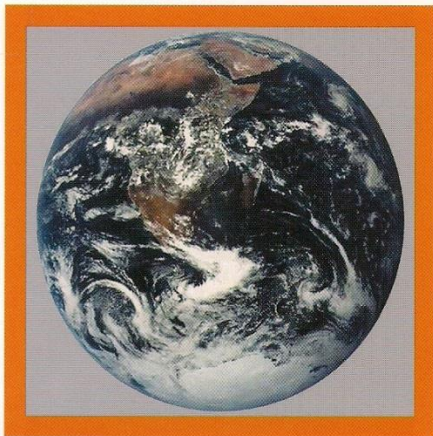
1. inter-agency sharing of non-secret information is much more important than precision delivery of secrets to the top guy;
2. unclassified information on operations, logistics, beliefs, etc. is much more important than technical secret information; and
3. there is a larger process called "Information Operations" (IO) that has been mis-defined in the US as offensive cyberwar and PSYOP
4. IO is the full and constant integration of global coverage in all languages all the time (including historical, cultural knowledge);
5. the technologies of sharing, translating, and understanding; inclusive of online video gaming;
6. crafting of inter-agency BEHAVIOR and BUDGETS (means) to achieve useful ends.

[Full-Text Review with Links](#)

2006 SMART NATION ACT:

Public Intelligence in the Public Interest

Foreword by Congressman Rob Simmons (R-CT-02)
Sponsor, The Smart Nation Act



Few have thought as deeply or imaginatively about such questions as a super-smart [now fifty-four]-year old former Marine and intelligence officer named Robert D. Steele...

—Alvin & Heidi Toffler in *War & Anti-War*

Robert David Steele (Vivas)
MA, MPA, NWC, USMC, CIA, OSS

Highlights:

- 01 Government cannot govern in a vacuum – needs a Smart Nation in which all other elements are informed and supportive of one another with information-sharing and sense-making across all threats and policies**
- 02 Open Source Intelligence (OSINT) can meet 95% of our needs and is ignored by the secret intelligence community that costs upwards from \$60-100 billion a year. For \$2-3 billion a year we get everything they ignore and empower the government – including Congress – as well as commerce and the public**
- 03 Provides documentation of need and benefits relations to a national Open Source Agency as a hybrid agency supporting all three branches of the federal government, state and local governments, and all others.**
- 04 Half domestic focus (agriculture to water), half global engagement (all threats all areas)**

[**Full-Text Review with Links**](#)

2007

INTEGRAL CONSCIOUSNESS
AND THE FUTURE OF EVOLUTION

Steve McIntosh

LOOK
INSIDE

How the Integral Worldview Is Transforming
Politics, Culture and Spirituality

Highlights:

01 The author synthesizes natural sciences, developmental psychology, political thought, philosophy, and spiritual traditions. This helps to understand the DNA of the body-mind-soul.”

02 Need to respect distinctions between science, philosophy, and spirituality while seeking to integrate them in practice

03 There are multiple levels of social consciousness – what is perceived as “truth” changes at each level

04 Integral consciousness finds *new* solutions via “vision-logic” centered in volition (good intention) rather than cognition. VALUES & WORLDVIEW rule.

[Full-Text Review with Links](#)

2008

...r, Christensen brings clarity to a muddled and chaotic
...a." –JIM COLLINS, bestselling author of *Good to Great*

Disrupting Class

*How Disruptive Innovation Will
Change the Way the World Learns*



Clayton M. Christensen

BESTSELLING AUTHOR OF *THE INNOVATOR'S DILEMMA*

Michael B. Horn & Curtis W. Johnson

Highlights:

01 In theory, schools are supposed to inculcate democratic values, keep the country competitive, eradicate poverty, and provide something in the way of learning for everyone.

02 Self-paced instruction and new forms of linking across cultures and languages are the next big thing.

03 Book is about information technology innovation, fails to address art, music, theater, social work, apprenticeships...

04 Harnessing user-generated content to explode what can be learned and how is the revolution after next.

[Full-Text Review with Links](#)

2008

COLLECTIVE INTELLIGENCE

Creating a Prosperous World at Peace

Foreword by Yasha Bunkar (Revised by Hassan Masum)

The Wealth of Antebanks: Revised Highlights

Prefaces by Thomas Malone, Tim Arlee, and Florio Levy



Edited by Mark Tovey

Afterword by the Rt. Hon. Paul Martin & Thomas Homer-Dixon

The Internet and the Revitalization of Democracy

Summary:

The era of collective intelligence has begun in earnest. While others have written about the wisdom of crowds, an army of Davids, and smart mobs, this collection of essays for the first time brings together fifty-five pioneers in the emerging discipline of collective intelligence. They provide a base of tools for connecting people, producing high-functioning teams, collaborating at multiple scales, and encouraging effective peer-production. Emerging models are explored for digital deliberative democracy, self-governance, legislative transparency, true-cost accounting, and the ethical use of open sources and methods.

[Full-Text Review with Links](#)

2009



REINVENTING KNOWLEDGE

FROM ALEXANDRIA
TO THE INTERNET

IAN F. MCNEELY AND LISA WOLVERTON

Highlights:

01 YES, Internet has led to an order of magnitude or more knowledge creation and sharing

02 NO, the Internet has not led to a dramatic change in the definition of knowledge or the role played by knowledge in governance or business or any other domain

03 My comment: Internet is not helping make sense, track true costs, or eradicate corruption

04 It's not about knowledge – it's about restoring community and the role of community and consensus in making decisions

[Full-Text Review with Links](#)

2009



WEAPONS OF MASS INSTRUCTION

A SCHOOLTEACHER'S JOURNEY
THROUGH THE DARK WORLD OF
COMPULSORY SCHOOLING

JOHN TAYLOR GATTO

Author of the best-selling *DUMBBING US DOWN*

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Highlights:

01 Public schools are the ultimate means of creating a docile non-thinking public.

02 It's purpose is to emphasize the vocational or disciplinary aspect and avoid the political or philosophical reflection aspect of education.

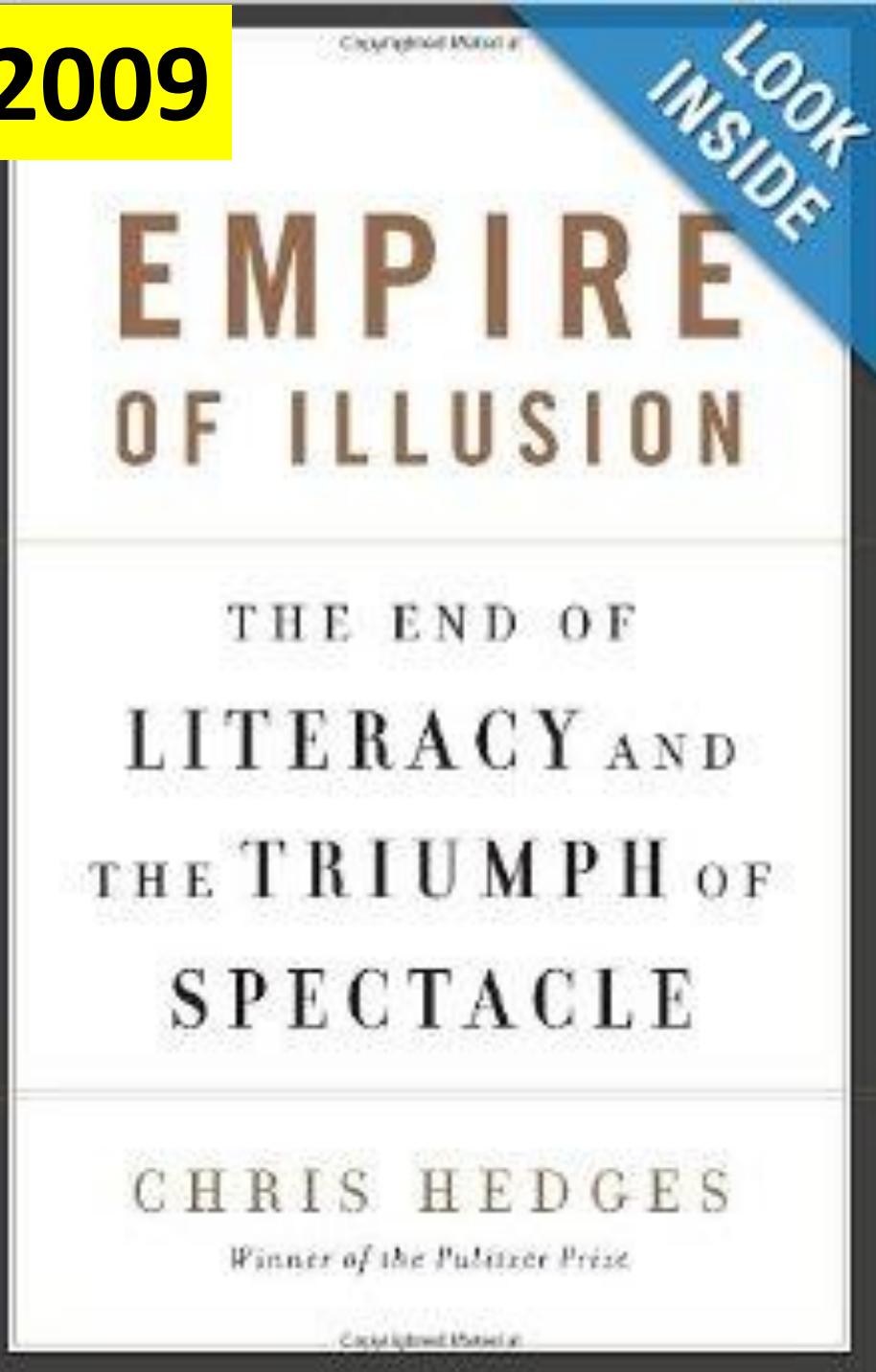
03 Compulsory schools reduces self-reliance, ingenuity, courage, competence and other frontier virtues.

04 Standardized tests institutionalize dishonesty

06 Rote learning is a form of information deprivation – a form of state religion – that helps the elite retain an information advantage over the masses.

[Full-Text Review with Links](#)

2009



Highlights:

01 Free market capitalism and rush to globalization have rotted the foundation of America – both parties are to blame

02 Celebrity culture and cult of distraction and superficial leads to junk politics and junk economics. “Pseudo-events destabilize truth.”

03 Pornography is a major means by which segments of the public are stupified (gambling, games, social media)

04 Universities are a sham, specialists are illiterate, students learn by rote and cannot think for themselves

05 Corporations have hijacked everything from community and politics to love and wisdom

[Full-Text Review with Links](#)

2009

DAVID HALPERN

**THE HIDDEN WEALTH
OF NATIONS**

Highlights:

01 Social education goes far beyond the schoolhouse; recommendations:

- 1. Expand mental health investments**
- 2. Teach children resilience skills**
- 3. Avoid performance pay**
- 4. Ban advertising for children**
- 5. Increase redistribution (and empowerment of) the poor**
- 6. Discourage gambling**
- 7. Discourage commuting**
- 8. Encourage residential stability (neighborliness)**
- 9. Nurture work-life balance**
- 10. Expand consumption taxes**
- 11. Measure satisfaction**
- 12. Strive to satisfy**
- 13. Build social capital**

02 Invest in information as a public good, value social IQ, support the economy of regard for one another

[Full-Text Review with Links](#)

2009

LOOK
INSIDE



REFLECTIONS ON EVOLUTIONARY ACTIVISM

ESSAYS, POEMS AND PRAYERS
FROM AN EMERGING FIELD
OF SACRED SOCIAL CHANGE

TOM ATLEE

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Highlights:

01 Connecting people is more important than collecting facts.

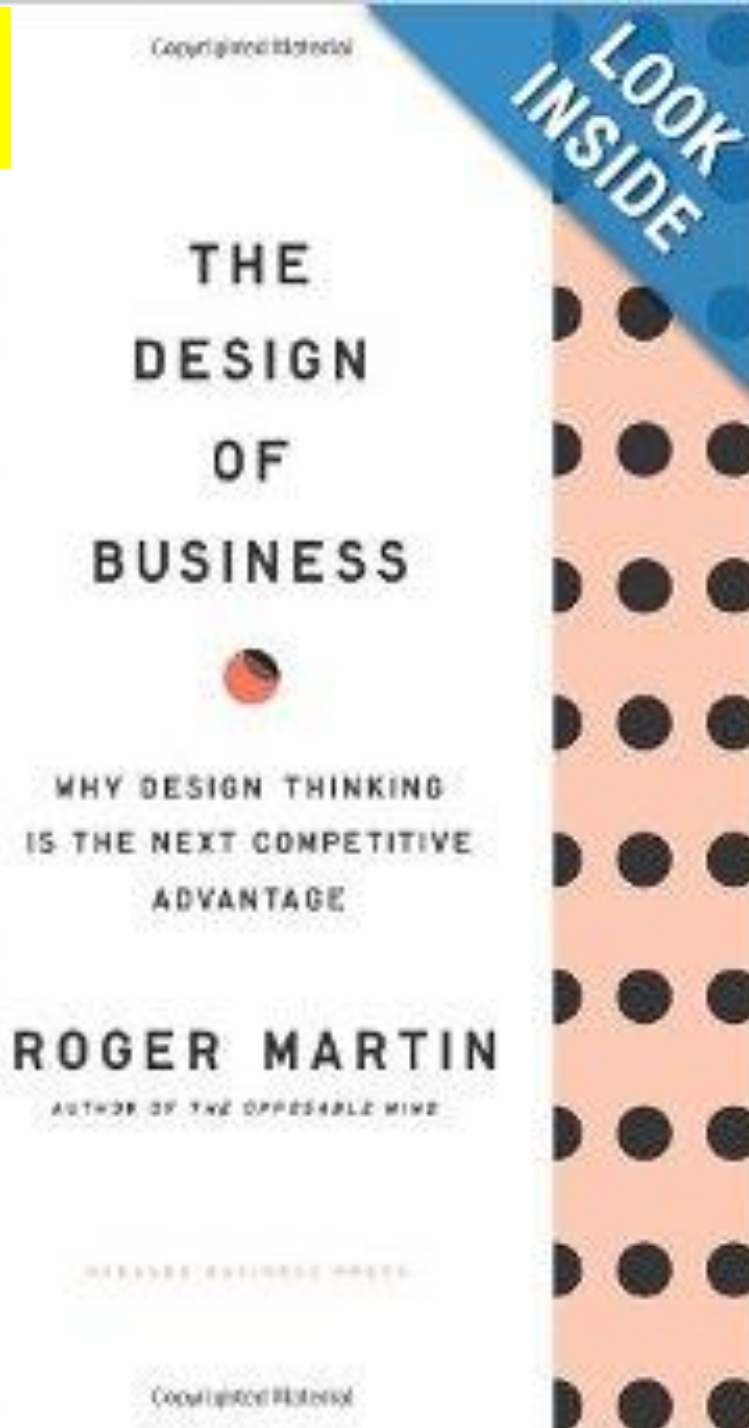
02 Evolution is defined by win-win solutions, not by win-lose solution that are unsustainable.

03 Integration of diversity, constant alignment with reality, and harmonization of interests of all causes magic to happen.

04 Education should enable systemic awareness, systemic health, and systemic learning.

[Full-Text Review with Links](#)

2009



Highlights:

01 Addresses the core need to design beyond the Industrial Era where Six Sigma stops.

02 Design thinking is abductive thinking – intuiting new ways

03 Design thinking moves knowledge from mystery to heuristics to algorithms to computer code

04 Design thinkers must persist in face of resistant/repressive cultures

05 Design thinking is marginalized by demands for past examples, aversion to change, and demands for results in too short a timeframe.

06 We are our own worst enemy.

[Full-Text Review with Links](#)

2009

Wave Rider

**LEADERSHIP FOR
HIGH PERFORMANCE**

in a Self-Organizing World

HARRISON OWEN

Originator of Open Space Technology

Copyrighted Material

Highlights:

01 All systems that seek to command & control are, by and large, part of the problem, not part of the solution.

02 His early discussion focuses on the importance of:

- **INVITE** instead of command
- **CIRCLE** instead of pyramid
- **PASSION** instead of control
- **HELPLESS** is good; trying to “be” in charge is bad

03 Most deliberate organizing and planning is a waste and also destructive of the natural adaptation that complex systems have inherent in themselves.

04 Open Source works across all boundaries

05 Leadership nurtures, it does not control

[Full-Text Review with Links](#)

2010

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**LOOK
INSIDE**

THE VANISHING OF A SPECIES?

A LOOK AT
MODERN MAN'S PREDICAMENT
BY A GEOLOGIST

PETER GRETENER

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Highlights:

01 Earth will survive just fine – humanity might not

02 Man as toolmaker has outpaced man as conscious being – all “leaders” have failed to develop human resources as fast as they have exploited physical resources

03 Population explosion is central challenge – particularly when public loses respect for the law and public lacks integrity generally

04 Failing to rear the young, to include full-time mothers and schools that educate instead of just train, is our greatest failure

05 Revolution is good - the revolution we require is one of human consciousness.

[Full-Text Review with Links](#)

2010

COGNITIVE SURPLUS

CREATIVITY AND GENEROSITY
IN A CONNECTED AGE

**CLAY
SHIRKY**

Highlights:

01 Fundamentals of turning our cognitive surplus into value

02 Transition of the means of production from one of scarcity controlled by professionals to abundance and the participation of amateurs

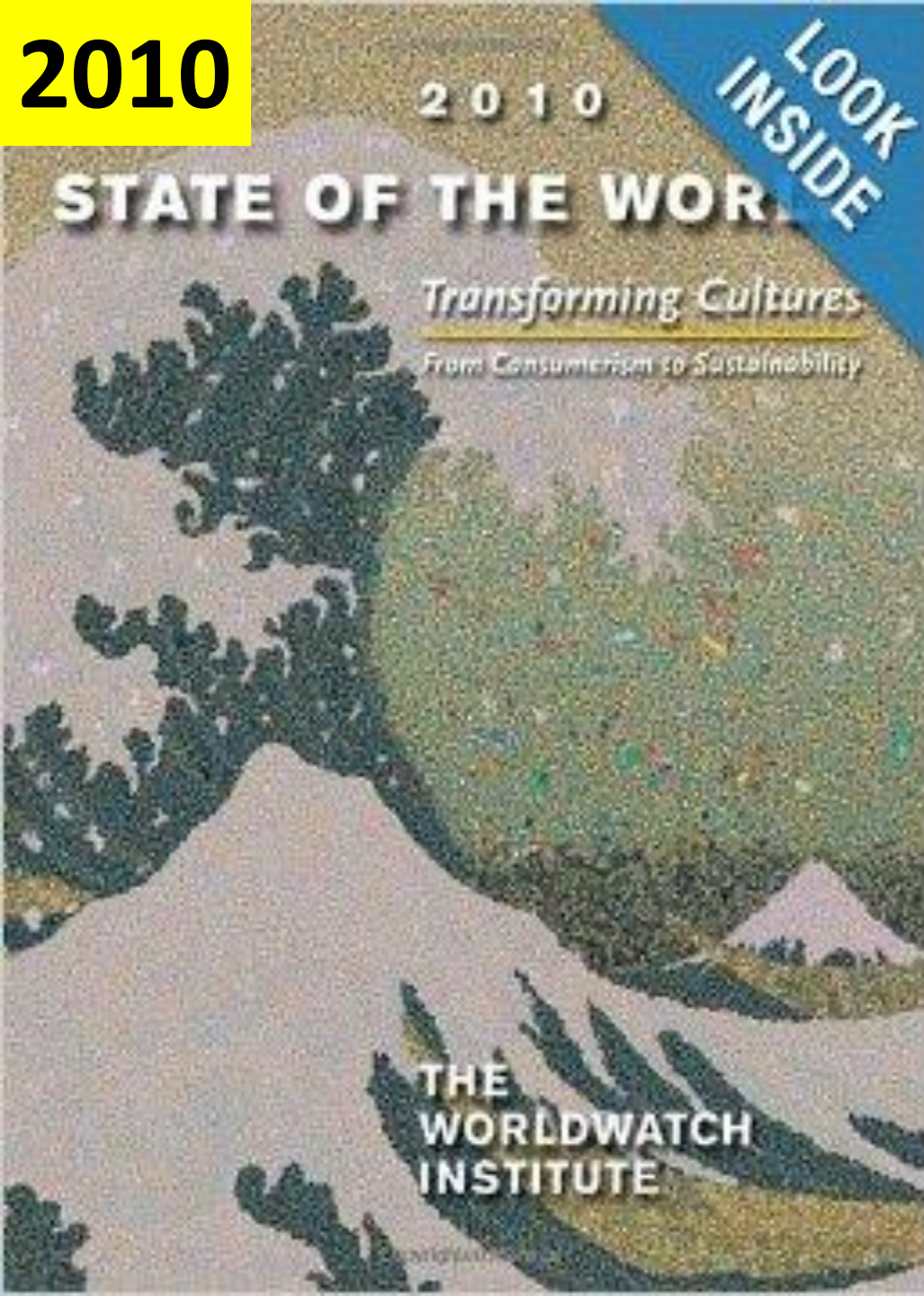
03 Importance of creating ways of taking advantage of group participation

04 Fallacy of Gen X being different or irrational

05 Eleven principles associated with tapping into cognitive surplus

[Full-Text Review with Links](#)

2010



Highlights:

01 Education must be focused on transforming culture. Absent such a focus, societies do not learn.

02 Education must focus on the human role within a much larger vast complexity of life – not just on teaching a “trade.”

03 The fastest means of unifying all of the academic disciplines – the sciences and the humanities – is to focus on sustainability of the Earth and all of its species as the common factor.

04 Integrating “true cost economics” into every discipline is a starting point for holistic education.

07 Teach 7 R’s: Reduce, Reuse, Recycle, Respect, Reflect, Repair, Responsibility

[Full-Text Review with Links](#)

2010

**LOOK
INSIDE**

Scholarship
in the **DIGITAL AGE**
INFORMATION, INFRASTRUCTURE,
AND THE INTERNET

Christine L. Borgman

Highlights:

01 The author integrates information science, information psychology, information sociology, information politics, and information culture.

02 Heart of the book focuses on how open access is essential but our content is still very immature – with specialist search being terrible

03 Knowledge is no longer the primary domain of the academic world – our architecture has not caught up with this reality

04 No one, anywhere, is serious about real time science or real time information sharing and sense-making

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2010

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DAVID PERKINS

AUTHOR OF THE EUREKA EFFECT



**MAKING
LEARNING
WHOLE**

How SEVEN PRINCIPLES
of TEACHING *can*
TRANSFORM EDUCATION

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Highlights:

- 01 Teach everything in context – other disciplines, other players, other challenges, learn to learn the hidden.**
- 02 Rote memorization undermines learning of generic principles.**
- 03 Learning to find problems is at least as important as learning to solve problems identified by others.**
- 04 Knowledge is multifaceted and includes, beyond “facts,” logic, probability, and intuition.**
- 05 The acme of skill in education is learning to recognize ignorance – areas of uncertainty, errors, taboos, the unknown unknowns.**

[Full-Text Review with Links](#)

2010 LEXIVE PRACTICE

Professional Thinking for a
Turbulent World

Kent C. Myers



Highlights:

01 Ossified thinking patterns harm us:

- a rational pattern locks in optimal solutions that rapidly become obsolete
- a focused pattern is blind to reconfiguration options and the influence of external relationships
- a principled pattern fails to apprehend and develop the unique opportunities of a situation
- an interested pattern undercuts common interests that are already imperiled

02 Reflexive practice is the alternative – adaptive, holistic, open-minded.

[Full-Text Review with Links](#)

2010 INTELLIGENCE for EARTH

Clarity, Diversity, Integrity, & Sustainability



Robert David Steele

Companion and Sequel to

COLLECTIVE INTELLIGENCE: Creating a Prosperous World at Peace

Summary:

We are entering an era in which global networks and the sharing of information can create revolutionary wealth at the micro-level, while enabling the harmonization of investments at the macro-level. This is an era in which transparency of cost and effect will eradicate corruption, fraud, waste, and abuse at the same time that it makes possible global to local engagement and collaboration such that we can create a prosperous world at peace. This is an era in which we will see a bottom-up conscious evolution of humanity that liberates and leverages the one inexhaustible resource we have: the human brain.

[Full-Text Review with Links](#)

2011

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TIS J. BONK

The World Is Open

How Web Technology Is Revolutionizing Education

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Highlights:

01 Our educational “delivery system” is broken and shows no sign of adapting to student and faculty needs or newly available technologies.

02 The ten key trends for those universities that do wish to adapt:

- **Web-Searching**
- **Blended Learning**
- **Free/Open Source Software (F/OSS)**
- **OpenCourseWare**
- **Learning Portals**
- **Learners as Teachers**
- **Electronic Collaboration**
- **Alternative Reality/Serious Games**
- **Mobile Real-Time Learning**
- **Networks of Personalized Learning**

[Full-Text Review with Links](#)

2011

**LOOK
INSIDE**



THE POLITICS OF
Happiness

WHAT GOVERNMENT CAN LEARN
FROM THE NEW RESEARCH ON
WELL-BEING

Derek Bok

Highlights:

01 Six major factors of happiness not now impacted significantly by education

- **Marriage**
- **Social Relationships**
- **Employment with Trust in Management**
- **Perceived Health**
- **Religion in sense of Community**
- **Quality of Government**

02 QUOTE: “At present, few government officials and educators pay enough attention to preparing young people for a full and rewarding life.” [p. 177]

03 Education has lost art of teaching liberal arts and broad learning and learning how to think – gone too far toward vocational and pre-professional education.

[**Full-Text Review with Links**](#)

2012

LOOK
INSIDE

TOO BIG TO KNOW

BETHINKING KNOWLEDGE THAT THE FACTS AREN'T

THE FACTS, EXPERTS ARE EVERYWHERE, AND

THE SMARTEST PERSON IS

SOON TO BE SOON

David Weinberger

Highlights:

01 Everything we do now with hierarchical organization, hoarded information, restricted accesses, and isolation from the full range of external sources and methods, is wrong for the times.

02 Recommendations: open up access; provide the hooks for intelligence (meta-data); link everything; leave no institutional knowledge behind; teach everyone.

03 True learning occurs within networks of learning – we are not suffering from information overload as much as from filter failure.

04 TRUST is what determines the successful rendering of information into intelligence

[Full-Text Review with Links](#)

2012

QUANTUM INTELLIGENCE STUDIES

OPEN SOURCE INTELLIGENCE IN A NETWORKED WORLD

ANTHONY OLCOTT



Highlights:

01 Obsessive focus on the Soviet Union poisoned CIA analytic views with respect to open sources — they were *assumed* to be propaganda and information (still today, CIA call what I and other respect, “Open Sores.”).

02 Intellectual factionalism among the various intelligence “tribes,” all of whom missed historic shifts, with a lack of historical, cultural, and linguistic understanding being one of the major factors perpetuating their ignorance to this day.

03 Two information explosions that CIA did not master. The first was internal — secret collection exploded, growing so fast that the author cites James Schlesinger’s report suggesting that collection has become a proxy for analysis but without improving our understanding of anything. The other information explosion, the external one, CIA simply ignored.

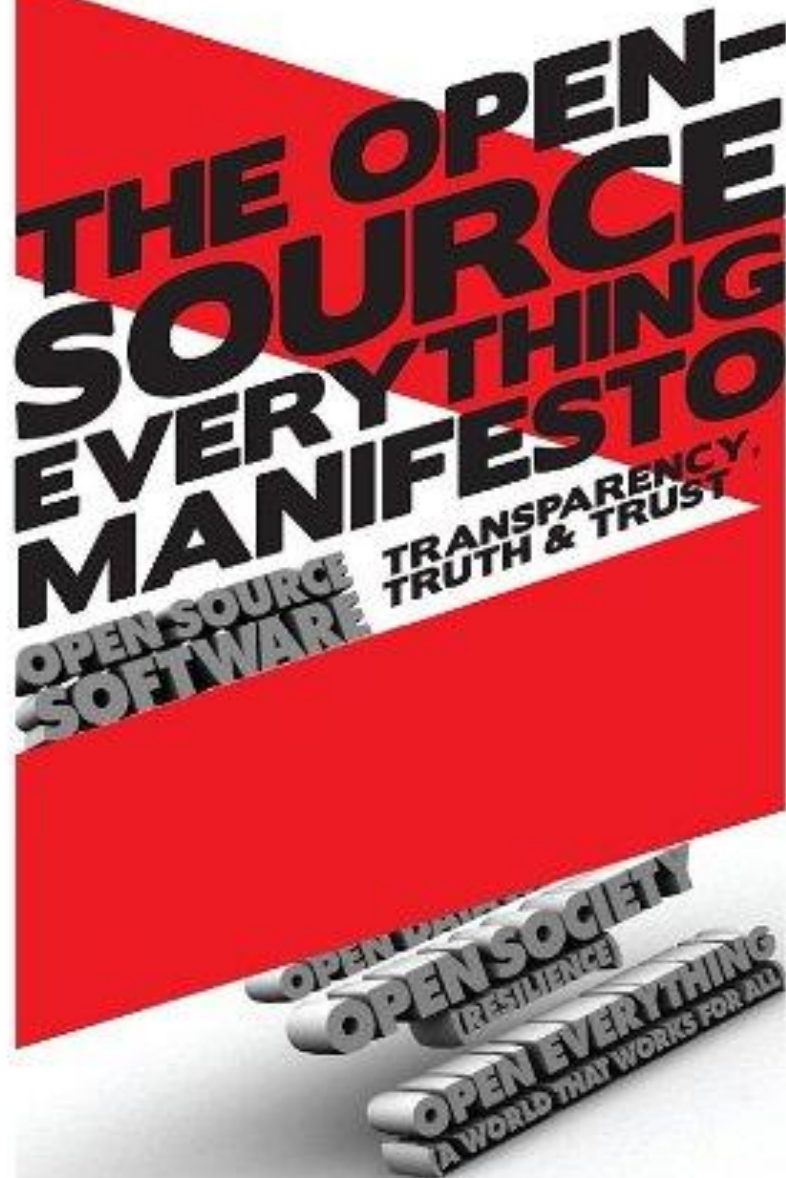
QUOTE (171): “The IC has become like a panda, an animal over-specialized in one particular kind of (secret) food.”

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2012

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Robert David Steele



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Most popular quotes (GoodReads):

“I am a patriot. I have always sought to serve my country, in theory a Republic. Learning that secrecy was evil rather than good was my first step. From there it was a steady march toward open-source everything. ... I see that the greatest service I or any other person can render to the Republic is to march firmly, non-violently, toward open-source everything.”

“In order for us to live within this finely balanced constellation of complex systems, in order for the Earth to show resilience and last for centuries into the future as an environment of human life, we have to embody three things: a respect for Earth systems and their details in balance; a commitment to discovering and sharing the truth and only the truth at all times about all things; and a commitment to doing no harm.”

“When we relate and share knowledge authentically, this places us in a state of grace, a state of 'win-win' harmony with all others, and establishes trust among all.”

“The bottom line is that our government is not intelligent about how it pursues the public interest, because its decisions are not informed decisions (and its interest is generally not the public's).”

[Full-Text Review with Links](#)

2013

NEARLY FREE UNIVERSITY

& The EMERGING ECONOMY

LOOK
INSIDE



Charles Hugh Smith
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Highlights:

01 Education is a protected cartel and a dinosaur of an industry – the factory model is not working.

02 Decentralization, Adaptability, Transparency, and Accountability are the recommended precepts for change.

03 Credentials for long-term study have lost value while credentials for specific competencies are rising.

04 Human capital matters much more now but must be able to learn on the fly and continuously, be adaptable, collaborate effectively, be accountable, and continuously build social and financial equity.

[Full-Text Review with Links](#)

2013

**LOOK
INSIDE**

Collapsing Consciously

Transformative Truths
for Turbulent Times

Includes Fifty-Two Weekly Meditations



CAROLYN BAKER
FOREWORD BY John Michael Greer

Highlights:

01 The Industrial Era is collapsing – this is a good thing

02 Apocalypse is about revelation of new possibilities not the end of all

03 The primary bridge for transformation, the primary solution, is spiritual.

04 We have been our own worst enemies, inclusive of our acceptance of a debt economy, and dumbing-down

05 We have an opportunity to grow, to restore our unity with nature

[**Full-Text Review with Links**](#)

2014

THE BIG DISCONNECT

**WHY THE
INTERNET**



HASN'T

**TRANSFORMED
POLITICS (YET)**

MICAH L. SIFRY

Highlights:

01 Civil society is massively fragmented, all elements insisting on using “their” hashtags, focusing on “their” issue, going after “their” funding, and refusing — perhaps even spiritually unable — to come together in a larger umbrella process.

02 Facebook, Google, and Twitter particularly, but all existing Internet sites, networks, tools, and all related peripherals have “sold out” and failed to attend to the public interest — the public need for tools empowering communities to form, deliberate, and take action.

03 Everyone lacks tools for thinking

04 Internet is better at gathering STOP energy than it is at gathering GO energy.

[Full-Text Review with Links](#)

2015 INTELLIGENCE with INTEGRITY

*Enabling Hybrid Public Governance
With Open-Source Decision-Support*



Robert David Steele

Companion and Sequel to

COLLECTIVE INTELLIGENCE: Creating a Prosperous World at Peace

Highlights:

01 Intelligence is evaluated on the basis of its outputs – ethical evidence-based decision-support – not about inputs (sources and methods).

02 Everybody, without exception, should be a producer and a consumer of intelligence.

03 Sharing, not secrecy, is the core nature of 21st Century intelligence.

04 Multinational, multiagency, multidisciplinary, multidomain is the human aspect.

05 Open Source Everything is the technical aspect.

[**Full-Text Online \(Partial\)**](#)