

The Global Academy for International Athletics

Junior School Prospectus



Photograph courtesy of the University of California, Davis, Center for Childhood and Family Studies.

“Their imaginations illumine whatever career they choose.”

At the Chateau Linza, Tirana, Albania

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Table of Contents

Introduction and Calendar		3
Part I	Our Curriculum	4
Part II	Our Teaching Methods	4
Part III	Our Talent Search Methods	4
Part IV	Our Career Guidance and Counseling Services	5
Part V	Food, Health and Other Services Provided	5
Part V	Our Admission Requirements	6
Part VII	Our Fee Structure	7
Part VIII	Daily Schedule	8
Part IX	Curriculum Outline	9
Part X	Guarantees	11
Paet XI	Invest in the Global Academy	12
Appendix A	A Media Release	
Appendix B	A Good Teacher is Worth . . . A major study by six economics professors at Harvard University as reported by the <i>New Your Times</i>	
Appendix C	A typical Montessori Classroom and some Faculty Members.	
Appendix D	Invitation from the National Olympic Committee of Albania	

A special note to parents of potential students at the Academy:

Two Nobel Laureates, Professors Milton Friedman and Theodore Schultz, both at the University of Chicago, offered compelling economic evidence that the most rewarding investment is in the education of children. The economic returns exceed 14%, nearly always; the emotional returns last a lifetime. A child with superior preschool teachers earns more money, has fewer divorces, fewer mental problems, becomes a better thinker and citizen and is more likely to help advance mankind’s civilization. (See the recent Harvard economics study cited below.) As we will interview you and your child, you are invited to interview us. Are we qualified to help prepare your child for a successful life?



The Academy’s first and temporary home will be at the **Chateau Linza**, Tirana, where two security gates and security cameras guard every building. There are backup systems for both electricity and water. The Junior School will be housed in a spacious two-bedroom suite. Outdoor play spaces are being prepared and the children will be taken to nearby parks and recreation facilities for some of their physical exercise regimes.

Introduction and Calendar

Nearly all psychologists agree that the child's personality is formed before age five. The evidence is now undisputed that the child's intellect will begin to flower around age two and the cultivation of that mind must begin immediately, initially by the parents, and then by trained, highly intelligent and dedicated teachers and coaches.

This model Academy was designed at Harvard University and is the only school in the world that implements the pedagogical ideas of Dr. Maria Montessori; the child development ideas of psychologists Erik Erikson, Abraham Maslow, Jerome Bruner and Carl Jung; the advanced economic ideas of Nobel Laureates Milton Friedman and Theodore Schultz; and the "world peace through athletics" ideas of Baron de Coubertin and Evangelis Zappas, founders of the Modern Olympic Games. (Mr. Zappas, the Albanian philanthropist, was born in Tepelene, Albania, but achieved economic success in Romania.)

The Global Academy for International Athletics was invited to Albania by the National Olympic Committee of Albania, writing on behalf of the Government of Albania, to establish here the world's first athletic training center for all nations, particularly those 99 nations that have never won an Olympic medal. After eight months here we realized that the best strategic plan was to start with 3 1/2 year olds, not 12 year olds as originally envisioned. Fortunately, the future Olympian and the future Nobel award winning scientist should receive the same basic education in their first eight or nine years: a rich and highly varied curriculum with lots of freedom, lots of music, lots of play and physical and mental exercising, intelligent conversation, excursions, nature walks, etc. Thus our Junior School will train children for all trades and professions, most of whom will not choose an athletic career. For children choosing an athletic career, their real decision point must come before age 12.

The Academy will have two levels, the Junior school for children ages 3 1/2 to 12 and the Senior School for children ages 12 to 18.

Part I. Our Curriculum

The Junior School of the Global Academy designed its curriculum to

- (1) discover the child's strongest budding talents in whichever field or profession, from art to zoology, as soon as possible.
- (2) attract children of all talent profiles, future artists, scientists, engineers, accountants, physicians, scholars, writers, professional athletes, the world's highest paid professionals, etc.

The Junior School curriculum is composed of the following daily activities and subjects:

Albanian Language	World Literature	Music
English Language	Art	Natural Sciences
Philosophy for Children	Outdoor Play	Albanian culture
Inventive Quotient (mental gymnastics)		World cultures
Elemental Mathematical Concepts (not arithmetic)		
Body Language and Human Communication Systems		
Kinesiology (The study of body movement via dance and athletics);		

and the following weekly or monthly activities and subjects

- Nature Walks with botanists and environmentalists
- Agriculture, as a method to introduce the scientific method
- Weekly visits to study athletic and fitness facilities and equipment
- Monthly visits to cultural events such as art shows and concerts

Stories of the world's great heroes
Inspirational films appropriate to this age group.

Part II. Our Methods of Teaching

Recognizing young children's short attention span, most of the above subjects are taught for only ten to twenty minutes at a time. Within a given subject the activity will change every five or so minutes. Our methods are largely inductive, that is, designed to allow the child to learn the principles involved independently, in effect, in play, in games. This inductive method was strongly advocated by Harvard's Professor of Cognitive Psychology, Jerome Bruner. **We very rarely lecture to the child.**

Children do not learn science or other subjects through books. They learn in experimentation, or the child's version of experimentation, play. Recognizing this principle, our teachers invent "hands on" methods to teach/learn almost every concept in the curriculum. For example, language learning begins with actual objects, "Where is the apple?" "The apple is in the bowl (or on the plate) under the table."

Part III. Our Talent Search Methods

A great and historic paradigm shift is beginning to occur in education. In the old paradigm teachers attempted to open the heads of children and pour knowledge into those supposedly empty heads. High school students today often call that system, "information dumping." For example, "What continent did Columbus discover?" The new paradigm focuses upon finding the child's "true calling," to use Carl Jung's term, or "favored capacities," to use Erik Erikson's term, as early as possible. Once the child suspects his or her talent profile or major strengths, for example, in languages, or art, or science, or mathematics, or athletics, the child attracts to herself the knowledge needed to be proficient in that discipline. The child does not resist that needed knowledge as so often happens in traditional curricula.

Our role is to expose the child to as many different intellectual experiences as early as possible so that the child's awakening talents can find focus. Thus, every day there is a science event, a musical event, a language event, an engineering event, a cultural event, a physical fitness event, etc. The child's reactions to all the events provide clues for what Harvard's Howard Gardner calls "Markers." This Junior School trains its teachers and parents how to discern those "Markers" so that the child becomes his or her own career counselor. The child makes the choice as early as possible. The child also realizes that as she develops she has the freedom to change her mind.

The Language arts area

(This photography courtesy of the Raintree School, Lawrence, Kansas, U.S.A.)



The typical Montessori Language arts area includes oral language development, written expression, reading, the study of grammar, creative dramatics, and children's literature. Basic skills in writing and reading are developed through the use of sandpaper letters, alphabet cut-outs, and various presentations allowing children to link sounds and letter symbols effortlessly and to express their thoughts through writing.

Part IV. Career Guidance and Counseling Services

- a. Career Guidance. As we know from the lives of the great geniuses of history (DaVinci, Einstein, Mozart, Madam Curie, etc.) the sooner the child's talents are discovered the better. Sometimes it is the child who discovers that often hidden genius, sometimes it is the parents. All of our teachers also are trained to identify the child's most evident talents as soon as possible. Once the child's strongest talents are discovered the child becomes largely self directing, with guidance from parents and our teachers.
- b. At the time of graduation from the Global Academy, at approximately age 18, the student will be able to meet or exceed the English Language proficiency requirements of Oxford and Cambridge universities in England and of Ivy League universities in the United States (Brown, Columbia, Cornell, Dartmouth, Harvard, Pennsylvania, Princeton, and Yale) and other great universities in the United States and in the British Commonwealth such as Stanford, MIT, Australian National University, Edinburgh, McGill, University of Auckland, etc. Currently, the typical requirements are 100 points on the TOEFL IBT¹; SAT² Reasoning Test scores of at least 700 in Critical Reading, Mathematics and the Essay; plus the specific requirements in the student's chosen subject courses.³ All graduates will be able to pass the International Baccalaureate tests. The student's career path is of greatest importance to the Global Academy and the student will be monitored by the teachers and other staff so that the best possible choices can be made early and the proper plan for advanced study

¹ TOEFL IBT: Test of English as a Foreign Language, Internet Based Test. The TOEFL paper and internet versions are different and change frequently.

² SAT: Scholastic Aptitude Test, published by Educational Testing Service, Princeton, NJ, U.S.A.

³ The specific subject requirements vary enormously. For example, currently in Britain for the Advanced Diploma in Engineering (Level 3), the student is required to pass both an A-level in Physics and the new Level 3 Certificate in Mathematics for Engineering, and score at least 700 on three other SAT subject tests. Music majors must demonstrate keyboard ability in the ABRSM Publishing House's Grade V test. Those wishing to enter the Sorbonne (The University of Paris) will be provided the appropriate French language instruction several years ahead of time when language learning is relatively easy. Our faculty keeps updated on the top universities' various requirements.

made in consultation with the parents. This matter will not be left to chance or whim, nor postponed to “the last minute.”

c. The child and her parents are provided “life success” materials and guidance at every stage of the child’s development. For example, for the very young child, there is frequent height and weight monitoring as an index of general health and growth.

Part V. Food, Health, Transportation and Other Services Provided

a. Meals. The child is provided three light nutritious meals every day, a mid-morning meal; lunch, and a light mid-afternoon meal. (We assume that the child will have breakfast and dinner at home.)

b. Health Precautions:

(1) Our food service facilities are frequently monitored by our pediatrician who is also available to parents for medical consultations, if desired.

(2) Each child’s sleeping mat and drinking utensils are individually labeled so as to reduce the chance of spreading infections.

c. The staff frequently monitors basic indices of health, hearing, eyesight, physical stamina as a measure of health, etc.

d. Many parents will prefer to transport their children to the Junior School and pick them up at the end of the day. For other parents’ children the Academy will arrange transportation, at an extra charge.

Part VI. Our Admission Requirements

a. The child must meet the following requirements:

1. The child must be at least three years and six months and not old enough at the time of admission to be eligible for the first Albanian class (Grade One).

2. The child must pass an examination given by our physician to determine that he or she is physically and psychologically ready for our program.

3. The child must be able to manager herself in the toilet.

4. The child must be able to articulate basic needs and wants in Albanian or English.

5. The child and the parents must be willing to conform to the specifications of the school for uniforms and appropriate clothing and shoes.

b. Requirements for the parent/guardian or caretaker

1. One parent or caretaker must accompany the child to our Junior School for the first day of school and remain with the child until the child signals that he or she is comfortable in our environment. This may take two or three days.

2. One of the parents or the parents’ trusted relative or employee must deliver the child to the Junior School or to the Academy’s pick up

point and pick up the child after school. Or, use the transportation system we provide. For security reasons we will not release the child to anyone not known to us, nor leave the child stranded. If the parents are not available to receive the child the child will be returned to the school.

3. The parent or guardian is urged to discuss with the child what happened in the school each day. Each child will maintain a daily journal which the parents are urged to read each day with the child and help the child understand the purposes of the day's activities. The parent should feel free to bring any concern to our attention. The parent is welcome at the school at any time without prior notice.

4. One of the parents should read to the child each day, especially at bedtime. (We will regularly provide stories for the child that will accelerate the child's intellectual and emotional growth.)

Part VII. Our Fee Structure

September 2010, The Junior School: Full-time Day Students Only, in 2010

3 1/2 - 5 1/2 Euros 1,750 per quarter

5 1/2 - 6 Euros 1,850 per quarter

Full-time Day Students in 2011

6 ,7, Grade 1 Euros 2,050 per quarter

7, 9 Euros 4,125 per quarter (This is the age range when most talents flower and expert coaching and mentoring are particularly required.)

10, 11 Euros 4,950 per quarter

September, 2011 Global Academy for International Athletics Full-time Residential Students:

Age 12 only: Euros 42,000 per year. (Fee includes tuition, room and board, books, school supplies, school uniforms, athletic equipment, travel home twice per year, life and health insurance and a personal allowance of \$50 month.)

Part VIII. Daily Schedule for the Junior School

(This schedule will vary as the children develop.)

8:30 Pupils are delivered to the Academy by their parents or by our vehicle. They change to running clothes and shoes, 100 meter run for 3 1/2 year olds; 500 meter run for 6 year olds, increasing by ten meters each day.

9:00 Change to school uniform

9:15 Albanian Language: Mrs. Linda Zicishti, alternating with Information Technology Skills with Mr. Vijaya Raju Mullagiri

9:45	Midmorning Meal
10:15	Montessori-style Learning Activity Centers and Rest
11:30	Inventive Quotient, I.Q., The Child's First Course in Logical Reasoning: Professor Maxwell's Mental Gymnasium to raise children's IQ scores.
12:00	Music Time with Dr. Dorothea Martin
12:30	Lunch
1:15	Nap time
2:00	English Language with Dr. Dorothea Martin
2:30	Change to athletic clothing
2:45	Physical Education/Fitness Training/kinesiology
3:15	Change to school uniform
3:30	Literature: Dr. Dorothea Martin Alternating with Human Communications: Prof. Raimonda Nelko
4:00	Mid afternoon meal
4:30	Clean up
4:45	Children are picked up by parents or surrogate or are taken by our vehicle to their homes.

IX. Curriculum Outline for 3 1/2 Year Olds.

(The 4 and 5 year olds will have a similar curriculum, with slightly more advanced exercises and activities. No child is compelled to participate in any particular activity. The child is given great freedom here, always choices.)

Albanian Language*⁴

We use primarily picture books for story telling. Child is introduced to polite speech, 500 word vocabulary using popular traditional folk and patriotic songs, poems and stories. Toward the end of the quarter the advanced students will be introduced to the Albanian alphabet.

Midmorning Meal

Alternating between hot and cold cereals; a boiled egg, toast, butter and honey; fruit and nuts. Herbal tea or hot chocolate or milk will complete the Midmorning Meal. The primary lessons taught at meal time are etiquette and good manners, polite language, nutrition principles and the science of eating.

Montessori-style Learning Activity Centers:*

A. Art and Craft Center.

This center encourages self learning, self-expression. The center is equipped with modeling clay, crayons, water-soluble paints, origami paper-folding tools; some architectural modeling tools, and other items appropriate for these ages.

⁴ Once every two weeks the children will have a Nature Walk instead of the three morning classes indicated by the *. The walk will be led by qualified botanists or environmentalists.

A. Sandbox

The sandbox contains approximately 12 inches of fine clean sand. The equipment includes buckets and other containers of various shapes and sizes, measuring devices, scoops, spoons, funnels and other devices where the child will learn the most elemental principles of physics, e.g., the conservation of mass.

C. Reading Center

Here the children will have a wide variety of picture books to read and study, primarily in Albanian, but also picture books from the major English speaking countries, Britain, the United States, Canada, Nigeria, New Zealand, Fiji, Australia, etc.

D. Listening Center

This Center has child-friendly CD players and other technologies with earphones that the child may use. The contents include music, children's stories on audio tape, video tapes, in both Albanian and English.

E. Science Experimentation Center

Here the children will find magnets and compasses, lenses of various specifications, pendulums, wheel devices, inclined planes with objects of varying weights to test Galileo's theories, and some plants. The children will actually construct telescopes and microscopes, and understand the basic principles of the physics involved.

F. Farmettes.

Each child will have a micro farm to learn the fundamental practical science, agriculture. The farmette is 1 meter x 1 meter, boxed with good soil. Here the child will grow some herbs and hardy vegetables such as cabbage, carrots, onions or some berries, and may experiment with different watering schedules, for example.

G. Lego Center

The Lego Center has building blocks for elementary construction to very sophisticated complexity. Children who gravitate to this center tend to favor one or more of the building professions, engineering or architecture.

H. Mathematics Center

The Mathematics Center effortlessly teaches ratios and proportion and other mathematical concepts by the use of varied containers and measuring devices. After age 5 the children will graph the growth of their feet, for example, in inches and in centimeters.

H. Outdoor Play Center

Tricycles and other toys are provided to the children to test their skills. The children are also introduced to swings, and other playground equipment.

Inventive Quotient: The Child's First Course in Logical Reasoning.*

This is Professor William Maxwell's patented adaptation of the ancient Chinese learning cards that were designed to teach visual acuity, deductive logic, inductive logic, and other reasoning skills. About 2,300 years old, the Chinese Learning Cards have three sets of abstract symbols, shapes (clubs, diamonds, hearts and spades), numbers and two colors. Professor Maxwell added six more sets of symbols to

teach spatial logic and other more complex games that increase a child's IQ or reasoning skills and which train the child how to be inventive

Music Time

Introduction to classical music by Dr. Dorothea Martin, Ph.D., using listening skills. The child will learn the basic concepts of melody and rhythm using songs and percussion instruments. The child will be introduced to the skills of music playing using the Suzuki Method. (Albert Einstein's mother used to play Baroque and classical music throughout the day for young Albert, which may explain the strength of his brain.)

Lunch

Typically, a stew with daily variations, plus fresh vegetables, and fruits for dessert; milk or herbal tea. Once per week, the children vote on the meal they would like.

Nap Time in the Sleeping Center

Sleeping mats with fresh linen are provided to each child on a daily basis. Children are encouraged to remember their dreams and summarize their dreams in the language classes. This habit helps connect the unconscious mind to the conscious mind, thus promoting good mental health.

English Language

Using the direct-inductive approach to language learning, a strategy similar to what babies use and which was developed formally into the Berlitz Method, the child learns the basic sound system within a few weeks via ear training. The child's vocabulary increases by approximately 30 to 50 words per week via pictures and actual objects. Basic sentence structures are learned via natural conversations and via carefully selected movies and videos.

Kinesiology, Physical Education and Fitness Training:

Great athletes such as Michael Jordan seldom injure themselves because they learn their bodies' limits very early in life. The Junior School emphasizes general fitness and health, lung and muscle strength, stamina, agility, reaction speed. These basic athletic abilities are acquired by daily exercise regimes and in the swimming pool.

Literature:

The Academy will have identified 100 of the world's most important works of literature. At this preschool/kindergarten level we will introduce the **story** of "The Story," the poetry and "The Play," using plots from the above great works. We will also use techniques invented by puppet theatre.

Mid-Afternoon Meal

This light meal varies from soups to sandwiches. A salad with nuts will sometimes replace the soup/sandwich choice.

X. Guarantees:

1. Within one year the child will be able to converse in simple English and in polite Albanian.
2. By age 8 the child will be functionally bilingual with a vocabulary of at least 500 words in English and 1000 words in Albanian.
3. By age 9 the child's IQ will be at least 120 (unless there is evidence of brain damage or unless the child will have experienced a divorce in his family or some other traumatic event).
4. By age 9 the child will score in the top 5% of the YMCA Fitness Scales for children of his or her age.
5. By age 9 the child will be able to swim 100 meters free style within 90 seconds.
6. By age 9 the child will be able to play water polo, that is, stay afloat using only her feet.

By age 10, the child will be able to

7. complete 50 push-ups;
8. 30 sit-ups;
- 9 and run 100 meters within 15 seconds.
10. By age 10, the child will be able to write a coherent story using all of the fifteen or so characteristics of a great story, setting, plot, character development, skillful dialogue, suspense, a moral, etc.
11. By age 10, the child will be able to play at least one musical instrument at a sufficient level to perform in public.
12. By age 10, the child will so thoroughly understand his or her strongest aptitudes and career options as to be able to choose a profession and be able to pass all the courses necessary to pursue that profession. For example, if the child plans to be a scientist, he or she must master the fundamental mathematical operations; if he or she plans to enter the medical profession, he or she must know the basics of physiology and other biological sciences, etc.
11. Before the child's 12th birthday the child is comprehensively counseled and chosen for the full-time residential athletics Academy or guided to another more appropriate curriculum. During the period from age 12 to 15 the child learns a marketable trade whether or not the child intends to pursue one of the professions such as engineering or medicine, etc.
12. By age 15, the child will
 - a. have a marketable economic skill such as a carpenter, an electrician, an automobile mechanic, a skilled farmer, a medical laboratory technician, etc.
 - b. have a basic knowledge of the orthography, structure, grammar and vocabulary of 12 the world's most important languages.
 - c. have a thorough grasp of world affairs, a global outlook on life and ample intercultural experiences to work with an international organization and feel at home anywhere on the planet.
13. By age 18 the child will qualify for admission to at least one of the top 100 universities of the world. If the child chooses an athletic career he or she will qualify for his or her national team in the subsequent Olympics. If the child

chooses not to pursue an athletic career, the Academy will assist the student to obtain a scholarship to one of the elite universities of the world.

13. If the child studies at the Academy for ten years or more and does not meet the above guarantees before age 20, the parents' fees will be refunded.

XI. Invest in the Global Academy:

The Global Academy was established to help usher in a new era in how families identify and nurture the talents to be found in their members, particularly the young children. The research by Professor Howard Gardner at Harvard University is compelling: Children become aware at about age two years that they are born into a world of work. Their question to themselves is, "What kind of work shall I do?" They want to know what career they were designed for. They begin experimenting. If never given a doll, if they have never even seen a doll, young girls will invent a doll to practice motherhood. Young boys will build houses or dams or create imaginary trucks to move things. They know. And they wonder.

And children seek encouragement. They seek inspiration.

The Global Academy assists parents to fulfill their parental functions by:

- a. Writing and publishing books on parenting and child development
- b. Creating career counseling tests and other instruments
- c. Offering workshops, seminars and conferences
- d. Establishing Junior Schools for children ages 3 ½ to 12
- e. Establishing Residential Schools for children ages 12 to 18.

The Global Academy is incorporated in Albania as a for profit enterprise. But it is essentially a social service, with the primary motive being service, not profit.

Beginning November 1, 2011, the Academy invites up to 1,000 persons who share our vision that there is genius planted in every child to invest in the Academy so that we may accelerate our work. The minimum investment is \$100. The goal and limit is 1,000 investors. The 1,000 investors and the employees will share in the profits generated. Stock Certificates are scheduled to be mailed to participants on March 31, 2012.

Application for Shares in the Global Academy:

Title	Last Name	Given Name	Middle Name
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Mailing address

Mailing address line 2

Email address

Amount Invested: \$ _____
U.S. Dollars

Directions:

1. Mail this form to:

**Professor William Maxwell, Ed.D.
The Global Academy
Suite C-2, Chateau Linza Resort Hotel
Komuna Dajt
Tirana, Albania**

2. Deposit your invested amount in the following account⁵:

**Wells Fargo Bank
Bank Routing Number: 122105278
Account Number: 6325327390**

You will be issued a receipt and the Stock Certificate will be mailed to you on or about March 31, 2012.

⁵ You may deposit the amount electronically from your own bank or you may go to any Wells Fargo branch and deposit the amount directly.

Appendix A

Media Release:

August 9, 2010

The Global Academy for International Athletics will introduce itself to Albania's intellectual, political and economic leadership with a reception on Wednesday, 8 September, at the Chateau Linza at 6:00 p.m.

The Academy is beginning with children ages 3 1/2 to 6, based upon a large range of research studies that show that the child's intellect begins to flower around this period and requires, "expert cultivation," to use an expression favored by the world's first educational psychologist, Alfred Binet, who invented the first IQ test.

On 21 September the Academy's Junior School for children aged 3 1/2 to 6 will formally begin to accept enrollments at the Chateau Linza, Tirana, Albania.

On July 27, the *New York Times* reported on a just completed research project by six economics professors at Harvard University. The Harvard economists studied 12,000 adults in their 30's who had been part of an elaborate experiment in the 1980s to determine if early childhood education really works. The Harvard economists were completely surprised to discover that the influence of true masters teachers was so effective that these six Harvard economists considered them worth \$320,000 per year.

The Global Academy for International Athletics will be able to attract to its Junior School faculty the world's finest teachers and coaches. For Example:

Dr. Dorothea Martin graduated *Magna Cum Laude* and **Phi Beta Kappa** from Mount Holyoke, one of America's most prestigious women's universities. Her Ph.D. is in Literature from The University of Michigan.

Dr. Jonathan Farley, a non-resident Visiting Professor graduated *Summa Cum Laude* in Mathematics from Harvard University and was awarded the D.Phil by Oxford University, earning the top honors there.

Dr. Satoshi Takahashi, a non-resident Visiting Professor earned two degrees at the University of California and the Ph.D. from Columbia University.

Professor William Maxwell, Ed.D., **Phi Delta Kappa**, earned his doctorate at Harvard University with his thesis titled, "The Planning and Establishment of a Model Child Development Center in North Carolina."

Mr. Mike Troy, winner of two Olympic gold medals in swimming.

Mrs. Linda Zicishti a graduate of the University of Tirana in philology.

More Information: www.gaiaschool.info

English: Dr. Dorothea Martin at +355 69 21 41 915

Albanian: Mr. Gent Likaj at +355 69 24 75 958

(*"non-resident Visiting Professor" means that the person will spend at least two weeks on campus each year, helping design or improve the modern curriculum, advising the teachers and inspiring the pupils.)

Appendix B

The Case for \$320,000 Kindergarten Teachers

By [DAVID LEONHARDT](#)

The New York Times

July 27, 2010

How much does your kindergarten teacher affect the rest of your life?



Above, the six Harvard University economists who discovered the life-time effects of excellent kindergarten teachers. From left, Emmanuel Saez, Danny Yagan, Raj Chetty, Nathaniel Hilger, Diane Schanzenbach and John Friedman. They examined the adult lives of almost 12,000 children who participated in an early childhood education experiment. Among their findings were that teachers at the 75th percentile produced children who earned \$320,000 more in a lifetime than teachers at the 25th percentile. In effect, if a teacher is in the top 25% he or she enables his or her children to earn \$320,000 more than the teacher who is in the bottom 25%. Moreover, those products of intelligent teaching had fewer divorces, fewer mental problems, and were generally model citizens. This amazing study vindicates the economic theories of two Nobel Laureates, Theodore Schultz and Milton Friedman, to the effect that the greatest investment a society or family can make is in an excellent educational system.

Appendix C.



A typical Montessori classroom. Our classrooms with several learning centers will resemble this model. Young children will often “work” or “play” alone, and often in groups. The child is free to move about the rooms to the activity that interests him or her. The child is free to rest or sleep at any point. Beginning at age 5 1/2 the child begins to follow the standard daily schedule.



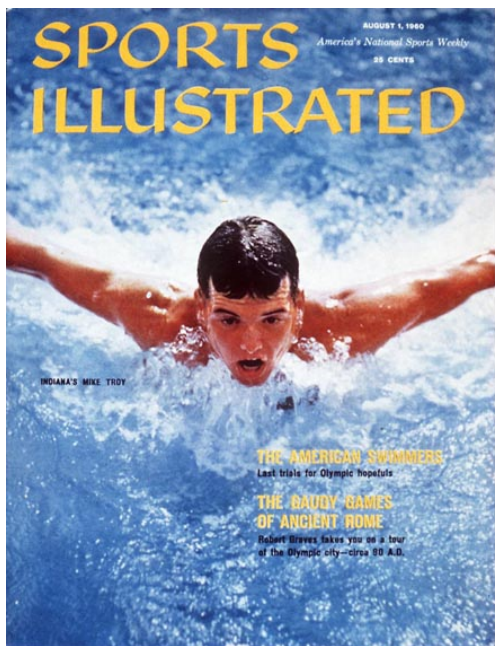
Dr. Jonathan Farley graduated *Summa Cum Laude* from Harvard University after earning all A's and was elected to the Phi Beta Kappa Honor Society, the world's oldest. He won the two top prizes in the doctoral program at Oxford University and received his D.Phil there in Mathematics. He agrees to work with the Academy's Junior School because he recognizes how important it is to discover mathematical and other talents as early as possible.



Mathematician Dr. Satoshi Takahashi earned his bachelors and masters at the University of California and his doctorate at Columbia. Dr. Takahashi, a Japanese citizen, recognizes the importance of mathematical thinking to economic and social development and therefore wishes to establish at the Academy the **Hironaka Center for the Study of Mathematics and Culture** where the focus is upon the early learning of this key discipline.



“Michael ("Mike") Francis Troy. . . broke the [world record in the 200m butterfly](#) for five consecutive times . . . Troy is a double Olympic gold medalist, and an [NCAA](#) and an [AAU](#) Champion. He has been inducted into the [International Swimming Hall of Fame](#). Troy . . . won two gold medals at the [1960 Summer Olympics in Rome](#) for *Team USA*, in the 200m butterfly and the 4x200m freestyle relay. With a college degree in hand, he became a [naval officer](#). Troy has developed many age group, junior, and senior champions. Over fifty of kid swimmers have been on national and international teams, including four swimmers that he coached to the [Summer Olympics](#). He has served as Chairman of the International Section of the [U.S. Olympic Committee](#), and as vice-president of the [American Swimming Coaches Association](#). As the National Director of the USA Paralympic Swimming Team he accompanied the team to [Athens, Greece](#) in September [2004](#), where the team won numerous medals. He was recently named the *2004 National Teacher of the Year* from the [USSSA](#) (United States Swim School Association).



Appendix D

