

Bayview: Ed's transcript

1 A: Interviewer 1: Tracey

2 B: Interviewer 2

3 C: Interviewee: Ed

4

5 Ed: So um...anyways, you guys, do you want to hear about the course? Is that kind of
6 what you want to do? Or what do you want to do?

7

8 Tracey: We wanna hear about the course, also, since we last spoke, and that, if you have
9 any changes, or evolution of your thing... Maybe, you could give a little bit of
10 background about how Humanities I in action started out this idea...and how you put it
11 into place.

12

13 Ed: Sure! Um...so, I think...yea...in the mid-90s, and I was, you know, we were all
14 trying to reach students, and just felt like you know, at a school like this, how do you
15 reach students because you know, the train to Ivy League's, you know, that's the only
16 train in town. (B: Right.) And so...you know, everybody's trying to get to Columbia.
17 And it's true, I mean, uh...so...so...you know, I mean that's fine, well, but it's like you
18 know, this is gonna meet students' need, right? And so...um...so I started having
19 something, service experience is actually in Thailand and the early-90s. It's like wow, It's
20 a thing that I'm trying to do in my Humanities or Religion classes, all a sudden, you
21 know, without much work. It is like just talking about this, the types of things that I wish
22 they would talk about in the classroom, but, come and I take them to the orphanage in
23 Thailand, I was suddenly saying all these profound things. (B: Yea.) So, so, service
24 learning piece, they got started um...and then the real, the real moment that like...was
25 like crystalized was actually the Philippines. (Tracey: Right.) I have told you this before?
26 (Tracey: Yea.) So, I was with a colleague, (inaudible), which is the top church school in
27 um...Manila. And...they had a senior class that combined Theology, Sociology and
28 Service, which that they went and lived in a slums of Manila for a week, which for you
29 know, for upper class, Filipino, it would be a real...Manila still...a bit of nervous place
30 today, right? So...um...so...anyway, so, I...that moment, we...I...It was like, guys
31 what...and it's a spiritual community, right? You know, 'men for others', you know,

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32 'men and women for others' is their slogan. And so I said, I gotta...that's what I need to
33 do. Like, it was just kind of obvious to me. I mean to create something like that, but we
34 are not a homogenous one-country, one-culture. We do not have a spiritual grounding
35 that Filipinos would have. How do we do that in HKIS? So, really, for like...for 18 years,
36 that's what I've been doing, it's trying to figure out, still very much go back to that
37 moment. So, in year 2000, I started the course called Service Society in the Sacred, which
38 was a uh...service elective, a elective course for seniors...and learnt a lot of things
39 there...and then uh...three years later then we started this Humanities I in action. So all
40 the things that we learnt by doing the Service Society in the Sacred as an elective, we
41 then put into a core course and that was the...I mean that was the moment where it also
42 like...really happened because that is not just like 15 kids that had...have had merely...or
43 something. It was like, from day one at the high school, they can step into a class
44 um...I...I don't know if there is uh...please correct me...I'd like to find out if I'm
45 incorrect in this, but...I don't know that there is any uh...class that has...you know,
46 opportunities that we have in this setting to do what we do. Um...It's... maybe you guys
47 have come across courses like this. But the basic perimeters are, we have 18 minutes a
48 day, for 180 days, in class, with total curricula freedom, no one is looking at all sorts of
49 thing, you need to do, you need to do that. Um...kids opted to the class, so it's not a
50 required class. So, kids, they have...they choose this course. If they don't want to do this
51 course, they do the more traditional Geography, History course of different cultures, at
52 least, of world cultures. Or they can take this one that requires more um...and...we have,
53 you know, very high performing students, uh...multi-cultural, bilingual, trilingual kids,
54 (B: Right.) we have money, it's not an issue, and we have connections with all my church
55 and school connections too, all kinds of really interesting places both in Hong Kong and
56 outside of Hong Kong.

57

58 Tracey: Marty, what is the proportion of students who opted in the...

59

60 B: Um...that's my question.

61

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62 Ed: So it's...it fluctuates throughout the years. So, for the first couple of years, some
63 place...Uh I actually have a chart...but I haven't kept up the chart.

64

65 Tracey: Do you want to walk aside?

66

67 Ed: Sure, I can do that.

68

69 Tracey: It's really up to you.

70

71 Ed: Yes...But, anyway, the...the... just to answer the question, it's uh...we started like
72 with like 20-40% of the kids and then about three years ago, it flipped over and it was
73 60% of the kids who were taking our course. And then we had a real decline about two
74 years ago, went from 65% to 35%. And uh...I think...I think there're several things that
75 are going on...I've been the couples of teachers that one of the strongest, there're some
76 batches of kids that have great experiences. Uh...but then...also, but, again, the train to
77 the Ivy Leagues is like no matter what we do, this is always precede as the hands-on, the
78 biased against experiential learning. You know, we're like, we're not gonna prepare kids
79 to... (B: Not academic...) it's not academic now. What they...well, they don't unders...I
80 mean they... I don't like...I have to expect them to understand more because I have not
81 experienced the course like this either. So, like they can imagine there's actually a course
82 that could do all these other things and still be like academically, really tough, but it's
83 because we have really strong teachers...teachers that choose this course believe in it,
84 because it needs extra time. It's a hard course to teach. (B: I'm sure.) I never rest, I mean
85 it's just like every year, it's like, I have to be at the top of my game, and to my colleagues
86 too. And there's also a spiritual depth, I'd like to say to all the teachers that teach the
87 course, otherwise, you know what it's sort of unstated, but to actually really want to 6:55
88 these things, you have to be at a level that, frankly most...many teachers are not really
89 wanting to personally and professionally invest in that domain.

90

91 B: Right, and open up those issues themselves.

92

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93 Ed: Yea. Oh...that's a thing. One of the things that became very clear is like to teach this
94 course, you have to get through transforming process yourself. You can't teach this
95 course and be personally unaffected, like what is your personal solution to globalization.
96 'I don't know! I won't try to figure it out!' Right? So...uh...it's really...that's what I
97 think what makes it...so anyway, we had a drop about 35%, we've sort of clocked our
98 way back now. This year is...uh...I think there's six regular and five in action, which is
99 a...is a good balance. We don't want it to be too much either that way, because we
100 can't...we can't handle having all these trips in orphanage in China, it's just...like there's
101 a lot of...there's a lot of extras on the school and on teachers...and so...and you know,
102 it's okay to...actually we work this year, but I'm always nervous like...'cause kids are
103 voting with their feet, right? They just see that the choose a course, they don't necessarily
104 rumors out there are about you know, you have to go every Saturday, I mean there's a lot
105 of misinformation. (Tracey: Oh, among the students...expectations?) Yea. But we
106 are...it's hard for me to...we also, I don't want to irritate my colleagues on the other side,
107 (B: Sure. Sure.) right? Because I don't want to say it like, I really think this is my course,
108 we can't say that, right? We have to be very even-handed.

109

110 Tracey: Can you say more about that, Marty? I hear you said that your colleague on the
111 other side, is that saying that this is more like a minority perspective when it comes to
112 learning about the world? This course is more the exception?

113

114 Ed: I mean...I mean...to some degree it's the travel, right? I mean, yes, I think so. I mean,
115 right, keep down...it's a subversive course, we're taking the richest kids to the world and
116 exposing them to some of the problems in the world. It's a...personally, it's
117 discomfoting. The course is designed to make you feel uneasy. So, so...yea...it's always
118 gonna be something of uh...alternative ways.

119

120 Tracey: I like that, you said it's a subversive act.

121

122 Ed: Yes, it is.

123 (Laughter)

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124

125 Ed: Cut that tape, cut that tape!

126 (Laughter)

127

128 Tracey: Don't you think...this course has been happening for over 10 years now? (Ed:

129 Yea.) Do you think there has been a shift in like the institutional culture, that's become

130 more about issues or actions, or in terms of...?

131

132 Ed: Yes, I know, I mean...yes, I think, in some ways I think, I think if you go back 20

133 years, I think, like the school is a very different place because of service learning, like it's

134 totally acceptable to do...like uh...uh...we have uh...we call intern trips in March every

135 year, the kids travel to all over the world, mostly in Asia, but even Africa, Europe,

136 whatever. And now, over half the trips are service-related. So, 20 years...when I first

137 came in, I did the...there was one out of 35 trips that was service. And now it's like 24

138 out of 35, or something like that. So...so...in one sense, yes, I think there's been like a

139 leavening effect, upon the whole school. On the other hand, I mean I was pretty

140 depressed about 18 months ago because they were seriously talking about cancelling this

141 course.

142

143 B: Wow...

144

145 Tracey: Seriously?

146

147 Ed: Yea...and...

148

149 B: That's shocking.

150

151 Ed: It was shocking to me but it was...yea, I know...it's like...I was...I think I was

152 actually slipped in a bit of depression. It's like...I would have to leave the school...if

153 they cancel it, what I think is my life's work, I have to leave!

154 (Laughter)

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155

156 B: Your life work would be cancelled, you're teaching Geography now.

157 (Laughter)

158

159 Ed: I always just...but... it was actually...totally I think it's really, mostly bureaucratic.

160 It's way too complicated to explain, I don't really understand myself, but we basically

161 went from two and a half social course that 2.0, and they had to...they were talking about

162 cancelling courses...so...one of the things they thought...

163

164 B: It's a normal phenomenon actually. There's an induction in Social Studies, absolutely

165 yea. It's not just you.

166

167 Ed: Well, it was tied to other local issues of course, we've increased the religion

168 requirement so it's a tip. Anyway, so 18 months ago, I was really concerned the course

169 might be like...cancelled. But, in the last 6 months, I realized that I don't think that that is

170 actually gonna happen, because I do think actually enough people do care that they won't

171 let that happen, and things like this, it's just like, you know.

172

173 Tracey: Congratulations.

174

175 Ed: Yea...I mean I was just really blue with it because um...because I think it'll make it

176 much harder to cancel the courses or whatever, right? When you get into papers and stuff

177 like that...like good news, usually flew out a lot of reasons like the big drug problem.

178 (Tracey: Really?) Yea. Oh massive drug issues and we have an outbreak of

179 drug...just...you know, a year ago.

180

181 Tracey: I think you know, I just say, this really shows that the HKIS brand is becoming

182 more known for an intellectual development or academic...there is a personal step well

183 that's more about caring and service... you have before thought of that.

184 Ed: Yea, but the...it's a double-edged sword, I mean, I talked to the...people, the tutorial

185 centre here, and they said HKIS doesn't have such a strong academic reputation anymore.

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186

187 (Tracey: Really?) Because I think probably we do...we care about the whole child, and
188 again it's...it's the express train to the Ivy's, that's the most important thing. So, you do
189 stuff like this and....

190

191 B: (Inaudible) (Laughter)

192

193 Ed: Yea, it is...in Hong Kong, that's it. That's the name of the game.

194

195 B: You know what, it's the same in India. Like the kids in this programme that I have
196 mentioned before are so focused on the Ivy's, and then they end up there, they get driven
197 unbalanced, but then they go right into finance, and it's like all the kinds of social
198 conscious that we were trying to develop in this programme just washes away, you know,
199 when the dollar sign show. Um...anyway, not to be too depressing about it. But it's...

200

201 Ed: Well, I...okay...here is an...of...good news. Just this week, I met one of my
202 students from 1997. She...she was my first Service Society in Sacred class in year 2000.
203 And we haven't seen each other for ten years. So, what've you done in your life? And she
204 was a fabulous student you know, she went off to George town, get four years in George
205 town, and she really got it, like, she wanted to work for this, like, the whole thing like
206 both sides the brand so (inaudible). So, she went to...after George town, she said, she
207 actually said her...she was never challenged at George town like she was here. She said it
208 was just never...she learnt a lot, that was never...that personal engagement that she got at
209 here HKIS. So, she said she's gonna under a senior year and like they started offering her
210 jobs, like in November, here you want a job, what do you do when you're 20 years old?
211 And they hand you a very decent salary...living in New York

212

213 B: ...million dollars to start, you know.

214

215 Ed: And that's what she made, but...but it's attractive and it has big benefit for the future.
216 So she said, she said, 'I don't know what I want to do, but it sounds great!' Just apply for

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217 that and I say, and she was pretty close to getting a job of CIA, and I say, but then she
218 took Golden Asset over that. Anyway, she um...she worked there for three years, did
219 very very well, but she said she was just miserable. And we hear this quite frequently. So,
220 she quit Golden Asset and she became an ESLR teacher. And I think she is a great ESLR
221 teacher. I was just talking to her. And in fact, she just...she...I think she did a master in
222 Columbia. (B: Oh, cool. Okay.) And I think (B: What's her name?) Yvonne Yiu, Yvonne
223 Yiu.

224

225 B: I don't know, but to be pleased.

226

227 Ed: Yea, I mean...I think she did as a...like a one year thing or something? (B: Yea, sure.)
228 What to call it in New York? Like teacher, American New York?

229

230 B: Right, TFA. (Ed: Oh...) Yea, they have a TFA, or actually...

231

232 Ed: Or they have something else?

233

234 B: Yea, there is. It's um...what does it call? The region's...not the region's
235 scholars...It'll come to me later.

236

237 Ed: But you know...

238

239 B: Yea...I know.

240

241 Ed: Okay. That's what she got.

242

243 B: Particular to New York programme.

244

245 Ed: Yea, so she did that...that one year thing, (B: Right.) and got her I guess....I think
246 Master in Education, (B: Right.) I think it's what it called. (B: Yea.) And then um...

247

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248 B: Teaching fellows...you're saying teaching fellows...

249

250 Ed: Maybe that's what it is...I think that's what it is. So now, she's teaching at...she did
251 five years on the (inaudible) which was challenging for her. And then, she's moved over
252 to...sort of an elite school in Manhattan two years awhile. Apparently, she's got this
253 work in Columbia, something...

254

255 B: Oh, okay, we definitely put it on top...absolutely.

256

257 Ed: Yea. I think so. Really, I think she's really...she talked to me about our curriculum,
258 she's doing some of the stuff that we talked about. She said she tried to include the social
259 action opponent in a lot of my lessons.

260

261 B: Cool. (Inaudible). Don't tell her.

262 (Laughter)

263

264 Ed: No, I told her that. I told her you should think of the doctorate. She's one of the...that
265 kind of a detailed type. She knows if she should do doctorate, so...there should be really
266 good. And she's... she's multilingual. She's just you know, Cantonese, Mandarin,
267 English, Japanese, uh...she's taking Russian for fun. I mean...she's kooky, she's kooky
268 and fun and that she's a great teacher, so I'd like to put her...in fact she's...she's here
269 right now.

270

271 Tracey: Yvonne Yiu...

272

273 Ed: Yvonne Yiu from...she graduated, 2000...so, alright. So, maybe I'll just run through
274 the (B: Sure.) PowerPoint and show you something here. So, oh...Tiffany, she wrote my
275 best thing in my dissertation. So, in fact, in the TED Talk that I...oh thanks.

276 Tracey: Where was the TED Talk held?

277

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278 Ed: Oh it was...in a theatre, down in a Chinese opera theatre in North Point. I never
279 know it exists, it's Sunbeam. It's actually quite lovely.
280
281 Tracey: Was that this year? In May?
282
283 Ed: Just May 31, yea. I was... petrified. But it...
284
285 B: You know you've arrived at the TED Talk.
286 (Laughter)
287
288 Ed: Well, I tell you, you do a dissertation, you get to periodical article, nobody cares.
289 You do a TED Talk, aw....
290 (Laughter)
291
292 Ed: I mean it like...fled throughout the...it like... went like wildfire to the school.
293 But...actually the...the talk itself doesn't work very good online...on that
294 promoting...because we ended up scripting it, so we were reading out the script. So, you
295 know TED Talks aren't supposed to be scripted, 'cause two of us are speaking, so we
296 decided to do a... a script. So...anyway, so, kids going to ninth grade, they get to choose
297 Humanities I, or...or our course for...this is my... you know my parent night
298 presentation, so this is from the perspective of parents. But, so that ten Saturdays, at the
299 year, and then we do an orphanage trip, and the last thing is we do some elicit projects,
300 which is the second half of the year, our kids all have to choose something, somewhere
301 they want to make a world a better place. Um...so I can tell you more about that later.
302 But, we have a 18:46 in the quality of that this year. Um...so, I'm really excited about
303 that. Other years, it's been kinda...sometimes a bit embarrassing, but we made some
304 significant changes and it was really outstanding this year, so...Anyway, so that's the big
305 choice of parents and kids when they come in. So, but the great thing is from day one, I
306 mean the little speech I'll give to the kids next week, it's like, if you don't wanna be here,
307 if you're not willing to put it on Saturdays, and if you can't do it, please, you know, head
308 to the other course. Another course is fabulous, you'll love it, but it's not, this's not a

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309 course for you. So, we got buying from day one, that if you require this course, you'll be
310 forcing kids to do service, no kid is forced to do service this way, right? So, I think
311 that's...it's huge that...because like...from day one, I ask my attitude like...let's
312 go...(Laughter) We've so much to learn, right? And, um...so from what they wanted, just
313 like, what I wanted to do last year, this year or the last year, I had them write their little
314 writing on chocolate, you know, tell me your favorite memory about chocolate. And then,
315 and it just went really hard from day one. You know, it's like, so, this thing in West
316 Africa, that the coco plantation's like these kids that work for nothing. And then, you
317 know, we did this and watched a video, and then I said, this course is that in action. Here,
318 here's...here's two baskets...this is chocolate from Ghana that is not fair trade. I can't
319 guarantee where this's source from. Here is fair trade chocolate. I'm gonna leave the
320 room, and you can decide what you're gonna do. You can have three non-fair trade
321 chocolate for, I expect you will leave a donation to pay extra for the fair trade chocolate,
322 and I walk out. They want...they just wanna try to find a bathroom, right?

323 (Laughter)

324

325 B: Seriously...but this risky pedagogy, I love it. I love it. How did they...how did they
326 deal with that? What happened?

327

328 Ed: So, I mean, they left in, I think they just like...well what we do...and then, well then
329 they said, well, I guess we have to, we should need some chocolate. So, some kids went
330 up and took the...the...the non-fair trade chocolate, and so, a couple kids left money and
331 ate the fair trade chocolate. But more kids, more of the chocolate was gone from the non-
332 fair trade chocolate. I came and took a picture of it and then they too as we start, started
333 with like, why did you choose that non-fair trade over the fair trade? Are you willing to
334 pay extra? This is what this course is about, it's about choices you made, and then the
335 study that we are going to do so um...anyway, it was quite effective. On the very last day,
336 on the very last day, the very last activity in the course, we do a ritual, and it's based on
337 Joseph Campbell's, Hero's Journey, yea okay...where you know, they have to talk about
338 the cultural adventure, and experience in the special world and like, you know, next steps.
339 And um...so, every kid has to walk through this ritual and talk about their journey

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340 through this course. And uh...surprisingly about four kids either bad or the essay, and
341 have so write a final, more academic essay. But four of the kids mentioned that day, one
342 activity...so I know that, we always know, day one is like the most memorable day. So,
343 that's why we...we try to start with something that is dramatic. You know, we know
344 simulation, that's the way to learn. So, we tried to...so yea, it's a bit shocking to walk out
345 of the room in ten minutes, right? Uh...hey! Hey! Um...alright, so...so...we build our
346 class around the experiential learning opportunities. So, that's why the curriculum kind of
347 float a bit, depending...so, it's...you know, I have you a copy of our curriculum, (Tracey:
348 Yea.) this's been kind of dressed up a bit too 'cause we had...NCAA would've given us
349 fits of our course...like they won't approve it for the collegiate athletes, because they said
350 this is not an academic core. You know...(Tracey: Seriously?) Yea...so
351 anyway...this...this um...this course description is a bit touched up so it's not quite
352 exactly.

353

354 Tracey: ...believe that?

355

356 Ed: No, for like the four kids that do collegiate athletic...the scholarships, like...so much
357 trouble last year. So, but, so here's is the...anyway, that's the curriculum, but it's not
358 exactly...because we have to touch up for the MCAA, it's not exactly what we do, a bit.
359 It's generally what we do, but, but, it is a new one because of the experiential stuff. But
360 let me just tell you, these are things that of last year, my kids, so we built the curriculum
361 often times around experiences. So, this one...so...this is the first one we'll do, this is a
362 world class thing. If you...if...I could say you want to know this guy. This guy is a world
363 class. (B: Cool.) He's actually one of my students from 1990...David Babbe?

364

365 Tracey: Yes, sounds familiar...he was a white student...

366

367 Ed: He came...but anyway, um...they started the St. Cloud Crossroads which is a
368 fabulous cutting edged charity, but what they do is they got into the simulation business
369 for educational purposes, and like...

370

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371 B: Simulating, checkpoint like...

372

373 Ed: So, this is...

374

375 Tracey: Okay, now, they went to touch farm, right?

376

377 Ed: They did, yea...so, um...no, what David, 2005 they created a refugee

378 run...simulation, refugee simulation, and I think it's like one of the simulation world. So,

379 in October, we run our kids through this. So, um...and it is...actually, this year, we had

380 two...two girls that had actually we...first time we ever have girls. Actually, (inaudible)

381 there's too much to take.

382

383 B: What's the name of the organization again?

384

385 Ed: It's called Crossroads International.

386

387 B: Okay, yea.

388

389 Ed: And um...anyway, they...they've done this uh...at the...at Switzerland with the

390 world economic for the last five years. (B: Awesome.) And then this year, with being on

391 the front page so much, they actually got promoted by like, they then be like have a men

392 attraction that level, so it's it's...pretty amazing, you can see Bloomberg (inaudible)... I'll

393 tell you a little...you know...

394

395 B: Yea, but giving Bloomberg support official the way that he does, how ironic that...

396 (laughter) embracing this...but not on the...(laughter)

397

398 Ed: No this...this is actually not type of that issue. (B: Right.) They get...

399

400 B: Right...right...

401

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402 Ed: Yea, I don't know...

403

404 B: But...complicated, right?

405

406 Ed: Yes. Yes...but they actually did this Ban Ki-Moon. (Tracey: Oh.) But because Ban
407 Ki-Moon's schedule is so busy, no one told them this simulation. So, these are plank guns.

408

409 B: But...

410

411 Tracey: Oh no... (Laughter)

412

413 Ed: It's like security detail like when...they reach for their guns and Ban Ki-Moon's like
414 hit the floor.

415

416 B: Oh wow.

417

418 Ed: So, fortunately nothing happened.

419 (Laughter)

420

421 B: Oh my goodness.

422

423 Ed: Shots being fired...yea...anyway, so that's the refugee simulation. And then
424 um...this one, this one is a new one this year. We took kids to prison, oh my gosh, we
425 took kids to prison, this is right here in Stanley. (B: Yea.) So, we can just go in as private
426 visit, and it just showed up in...like uh...African drug runners that got caught here, and
427 for the next ten years, like they know what they talked to...their English is pretty good
428 but they can't speak Cantonese, and so, they really love that our students come in. But
429 that was also a pretty eye-opening experience to meet people like...are two-miles away
430 from us, but like...you know, like, what are you doing until 2024? Well, I know what this
431 guy's doing, he's gonna be right here for the next ten years. So, it's pretty...yea...

432

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433 B: Do they get into that sort of study of what drove these people to this situation like how
434 they...

435

436 Ed: With the drugs?

437

438 B: The drug runners.

439

440 Ed: Now, at...I mean...uh...with this one, because this is our first time, we didn't really
441 integrate into a unit of study, it was just a one-off, (B: Right.) so...but ideally, this things
442 are tied to unity study. Sometimes...

443

444 B: But imagine the prisoners will talk about this, right?

445

446 Ed: Oh, yeah. Yea, they were like...I did it...I was...

447

448 B: Right, but it is also desperately poor like here in my home...you know.

449

450 Ed: I'm not sure if they are desperately poor actually (B: Oh, really?), one guy was
451 chemical engineer. I mean I don't think...I don't think it's poor. (TRACEY: Right.) I
452 think it's people in the know.

453

454 B: Interesting.

455

456 Ed: They're like middle class.

457

458 B: Right, right.

459

460 Tracey: Marty, can you speak more about how social conscious education? How you see
461 it as...tied to global education where you understand the term 'global education'?

462

Bayview: Ed's transcript

463 Ed: Um...I mean, just for us, we have particular context, I mean we're...we're educating
464 real things around the world, right? 'cause kids are from all over the world. But I think in
465 a more philosophical sense, right, it's uh...that was what came out from the research that
466 I did...that kids have a general disconnect, right? I mean they're caught as they would
467 always say, you know, bubble, you know bubble of affluence... and disconnectedness,
468 and uh...I think it really uh...I mean they just kinda jet from the five-star hotel, right...a
469 globalization thing. These kids are...our kids are the richest of the rich. I mean they are
470 um...so they are in this bubble. And it's important to know that bubble but it's no way
471 place out, again, they're too busy, did not work where they're trying to get to. (B: Right.)
472 But once you...start connecting them globally to issues, and our curriculum really is...I
473 mean we not not trying to do coverage, we are trying to go at the places in the world that
474 will draw the largest kind of emotive response, as ninth grade, as we think for the aim for
475 the...you know, the emotions as well. So, we go to West Africa, we go to China, and so,
476 what happens, and we try to do this with Google Map and we haven't succeeded, but it
477 would be really cool to do like...like kids start putting this kind of pinpoints where they
478 bend all like...mentally really bend around the world, like we start from West Africa, and
479 then we go to China, and then we go to you know, the slums of Brazil, you just start
480 filling in this. So I think they get a sense of the world, even if it's not a traditional like,
481 they can name the capital of...but they can...

482

483 Tracey: They can see the similarities of issues I guess...

484

485 Ed: Yes...I think so.

486

487 Tracey: I think also might there's a big component that strikes me ask, making that
488 personal connection to what the issue is, and like one the goals that to have an emotive
489 response.

490

491 Ed: Yes.

492

Bayview: Ed's transcript

493 Tracey: Is there a...is there a um...is there a space or an opportunity where it flows over to
494 not just about the self, but to being more critical about political structures?

495

496 Ed: Oh yea.

497

498 Tracey: Systems?

499

500 Ed: They are say that that was my dissertation that in my research...they become very
501 critical...one of the interesting things when we've done near the end of the year, one of
502 the things is that they...like at the beginning of the year, we asked them something about
503 their parents, like do you consider your parents well-informed about issues, and our kids,
504 their parents have pretty high score. But at the end of the year, they gave them a pretty
505 low score, because they've gotten so much engaged in issues, and...and one of the things
506 that really showed up in my research is I realize I'm closing problems that home...because
507 they go home and they learn all these subversive things. They start challenging their
508 parents. And so, I think they become very critical in social structures. (Tracey: Okay.)
509 Um...and because it's ninth-graders, we really...it's hard to decide like how much depth
510 we go into, like globalization for awhile that I was doing, you know let's compare
511 Thomas Friedman's view of globalization to some you know, you know more of the
512 entire globalization type whatever. I've kind of gotten a way from that 'cause I think it
513 just get to too much detail. Um...but I think, yes, I...no, they come out, I mean critical
514 thinking is part of the things that comes out most in...in the research. I mean, I know that
515 they have critical thinking in some kinds of interesting issues, but um...but no, they
516 become so keen on...they...they I mean, they build the world, they read the newspaper,
517 they...they walk in Hong Kong in a different way because of the course.

518

519 Tracey: Um...May I ask...

520

521 B: Of course.

522

Bayview: Ed's transcript

523 Tracey: When you, you know, last time, when...I was doing my research, we focused on
524 your class. But I'm looking at how global education is understood now and my
525 impression is, to become more of a school endeavour, like people are grasping onto this
526 ideal of global education, but there seems to be a different understanding of what global
527 education is. So, just to go back to that point, do you think you understand global
528 education the way teachers from other subjects or administrators in HKIS would
529 understand that global education, given that HKIS is supposed to be one of the most
530 global schools, not just in Hong Kong, but...

531

532 Ed: That's a really good question. Not exactly sure. I mean, it's a really good question,
533 think through like how...what the differences are...but I think you know, I think for a lot
534 of our...a lot of our teachers and students, yes...it's fairly superficial. It's like yea...then in
535 the...you know, come up a bucket list of things that you wanna see, whereas I think for
536 us...it's piercing below the five-star environment and like holding our child in this
537 Chinese orphanage for a week and like...I can't tell you how many times kids observe
538 things like...holding a baby in Foshan, help me understand that dark for conflict, like how
539 was it possible and it's because once you've popped the bubble, then I mean they would
540 say things like, how did they say it...they would just say...say...like Foshan made all the
541 other things true, like holding a baby in an orphanage in China make all the other
542 programmes they see in our class, they realize it's real people. It's...I don't know, have
543 you seen the video that we did?

544

545 Tracey: No.

546

547 Ed: Okay, I have to show you the video. Yea, we did a...finally get a video done.
548 Um...about...interviewing kids, that's what one of the most articulate kids said, he said,
549 you know, it's not a computer screen, it's real people in the real world, and that's
550 the...that's what you have to break through I think I would say in global education. It's
551 gotta be personal, right?

552

Bayview: Ed's transcript

553 Tracey: One of the most striking comments that your student gave when last time I
554 was...she said when she held that breath into the orphanage, she said, if we don't care for
555 this baby, who will? As I making that...she said, putting a face to the issues in the world
556 that is in the end, it's really about who's going to look out for the rights of people who are
557 going through war, going through...(Ed: Yea.) For me, I thought that to make that
558 connection, that's powerful. If she can actually make that connection here about what
559 she's learning and what she's experiencing, and you know, transpose that to the
560 other...issues around the world.

561

562 Ed: Yea. And I think that is the big...the big thing, at least that ninth grade level...is the
563 personal (Tracey: Right.) connection...

564

565 B: How do you deal with the kind of the bandwidth issue overwhelming them with it
566 too...like...

567

568 Ed: Oh yea.

569

570 B: You know...it's so...I...I can't...if some of it, I can't handle it, you know I mean...we all
571 struggle with that, right? (Ed: Struggle...Right...) It's like we have the world that's so
572 much suffering and so painful um...that when...I mean that kind that's what the comfort
573 thinking from...is that people shield themselves from (inaudible) knowing the world...

574

575 Tracey: I have to...I'm supposed to meet someone, I have to just...

576

577 Ed: Sure...you can. You just pop out the door. Actually, we deal with it all the time. And
578 um...we're just very conscious about that from day one. Um...and I have to have over the
579 years, we've had a handful of kids that like...a little concern about their mental health,
580 like the course, like...in the video we...I'll show you, one of the girls said she has started
581 to have nightmares, I had a kid...no no...four...five years ago, he was...he started um...not
582 sleeping over Christmas holiday, 'cause he just got obsessed with genocide issues, and
583 like...so, what we found is in most of the time, the kids that are...don't, that really struggle,

Bayview: Ed's transcript

584 our kids that have some mental issue, I mean, they're a little unbalanced, (B: So this was
585 the...) but, right. And it accumulates, (B: Right.) you know, it's like okay for a week, but
586 like three months...it gets overwhelming. Um...we just...I just check the kids, that just the
587 main thing, and just watch out for signs. That's a thing, I mean, every year, we get a little
588 bit better at... scaring them, right? And um...so we just have to watch...there're nothing
589 like...a single programme like this and have some kids do something harmful to
590 themselves, right? (B: Right.) Now, the...second thing I say is that, um...we've started
591 work on Humanities II in Action. Just the summer...because kids, every year, kids say,
592 why isn't there a Humanities II in Action?

593

594 B: Right, I wanna keep going...

595

596 Ed: Yea, and so we started uh...doing that, but this will be a very different course because
597 after you've popped the bubble, and they get into the second year, it's all gonna be...I
598 think it's sort of gonna be like uh...uh...harmonising course, it's like how to...okay...we
599 did...you got this...we...we...did try to scare you in year one, but year two is about really
600 integrating. And we can't do it on year one but year two is like we're gonna take a little
601 more step back approach, you're not gonna have all the intensive experiences, but I'm
602 gonna help you integrate your HKIS life and this life in this classroom. And so that's
603 what we're working on. (B: Nice.) And...I think we might even...we've talked about like
604 having almost a retreat format, you know, like a more...instead of uh...you know this type
605 of thing, having a way to...and what we're trying to do, which is really exciting for me
606 personally, is connecting the best of west and east from a philosophical point of view,
607 and like...I think to her question about global education, how can west and east speak to
608 each other, to kids in Hong Kong (B: Yea.) in a way that takes Humanities I in Action,
609 but now integrate it into even a deeper life philosophy than we did in the first year...(B:
610 Yea. Yea.) like take the...like in our key term that we struck on this year was
611 enlightenment. So, you know, western enlightenment mean one thing, I mean from the
612 historical enlightenment tradition. (B: Sure.) But you know, (B: Eastern enlightenment's
613 very different...) very different, but...these two philosophical strands are like...it's...I mean
614 the future of our world has to be in the harmonising of western enlightenment and eastern

Bayview: Ed's transcript

615 enlightenment, right? (B: Yea...yea. This is...) So, who better than HKIS kids that try
616 to...see if we can actually do that. So, my hope is that Humanities II in Action would be
617 four times as powerful as Humanities I in Action, because it would bring them back into
618 grounding them in their daily life.

619

620 B: (Inaudible), I can send you the link.

621

622 Ed: I've seen the name, but I can't you anything...

623

624 B: Yes, he talks about things to some of this west, and the needs to pull back both
625 traditions and...you know, bring the world together, so it's healing...it's very nice.

626

627 Ed: Yea...yea...that's what we're trying to do. Good.

628

629 Tracey: Okay, I told Darren we can leave here in about...at noon. Is that okay?

630

631 Ed: Whatever it's good for you. Okay, so half and hour.

632

633 Tracey: Yea.

634

635 Ed: So, maybe I should, I keep talking...

636

637 B: No it's great!

638

639 Tracey: No, it's wonderful.

640

641 B: I'm getting a very clear...it's just lovely.

642

643 Ed: Okay, yea. Maybe I can just flip through some slides and then...and make sure I want
644 to show you the video, 'cause that's really...I think that really speaks through the

645 kids...Okay, so, about...a third way through the year, then we go to the Foshan orphanage

Bayview: Ed's transcript

646 which just one comment on what you talked about, Tracey, you know, um...For awhile,
647 then I thought, you know, come on, orphanage like, this isn't about social justice, you're
648 holding a baby for a week and it...it's not gonna keep the next kid from...ending up on a
649 street. Um...and I have taken kids on more social justice types of trips to Vietnam or
650 whatever. The development mentally is just wasn't where they are at, like holding babies,
651 that's what they need to do. Um...it...because it's more powerful...is that personal
652 connection that breaks through that bubble, um...that's more important than learning any
653 type of critiquing social structures, (laughter), western civilization... I mean I've read all
654 that stuff and I like that stuff but it...I mean, maybe that's why I'm there. I don't need to
655 hold babies. I need to read about...(laughter) but the kids need to hold babies, so...yea...So,
656 anyway, so, this's what we show parents, yea, we do all the skills, so we write term
657 papers, we...you know, on a normal day, our class looks like any other classroom, they
658 just have that social conscious edged to it. But mostly we do... you know, we work on
659 paragraph writing, we work on poetry...you know like...but that is the real, that's the hard
660 thing that was...we have to be at the...we try to be at the top of the game academically
661 plus do these all other things. So, that's why...I...I don't think there are other classes that, I
662 mean it just demand so much from the teachers, to always be at the top of the game in
663 every...you know...right? So, that's why I think I like...I like it when I was a part-time
664 teacher...I don't think I could have done this as a full-time teacher. So...alright, so,
665 anyway, this is just the types of writing so we do...so just to go bear the two curriculums
666 uh...so this...this is the...the normal course, so they do China, Japan, India, Middle East,
667 and then, but we've developed a thematic curriculum. Now, ten years ago, our curriculum
668 started like that, but we...we just kept talking with the kids, and developed a very
669 different type of curriculum. So, we've...basically...we basically do is to talk about the
670 importance of world view, like...okay, you wanna make a difference in the world? Let me
671 show you some examples about other people who really want to make it different...it's a
672 really the script thing because they have a wrong frame of difference. So, we can't have
673 a...if we have a wrong frame of reference, putting them more harm than good, so that's
674 the starting point of the importance of world view. And that's what comes through the
675 entire courses. There...life philosophy...what we're trying to do academically in the
676 classroom. Then, we have to burst the bubble through problematic power, we read Lord

Bayview: Ed's transcript

677 of the Flies, as we...we do the refugee simulation, we have all kinds...we do the Stanford
678 experiment that....all the types of psychology things that show what our own species we
679 are. Uh...so, um...and then, we go to Foshan and then we talk about positive
680 power...actually there are some good things about human nature too. Uh...and we need to
681 learn about some of those sayings. Now, I have to say, over the years, this dominates the
682 problematic power and what we need to do is do more on the positive power, probably
683 not to depress like...you know, but probably it's just an accurate representation...but we
684 get into just the...you know, it's just the difficulty of keeping the curriculum moving that
685 kind of stuff and...and we're really good...and just like kind of 20th century novel writers,
686 right? We're really good at praying with our palms. What's right about human nature, the
687 solution, so...second semester then, um...it's really about our relationship with nature and
688 we're doing lot of technology uh...in fact we...last year, we've had a unit of the future,
689 where Ray Kurzweil, you know...Ray Kurzweil the inventor uh...singularity...the
690 singularity's near um...yea, if you watch the...it's a video called Transcendent Man. We
691 showed the video clip Transcendent Man about this inventor. It was the...the...he was a
692 live-forever and he's...he's kind of the...singularity or whatever...but um...we want kids to
693 read some of the future issues, not just, even contemporary issues. Kids find that
694 absolutely fascinating. So, we're probably gonna, this year we're probably gonna do
695 uh...brand new world...anyway, so, so, then we did talk about globalization in
696 relationship to the nature and then...and then we try to fit it with purpose in happiness
697 investment. Um...we still wanna do that, that's actually gonna be Humanities II in Action
698 really, I think. Anyway, so that's the general curriculum, but it...it...this...first semester's
699 really tight; second semester, we're still not...it still floats a bit. Um...still quite powerful
700 but, um...yea, we could do better on that. And we also do this project...Alright, we'll just
701 flip through these...so...make sure I have time for the video here. But, just as far, let me
702 just go ahead, so with this, all of the world view questions that we ask, kids...okay, and
703 then we talk about this at the very beginning of the year, like this is your semester and
704 final exam, given your study and experiences in Humanities I, how is your world view
705 being expanded, challenged, deepened, or influenced, and that's the...that's the question
706 both for exams in the second semester. Um...that's the main writing that they do, and then
707 about that thing...but...so, so, I...at...this way, we've kind of conceptualized the core

Bayview: Ed's transcript

708 like...we can't dance on these three levels here, like (inaudible). And then, being 14-year-
709 old and like waking up, thinking we do all these psychology and sociology, experiments
710 and things like this, like..things...they had through the...and that I think they find it...the
711 human zoo was...you know, we showed them...back in ten years ago or something. And
712 they, you know, it's like the whole reality TV thing that now applied to this school. So,
713 they love it. Um...so, when I re-do contemporary matters, we always try to use
714 psychological and sociological lenses that underpin most of them. So that, again, they're
715 getting into both looking in and looking out. But, all that final stand of developing a
716 world view of the life philosophy...and...and...we...we...tell them this is what we're trying
717 to do, this is a strategy we use with you. And then the last thing is like...then they get
718 these experiential thing, and so, in their final essay, they have to write about three, at least
719 three in-class activities, things we say in class, and then they can put as many of the
720 experiential things as they talk about how their world view's been shifted by the course.

721 (Silence)

722

723 Ed: Okay, so, um...and then this year, this is @@@47:33, and all we did is starting
724 second semester instead of reading the book issues right away, what we did is we start it
725 with the elicit project. And we have a one-day kick-off like a mini-conference, where
726 they can decide...we kinda bring in speakers mostly, student speakers, we got people to
727 present about...at different things that they can choose to do for the project. So, this group
728 decided to write...help to run a girl's scholarship programme in China. Uh...and doing
729 excess like students...uh...and...that ten years ago. We've helped hundreds of Chinese
730 girls going to the schools...and so, these guys, these two guys, one of the major
731 music...about...on behalf of the girl's as a fund raiser. Um...and I can show you a minute
732 of the video. So this is their project. Their work done in a whole semester...

733 (Video playing 48:36-50:22)

734

735 Ed: Four...four of the ninth grade boys...So this is in Guangdong province for...for...a
736 weekend with the girls...so these are two guys in my class.

737

Bayview: Ed's transcript

738 Ed: So...they...they...they wrote a music themselves, I mean they wrote every, right, from
739 scratch. And then they...you know, they went up, they did the trip, they video-taped the
740 girls up in China, and then they came back and you know, they went to music studio, they
741 did everything themselves. You can see it's a major, it's a major...and uh...they're really
742 skilled musicians, right? I think they actually have...

743

744 Tracey: Marty, did you start this girls' scholarship programme?

745

746 Ed: Yea, I mean...with...I mean it is part of my church tour, right? So, yea...yea, if you
747 ever want again the mainland China, and...let me know, I got...(Tracey: Yea...)

748 Yea...these girls they're fabulous, yea. So...I'd like to do that too.

749

750 Tracey: Marty, question. Refresh my memory, maybe you answered this for me seven
751 years ago, but why did the HKIS administration give you the flexibility to put up the
752 Humanities I in Action programme? And how else did they support you?

753

754 Ed: You mean the Humanities I in action? Uh...I mean...I just offered as an alternative
755 course, but do you mean the time they gave...that was given me for? Or the course itself?

756

757 Tracey: But just even list...I mean your...

758

759 Ed: Well, that's this radical that we started...(Tracey: Okay.) It was just gonna be another
760 course that was...it was like the...traditional Geography, History course, but we'll just
761 have in action component, like we will just go out on Saturdays. And that's actually the
762 way it started. But, over ten years, it evolved into a very different course.

763

764 Tracey: I mean, does it...that's unusual, right? That somebody's given that flexibility...

765

766 Ed: Well, well, yea. I mean it's...nobody looks like care for it, right? And we get...we get
767 such good press, I don't mean like this, but I mean just, kids talk about this course. I mean
768 they...they...I mean they...there's a lot of kids that love the course. And they...I

Bayview: Ed's transcript

769 mean...they...they talk about the rest of their high school career, they talk about this
770 course, and they talk about another classes...
771
772 B: So...I mean my experience in high school kids is that they...you're only presenting real,
773 some connection and...this is obvious that...
774
775 Ed: Yes, yea...So, it's sort of...(inaudible) when we went out that kids every year, they
776 ask, 'why don't we have a Humanities II in Action?' And we say, well...it's you know,
777 there are a lot of reasons which...(inaudible)as well we can't do it... but we've actually
778 started brainstorming a Humanities II in Action. I actually photocopied my...it's not done
779 yet. (Tracey: Okay.) But on the back side, you can see...we're... (Tracey:Nice.) So we're
780 trying to do a Humanities II in Action that would be kind of uh...east meet west...kind of
781 a search...which will be much more...less shocking course and more of a grounded course.
782 Um...
783
784 Tracey: Marty, looking at...okay, if...if someone wants to study HKIS as an institution, to
785 capture the different kinds of people, the different understandings teachers have or the
786 administration has, about this whole notion of education for...global education, education
787 for our world today, I mean very different meanings I guess, right? That people would
788 understand from their point of view, how would we capture that? How can we capture
789 that the from (inaudible)?
790
791 Ed: You mean from a research perspective? Every time out? I don't know, it just...the... I
792 mean, what I do, just to interview people, I mean it's that...I mean the kids are the best,
793 right?
794
795 Tracey: You think the kids?
796
797 Ed: Oh...the kids...you know, it's just...it's and inverted pyramid, you know. The kids
798 know the most and the...the higher you go up there, the less they know about...sorry...the
799 less they know about...I mean...the...the...top...the top people are the most behind, and the

Bayview: Ed's transcript

800 people of the base are the people who know what's going on, I mean as far as like cutting
801 edged education, I think. So, I would talk to the kids, the kids are the ones that design his
802 courses, like...well I started in 2003, it was saved as the other course right? And what I
803 would do is just like, every semester, I would just give them a little sheet and say, 'what
804 were the best thing and the worst thing that we shouldn't do next year?' And like I never
805 thought that you should study in ninth-grade, but kids just kept saying, 'we want to know
806 about the worst thing, we don't want to know about the Holocaust, it's like a hundred
807 years ago or something.' They...it's so shocking that like...that...there are 17 countries that
808 are stage six of this genocide, you know, watch things...it's like we need to know about
809 that. So we build that into the primary place in the curriculum and every year, look at the
810 research, I mean genocide, genocide, genocide, that's what they talk about. They really
811 want to be shocked into...they know they need to be shocked. Um...so, I don't know, I
812 may just talk to the kids. I mean of course, you need to talk to everybody. But I really feel
813 like the kids understand the progress of education the way that the administrators don't.
814 The administrators are still fighting last generations' issues, like you know we, you've
815 probably heard, we have uh...career structures evaluation system, and it's just...so...it's
816 like 19th century. They come and then name service, and they write on their...you know,
817 they...they...write these things...and they put on sort of scale, one to four and our page
818 check is exactly what did they come out with...

819

820 B: (Inaudible)

821

822 Ed: It was just like...I mean...I think...actually it's gonna fall. This has been 10 years,
823 they've been doing that for 10 years, but I was such a...

824

825 Tracey: So, 10 years ago...

826

827 Ed: No, they started planning that 10 years ago, so it has been in operation for about 4
828 years, but I mean, only in the last 6 months, do these work. It's like official open our eyes
829 that maybe there's a problem, you know. But it's just, it's killing our school, I think,
830 because it makes the total line, nobody wants to take chances, you know.

Bayview: Ed's transcript

831 It's...and...and...yea...I mean the administrators, they came into evaluate me, they don't
832 really understand what I'm doing, I mean, they think it's good, they don't really
833 understand it. I mean, they can't like...you know...

834

835 Tracey: That checklist, is it...is it something like...are being tied in your performance to
836 your school?

837

838 Ed: No, no. Totally not...students' scores...students have no role...playing no role which is
839 kind of interesting whereas I think well we need...if we gonna figure the future of
840 education, talk to the kids. (Tracey: Yea.) They can't...it's their life, is them being
841 educated right? They're...kids at our school passionately engage in their education 'cause
842 it's their future. So, talk to them. So...yea, I...yea...anyway, shouldn't get me to go on the
843 current structures 'cause I'm just so...epithetical to what...like...we don't force kids to do
844 anything...that's why we're becoming a Buddhist. You know, don't force anybody to do
845 anything 'cause you kill the spirit before the kids start. Everything is gotta be voluntary.

846

847 B: Corrosive learning is just impossible...

848

849 Ed: Yea, I think so, but the current structure is totally corrosive. You can't...there's one-
850 size-fits-all, it's six, six, you know domains, for every teacher, every teacher cater
851 twelve...it's gonna have...I mean like...where's that...like...it...it...it shows the lack of
852 vision among our people of the top that they...they think that this is good education.

853

854 Tracey: What's the purpose of that?

855

856 Ed: Well, they never told us what the real purpose...I think the real purpose was...to read
857 out teachers like me that are...you know, have progressively gotten you know, increments
858 every year, and then we're older and we like camping out in Hong Kong, and so,
859 let's...let's put this, let's see if...if they can...they are really good enough teachers and...you
860 know, correct some belief, you know, and then we get in younger teachers that you
861 know...

Bayview: Ed's transcript

862

863 Tracey: (Inaudible)

864

865 Ed: Yea...yea...

866

867 Tracey: Wow.

868

869 Ed: But...but...but...big thing it's like...you know...motivation is every...like what's the

870 core motivation that...you gonna motivate me by money, that's why I'm doing this for, oh

871 come on, really? That's what you think that motivates me? I'm insulted by that...you

872 know, so, anyway...I thought the career structure, I've gotten some troubles for...I planned

873 the protest of my church and that I...ask them to wear T-shirts...

874 (Laughter)

875

876 Tracey: Wear at the church?

877

878 Ed: Yea...

879

880 Tracey: Everybody goes?

881

882 Ed: And ended up going through with it...but...I said Jesus did it at the Temple, in the

883 95BC, why can't I do it?

884 (Laughter)

885

886 Ed: So...anyway...here...let's see the video.

887

888 B: Sure.

889

890 Tracey: Please, yea.

891

892 B: Do we have time for it?

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893

894 Tracey: Yea.

895

896 B: Okay.

897

898 Ed: I keep a blog...

899

900 B: I wanna blog but...

901

902 Ed: Oh, please, do...

903

904 B: I will...

905

906 Ed: I would love to...

907 (Silence)

908

909 Ed: Oh yea, here it is.

910 (Silence)

911

912 Ed: So, Mike and I, my colleague Mike, you know, he and I made this video.

913 (Video playing)

914

915 Ed: Alright...

916 <Video:

917 I was (inaudible).

918 I didn't care a lot about the world.

919 I was really selfish.

920 Very...arrogant.

921 Before, I don't wanna sound like...shallow, but I...I never really thought of myself being

922 connected to the people...Does not really care about others...And I didn't care about

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923 anything besides something that would only benefit me. I honestly feel like I can't change
924 the world like...global warming, the world's gonna end like...I can't do anything...
925 I didn't really follow like world events...So, whatever, I was just like, enjoy life I can.
926 You just see this view like, I only see what's in front of me and you kind of have these
927 blinders on. And I tell myself at the start of this course...>Ed: So this is kind of the
928 Joseph Campbell thing, alright...adventure...then...<Video: I feel like it's a course that's
929 really different than any other class I've ever been into. I like how it's different from most
930 classes because we learn about things that just like human nature, and like, people
931 (inaudible)... It's like questioning that really think...really gets to me, you know, it's why
932 I'm doing right. And I had to reflect on your life and decide to become a better person. It's
933 not just um...I know the Humanities course that focuses on who, what, where, when, and
934 how, but the...the focus is on the wide. Why am I actually put on those...like here's the
935 destiny, am I like supposed to be here...In Humanities in action class, there's so much
936 discussing that you have to feel comfortable, speaking up and expressing your ideas.
937 That's what we have. It's like really firmly and a real one...it's like a really comfortable
938 environment to share your ideas, 'cause everyone got his talk, and there was a couple of
939 mismatches but it was good because you learn from it. From our class, everyone is like
940 really close. Yea, we're all really friendly with each other. You know very energetic class,
941 I think, like one of a kind class. We're all...we're a special class. Yea, we're a really
942 special class.>

943

944 Ed: Now, that you mentioned that how do you um...how do you...deal with like..being too
945 hard-hitting, and I think it really is the community. (B: Yea...) It's the community of kids.
946 I remember I asked this very question about ten years ago to one of my students in one of
947 my girls' issues, she raised her hand, she said, 'you know, the hope...the hope comes from,
948 within us...is the hope that generate in the community, it comes from within.' So,
949 'cause...I can tell you best stuff or like the worst stuff, which one do you want to see?
950 They always want to see the worst stuff. Right, partly is curious but I think partly they
951 wanna have the veils taken off and...but then...what comes out is just like, oh we're in this
952 together. There's a sense like community and the hope comes out of community, and I
953 think it's breaking down of the...again...the trend, that's like...it's not about me...it's about

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954 the future of the planet. That's what this is about. And that's every innovating...(B:
955 Profound...) Yea...and that's a thing...the hope comes from within the kids.
956 <Video: We're all friends. So much fun...like honestly we have such...so much fun
957 learning every day. We're able to really enjoy what you learn and what you do.
958 And I also think it's important that you look forward the class every day.
959 Yea. I look forward to going to our class every day because we learn something new
960 about human needs, I learn something new about society, and I feel that this will
961 definitely help me on my transition to life. I started to realize things that I didn't know
962 before. There're some secrets a don't know. I feel like this course really helps you
963 discover those secrets... Because all these issues have been hidden from me for a whole
964 life... It's like discovering what's already there but it's just hidden from me.
965 So that thing what works...the key was that...after we learn about it, it's something about
966 it. 'Cause you learn new things in the class, so you then get to see then...in real life.
967 You know, these are real people in the real universe. Like, you get to bring things such as
968 service...You take action. For sure, obviously 'cause we actually got to go out and really
969 do something. And especially you know, trips to like Foshan, or even to Cambodia, they
970 really like...change your heart. When you held the baby that like...you could
971 like...empathize the baby and like you can feel how...how they felt...kind of during
972 um...the whole entire Foshan trip. I really like working with the kids especially with
973 disabilities. Um...I remember I made origami frogs and one of these kids was really smart.
974 He watched me do it once, and he could do it. This is a new one-on-one interaction which
975 I think...it is pretty rare and extraordinary experience. When we went to Foshan, we
976 showed them two colours. We showed what we really are meant to be (inaudible) human
977 beings. You know, I was also really emotional 'cause I remember like, we're getting
978 really close to them...Really...feel...what it would be like...we're really empathetic...we're
979 empathetic civilisation. When we laugh, I just remember a lot of people are crying, and
980 'cause they have like...created this connection. It wasn't like we were going on a class trip
981 to a place. It just felt like we have a long trip. You're not looking at people from the
982 computer screen, you're not reading about them through the computer screen... We sit
983 with class students and we've been studying (inaudible) you feel what is like out there.
984 You don't do the same (inaudible). I didn't like the genocide unit. It really really horrified

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985 me, 'cause I never really thought about before like I knew about the holocaust, but the
986 fact that it happened more than once hadn't really occur to me... I think it's trying to make
987 my life really dramatic and scary... I remember how many people were horrified... it
988 broke you heart...so... You know, find yourself in this small little hole...you're just
989 holding in yourself and saying 'what am I gonna do?' I remember I got a couple of
990 nightmares...>

991

992 Ed: Like she extremely articulate this nightmare. But we spent about two hours with her
993 to stay, and she was in tear for a good part of the time because like her parents...she's half
994 Korean, half western like...super...achieving parents and they're really...and so, to deal
995 with this type of things,it's like...the whole life is like been changed and so...she
996 unfortunately she's left our school now, but um...she...but I think part of the you know,
997 articulation is really a deep struggle that she went through as a 14-year-old.

998

999 <Video:

1000

1001 But at the same time, after you feel scared, you finally realize everything that's going on.
1002 It wasn't very happy, but I think it was good to learn about it. Maybe the (inaudible) is
1003 what makes this chance for me, so profound, because you finally realize that there's more
1004 to life. The elicit projects, you are allowed to pursue in interest that you feel passionate
1005 about. By learning these things that we'll possibly maybe do something about it and the
1006 future. My partner and I were focusing on people who are blind. We held, like a local
1007 school in Hong Kong, (inaudible) on the field. And we raise money for the Hong Kong
1008 Refugee Advice Centre. I wrote a letter to the UN about the genocide. We aimed to help
1009 orphans like in Foshan to go to an orphanage in Zhongshan called New Day South... I'm
1010 trying to help the environment. (Inaudible) combining sports which I love, and the aspect
1011 of helping people and the combining the two. And we're also going to raise money for it,
1012 so...yea... I did a charity of making soap. I did a charity last year. (inaudible) ...and have it
1013 save the world. This is my plan to save the world. ...plant some trees and hopefully save
1014 the environment or stuff at a time, and this year, I'm more keen on the Saturday service,
1015 and we uh...work with the kids every Saturday. People at my age are actually changing

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1016 the world. And although you can't support a (inaudible) in the world because there are
1017 plenty, you can so choose one and like keep your head down and strive for that.
1018 Slowly as I get into this course, I realize that there's so much more out there.
1019 The point of the whole course is like...change your world view... My world view is
1020 expanding...things that I already knew and cared about and things that I want to pursue...
1021 My point of view changed. My...my experience in...was very...was a very revolutionary
1022 you know, control of my mind. This course helped to develop as a person.
1023 We connect our individual value. I feel more hopeful about what we can do.
1024 I finally realize that wow...this world that isn't just about me, it's about everyone.>
1025
1026 Ed: You know he's still wanting his journey.
1027 <Video:
1028 The journey of life is mythical and it's supposed to be mysterious. I guess, life only take
1029 me where it wants to take me, or where I choose to go. And I don't know that...yea...>
1030
1031 Tracey: Uh...that was a...that was mind-blowing.
1032 (Laughter)
1033
1034 Tracey: That was really...
1035
1036 B: It's great.
1037
1038 Ed: Actually, I just...we are about time to go...but I tell you, actually my real interest now
1039 is actually not this style...I'm just really captured by the whole spiritual practice that area...
1040
1041 B: The world it needs us...in some ways.
1042
1043 Ed: Yea...yes. That's why...
1044
1045 B: You work your way out...your nationality, you realize it's really about your deeper
1046 humanity and...I...I...I think it makes perfect sense.

Bayview: Ed's transcript

1047

1048 Ed: Yes, I agree. I...yea, I'm just saying my own personal (B: Right.) I mean that
1049 was...trip and also my own personal life...I'm teaching more religion now than I taught.
1050 So, I'm doing some interesting things in my religion classes, and finding, just like kids
1051 love the service to...they also really love spiritual practice to my even greater surprise. I
1052 get like...it's like holding a baby in China. I'm really surprised the kids actually like to do
1053 meditation in some ways. I think it's because we're dealing with a lot of...I'm really
1054 concerned about the mental health of our students.

1055

1056 Tracey: Yea...

1057

1058 B: Yea, me too.

1059

1060 Ed: We had a big...um...outbreak...of depression uh...in my daughter's graduate class last
1061 year. And so...I...you can just see it's common depression...(B: And the drug use...) the
1062 drug use is problematic of that. Yea...and so I think um...so, that's, the I mean...we have
1063 this (inaudible) but that's not a...that's a harm...or that's is a (inaudible) experiences. We
1064 need to have something more than, you can't say oh...no...we have a drug punk...take
1065 away the orphanage in China, that's not gonna solve the problem, we have to think of
1066 other strategies on campus. (B: Right.) And so, that's really what I'm interested in now,
1067 spiritual practices...um...so that's what I'm going here, and if you're interested, I did a
1068 little kinda action research thing here um...just...analysing kids' essays um...these are my
1069 world religion kids. So...um...so, if you're interested in knowing more about...But
1070 eventually what will be nice to do is to combine, you know...like...so, eventually we'd
1071 like to do is you know, create the...the course that in the course, you know, then combine
1072 the social context and the kind of inner wake into spiritual practice. That's what I...That's
1073 sort of what I want to do. But maybe that would be Humanities II in Action, but that's
1074 probably looking too radical, right? Like incorporate spiritual practice, like having like a
1075 retreat format...Um...(B: Right.) But like how are you gonna ground all this stuff into
1076 being...

1077

Bayview: Ed's transcript

1078 B: There's a group like in connection with an Indian whose doing this work in academic
1079 institution...religions in secondary schools...who're touching on exactly the same
1080 problem...so...(Ed: Yeah...)I can copy your email and let you...I think you really
1081 like...what the ability...It worked into the IVEs for just this recent (Ed: Really?) because it
1082 is a mean that's developed among this highly gift academic kids who are like for finding
1083 deeper connection and it's growing like crazy. Is this kind of stuff happening on campus
1084 for this reason...

1085

1086 Ed: In Columbia?

1087

1088 B: At Columbia's campus, and really have a lot of you know, (inaudible) very high, cheap
1089 in places, so...

1090

1091 Ed: Yea, I'd love to know more about that. (B: Yea...) I think...I think our school is a little
1092 bit...I mean...me and a couple of other people collaborate and doing things on this...so
1093 there is a couple of awareness. But...uh...again, like, administrators, I don't think
1094 they're...I don't think they're clued...they are all...that students...

1095

1096 Tracey: I think teachers like...obviously putting us on...criteria...everything is just like
1097 you said, it is (inaudible). It's very not integrated as the (inaudible). (Ed: Yea...) I think
1098 that should I see also in higher education. Teachers...professors, you have to write, you
1099 have to publish, you have to...(Ed: Yea...) and it is...I can see how you're saying it is a
1100 spiritual thing but...how many make everybody more integrated and in touch with what...I
1101 don't know...the essential thing of what we care about...put them into practice. It's not
1102 all...the way things are structured...

1103

1104 B: Yea....

1105

1106 Tracey: (Inaudible) integrated as a person...

1107

Bayview: Ed's transcript

1108 B: I guess as a new system, they said, you know, this is the...this is the late stages of
1109 capital or something...where...where begin....(inaudible) and then what is created in its
1110 wake uh...I think we're still you know, digging the way from that transition but I do think
1111 it's on its way. Because it's...you know...the structure can't last...
1112
1113 Ed: The industrial model...can't sustain itself?
1114
1115 B: Right. With the population liability in our planet, you know, technology to make them
1116 possible...so...
1117
1118 Tracey: I'm gonna have to wind things down 'cause we're on a schedule on...sorry to
1119 leave the party...
1120
1121 Ed: Oh, it's...
1122
1123 B: Very delightful, thank you so much.
1124
1125 Ed: Yea...my pleasure..
1126
1127 Tracey: Keep in touch with me.
1128
1129 Ed: Sure.
1130
1131 Tracey: Here...
1132
1133 Ed: Yea...that's sure I'd love to.
1134
1135 Tracey: I'd just like to visit...even a few, you know, if you want me to...(inaudible) I learn
1136 from that...anything...
1137

Bayview: Ed's transcript

1138 Ed: Whatever you'd be...I mean whether on the research or just...whatever...just come
1139 out...(inaudible) what's coming on with the kids.
1140
1141 Tracey: You don't realize that you've helped me so much. Anyway, I can be your help.
1142
1143 Ed: Well, the biggest thing is I would love to have if...you wanna study...HKIS, I mean I
1144 really do think that this is a course that the world needs. You know, and...I don't know, it
1145 is being done anywhere else at this...that level. Because like what school did whoever
1146 give...anybody...18 minutes a day for 180 days would have total curriculum frame, take it
1147 out, oh sure, good...no problem, I mean there's no legal concerns...
1148
1149 B: Yea, ...memory back at home when I...if you...okay with it, share this with the director
1150 of curriculum, and say, 'what about this?' you know. So...
1151
1152 Ed: We're doing...
1153
1154 B: I'm not sure you're off the ground.
1155
1156 Ed: No, well...
1157
1158 B: At least close and then think how is there other way we can approach things we are
1159 trying to do...
1160
1161 Ed: And I...I mean I did do a dissertation so it's like...you can certainly have the...the
1162 research or whatever...you can actually see what the kids said although...I mean, so,
1163 yea...no, please...I would...this is for my dream...somehow to get the message out. But,
1164 um...keep trying, keep going.
1165
1166 B: And do sent this message to Yvonne, was it...
1167
1168 Ed: Yea...yea...she would...I do realize she was a teacher, researcher and many thing...

Bayview: Ed's transcript

1169

1170 B: Sure...

1171

1172 Ed: She was...in the classroom, she would love to have...

1173