



I teach at a private school. Student tuition is \$15,000 a year.

Last Thursday, I asked my 6th graders ... just ONE question:

"If the Earth spins at 1,000 miles per hour, **WHY** don't we fly off?

Twenty-three (23) students ... and not ONE single, real answer!

Their parents are paying for "brilliance" ... WE are delivering "polished memorization".

I've been teaching for 11 years in this PRIVATE school - PUBLIC schools are no better.

The families at "our" school are driven - they write a \$15,000 check every year because they want their children to be "exceptional" ... they want them to have the "sharpest minds" in ANY room.

Last Thursday, I tried something I'd never attempted before ...

A THINKING Quiz. No grades. No right or wrong. Just three (3) questions.

1)- **WHY** is the ocean BLUE ... when the water in your glass is CLEAR?

2)- If you're on a "spinning" planet ... **WHY** don't you feel it?

3)- **WHY** does the MOON seem to ... "chase your car" at night?

I watched 23 sixth-graders sit there - in total SILENCE.

A few of them scribbled down vocabulary words they'd memorized from a textbook, but none of them could actually "explain" the logic.

Ten minutes later, I picked up the papers.

Lily: "It just is that way."

James: "Gravity???" with three question marks.

Ava: "Because God designed it like that."

Noah: Left his paper completely empty.

These are straight-A kids ... Principal's list ... already taking 'pre-algebra'.



I sat in my classroom during lunch ... staring at those papers ... and I felt nauseous.

These families are spending \$15,000 a year. They believe we're building "powerful thinkers".

We're NOT ... we're teaching kids "to pass exams" ... we're producing a generation of children who can "look up anything on Google" - but can't work through a problem on their own, for five minutes.

That evening at dinner, I couldn't get those empty papers out of my head.

I looked across the table at my daughter, Mia. She's 10 ... six years at this academy ... \$90,000 in tuition, so far.

"Mia, a quick one ... **WHY** is the sky BLUE - and not PURPLE?"

She glanced up from her tablet, replying ... "light scattering, Mom."

"Okay - but **WHY** does it scatter BLUE specifically, and not RED, or GREEN?"

She stared at me ... five seconds of nothing. Then she looked back at her screen, and said ... "who cares? ... is this for school?"

My heart sank ... \$90,000, and my daughter cannot explain **WHY** the sky is BLUE.

That's when I started "paying attention" to something I'd been ignoring for weeks ...

One of my students, Noah ... the kid who handed back a "blank" paper ... had been changing ... slowly at first.

Then undeniably ... three weeks after that Quiz ... he raised his hand for the first time all year ... and then he asked ...

"Wait ... if the Earth is spinning so fast ... **WHY** doesn't the ocean fly off into space? ... like, what's holding the water down?"

I almost fell out of my chair. This was the same kid who couldn't write a single word three weeks earlier, on the Quiz.

By week five, he was "reasoning - out loud" ... connecting ideas ... asking follow-up questions that showed "genuine understanding" ... not "memorization".

By week seven, Noah's mother called, asking - what I was doing differently? I told her I wasn't doing anything differently.

Something else was ... so I pulled Noah aside after class one afternoon ... and I asked:

"Noah, something has 'changed' with you ... what happened?"

He shrugged like it was nothing ... but then he said ...

"My **GRANDMA** gave me this BOOK. She brings it whenever she visits - on weekends.

We read two pages together before I go to bed. She says it reminds her of how kids "used to LEARN, when she was growing up."

I asked him (Noah) ... "what book?"

He pulled it out of his backpack. Thick. Colorful. Dog-eared from use.

Like an "encyclopedia" - organized entirely around "questions" that kids naturally **ASK**.

I held it in my hands, and felt something I hadn't felt in eleven years of teaching ...
JEALOUSY.

A **GRANDMOTHER** - with no teaching degree - no curriculum - no \$15,000 tuition ...
had done, in five weeks, what my entire academy hadn't done, in six years ...

She taught this child ... to **WONDER** about things.

I called her that evening. Her name was Dorothy Patterson. She was 68.

"Mrs. Patterson, I'm Noah's teacher. I need to understand what you're doing with him."

She laughed softly. "I'm not doing anything special. I just noticed something was wrong. Every time I visited, he was on that **iPAD** of his ... he never asked me any "questions" ... he never seemed to "wonder" about things ... about anything.

"When **I** was young, children were "curious" - about everything. They wanted to know **WHY** the sky was BLUE ... and how birds knew when, and where, to fly south."

She paused ... "I saw that disappearing in him, and it really scared me. So, I bought this **BOOK**, because it looked like how we used to learn. Questions first. Answers second".

"I didn't know if it would work. I just wanted my grandson to "wonder" about things again."

I responded ... "It worked, Mrs. Patterson."

She said ... "Yes, I know. Last Sunday, he explained to me **WHY** the moon doesn't fall out of the sky. He used the word '**orbit**' ... he's eleven years old, and he explained something to me that even **I** didn't understand.

And then, he asked me what "I" wondered about when "I" was his age."

Mrs. Patterson's voice cracked ... "nobody's ever asked me that before."

So, I ordered the set of **BOOKS** for my classroom that night.

The first week, I opened this **BOOK** during Lily's session ... the same Lily who wrote ... "it just is that way", on the Quiz.

We were reading about **WHY** the ocean is BLUE, when water in a glass is CLEAR.

She leaned forward, and said ... "wait ... so water molecules "absorb" RED light, but "reflect" BLUE? ... And you need billions of them, stacked together, for it to show? And that's **WHY** a cup of water is CLEAR - but the ocean is BLUE?"

"Exactly", I said.

"So if you had a swimming pool - the size of the ocean ... it would turn BLUE too?", she asked.

"What do YOU think?", I said.

"Yes. Because it's not about - "being the ocean" ... it's about - "how many molecules" are there", she said.

Lily wasn't "reciting" ... she was "reasoning" ... and for the first time all year.

Within weeks, the energy in the classroom was completely different.

They stopped asking, "is this on the TEST?"

They started saying, "but wait, what about ...?"

They were shifting from ... kids who "consume answers" ... to kids who "construct understanding".

The Vice Principal stopped me in the hallway ... "I've gotten six calls from parents this week ... they want to know "what's happening" in your classes. These families all pay \$15,000 a year - expecting their children to be impressive. This week, their kids actually were", he said.

Last night, my Mia said something I never expected to hear ...

"Mom, **WHY** does "hot" water freeze faster than "cold" water sometimes? That doesn't make any sense."

Three months ago, she said - "who cares?" Now, she was "proposing hypotheses" at the kitchen table. "



"My Mia is starting to ... **THINK** ... to ask **WHY** ... and I'm thrilled!"

\$15,000 a year couldn't do that ... yet, a GRANDMOM'S **\$45 gift** did!

A brilliant child isn't one who has - "memorized" the most answers.

A brilliant child is one who THINKS about things ... who WONDERS about answers ... who asks **WHY** ... and who begins to "understand" how the world actually works.

IF you're a **GRANDPARENT** who's noticed something missing in your grandchildren ... IF you've watched them "**stare at screens**" - and wondered where their "curiosity" went ... IF you remember what it was like when children "asked **WHY**" about everything, and you see that disappearing ... know this ...

You're NOT powerless. You might be the only one who can FIX this.

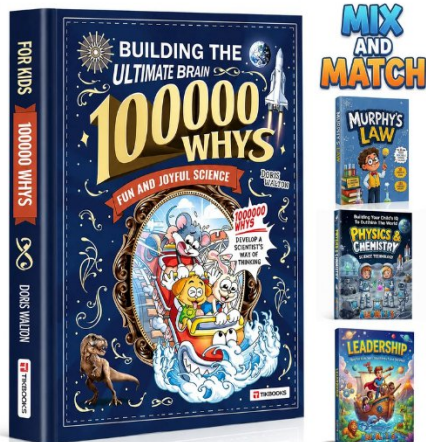
**START
WITH WHY**

IF you're a **PARENT** ... assuming that "good grades" mean deep "understanding" ... IF your child makes the "honor roll" - but can't think through a simple question for thirty seconds ... you're seeing that WE are "failing" them ... and the system is badly "broken".

But it CAN be "fixed" - at home - in fifteen minutes a night ... BEFORE they reach high school and discover they've been trained to "repeat" ... not "reason" ... BEFORE the curiosity window closes, around age thirteen or fourteen ... BEFORE it's too late.

Two (2) pages each night ... fifteen (15) minutes ... that's ALL it takes ... truly.

Mrs. Patterson did not have a teaching degree ... she had a **\$45 BOOK** ... and fifteen minutes ... every Sunday with her grandson. And that changed everything. Everything.



We need to give them the BOOK: **100,000 WHYS**.

The **W-H-Y-S** ... not just the WHATS & HOWS.

Several Grandparents have told me they ordered it - "as a GIFT" for their Grandchildren.

There are many "different versions" of this **WHY** Book.

I've "linked" below, the "best starter" one - for YOU.

See more >>>>> [Click HERE](#) >>>>> [Click HERE](#).