The Wholistic Educational System (WES):

Current Projects and Plans and Prospects for the Future

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Current Projects:

1. I am working with a team of website experts in Colombia in order to provide easier access to materials regarding The Wholistic Educational System, including:
   1. “My Journey from the Anisa Model of Education to The Wholistic Educational System” which includes:
      1. A 25-page description of how I learned about the Anisa Model; how I was trained in its philosophy, body of theory, and practice; and how I, with others, have continued to develop it as The Wholistic Educational System.
      2. Folders for each of the 8 schools where this author implemented Anisa or WES in whole or in part along with parallel projects during those time periods.
      3. A 25-page commentary on the major changes made to the Anisa Model in WES.
      4. A 2.5-page summary of the 16 most significant changes made to the Anisa Model in WES.
   2. A folder containing 16 documents and a PowerPoint presentation titled “Introduction to the Wholistic Education System.”
   3. An update of the program *Life in Dynamic Harmony: A Wholistic, Multidimensional Program for Personal Development* (This program serves as an application of the WES’s “Curriculum of the Self.”)
   4. *The Developmental Activities Program*: a cutting-edge, developmental approach to teaching preschool and elementary-school-level logical thinking, mathematics, and science process skills, especially experimentation.
2. I updated a description of teacher competencies for WES that was originally written with Irene Hartley at Marymount School in Barranquilla, Colombia.
3. I continue to collaborate with the collection of Anisa, WES, and related materials at Stanford University Libraries.

Future projects, plans, and prospects:

1. Write an introductory book titled The Wholistic Educational System: A Multidimensional, Developmental Approach.
2. This book on WES will incorporate the neurological, and epidemiological research of Dr. Lisa Miller at Columbia University and her colleagues, especially those at the Collaborative for Spiritual in Education, as an enrichment of the theory of development and the curricular strand on spirituality.
3. Convert the book on WES to a Wikipedia-type eBook with hyperlinks to related information and documents stored in as-permanent-as-possible place somewhere in “the cloud.”
4. Assist with obtaining financing to digitalize the Anisa and Anisa-inspired materials at Stanford University and make them available online for both students enrolled at Stanford University, especially those enrolled in the School of Education, and for the general public.
5. Offer online or in-person training in The Wholistic Educational System. (Training sessions will be recorded for inclusion in the Stanford University collection.)
6. Write a prospectus for the Universal House of Justice regarding the future establishment at the Bahá’í World Centre of an institution, possibly under the auspices of the Bahá’í International Development Organization, focused on and specialized in carrying forward Bahá’í-based education throughout the world. This could come into being in a variety of ways. One possible manner is the following:
7. As a dependency of the future House of Worship on Mount Carmel, a Bahá’í university could be established. (A design for this Mashriqu'l-Adhkár was completed in 1952.) All of its branches, schools, departments, faculties and/or specializations could be based on a basic, unifying curriculum. (In 1980 such a Bahá’í-inspired “core curriculum” was proposed by Dr. Daniel C. Jordan to and approved by the Committee for the World University, Inc.)
8. The school of education of this university could serve as the leading, coordinating institution for developing a Bahá’í-inspired system of education. To achieve this multi-generational goal, it could:
9. Draw on all Bahá’í-inspired educational programs, especially the Anisa Model that had over a million dollars invested in its research base and its extension as The Wholistic Educational System that had tens of thousands of dollars invested in its development and fielding over a five-year period at the Marymount School in Barranquilla, Colombia.
10. Draw on the vision of Dr. Daniel C. Jordan’s prospectus for a national and an international “Center for Human Development.”
11. Draw on the “Mission Statement” of the International Institute for Holistic Education that was an outgrowth of a conference on the Anisa Model of Education held at the Townshend International School in the Czech Republic in 2006.
12. Building on these contributions from past generations, over a period of several generations to come, continue to develop a Bahá’í-inspired system of education based on both the Teachings, process philosophy, scientific inquiry, the arts, and other humanities.
13. Outsource education-related, research projects to universities and research centers throughout the world.
14. Carry out and publish its own research.
15. Serve as a clearing house of education-related research.
16. Train teachers and field test research-based theories and programs in its own laboratory school and other schools in Israel and throughout the world.
17. Disseminate best education-related research, theories, and praxis to Bahá’í-owned and Bahá’í-inspired schools and universities, and to other interested schools and universities, other institutions, communities, and people throughout the world.