

Education of High Wisdom Intelligence

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ABSTRACT

Education of high wisdom intelligence lays the foundation for social education, school education, family education and self-education. It ensures all the educational contents that social education, school education, family education and self-education deliver; for instance, cognitive education, mindful education and practical education. The number of talented persons who are equipped with high wisdom intelligence will immediately determine the quality of humankind's entire life, and the future trend for humankind's innovation and creation in fields such as thinking, cognition, society, politics, economy, military, science, arts, culture, and so on. In this paper, I will discuss issues of family education, school education, social education, and self-education; and how these four education with high wisdom intelligence contribute to the cultivation of talents with high wisdom intelligence.

Keywords: high wisdom intelligence education; family education; school education; social education; self-education

INTRODUCTION

High wisdom intelligence is the root base of all types of abilities that humankind's entire life possesses. It represents the truthful thinking about the nature of humankind's entire life. It represents the good deeds within humankind's entire life; it represents the heart-felt beautiful words within humankind's entire life. As the sole guardian of humankind's holistic life's autonomous discovery, innovation, creation and harmony, high wisdom intelligence sustains

the positive energy to maintain humankind's entire life survival, production, peace, and contentment.

Education of high wisdom intelligence lays the foundation and guarantees the whole educational contents that are delivered in society, school, and family; for example, cognitive education, aesthetic education and experimental education. It is an education that inspires and attains high wisdom intelligence. Fundamentally it enhances humankind's life quality and life style, and advocates for humankind's life spirit and integrity. The nature of high wisdom intelligence education is to fundamentally enhance humankind's mind-body quality, and ultimately assists humankind to truly understand the very reason for natural lives. In this paper, I will discuss the issues of family education, school education, social education, and self-education ; and how these four education with high wisdom intelligence contribute to the cultivation of talents with high wisdom intelligence.

FIRST, HIGH WISDOM INTELLIGENCE IN FAMILY EDUCATION LAYS THE FOUNDATION TO EDUCATE TALENTS WITH HIGH WISDOM INTELLIGENCE

Family education with high wisdom intelligence is an education that members of the family can influence and facilitate each other. It works hand by hand with school education and social education. It plays an important role in an individual's life process and should become her/his life-long education(Duncan & Goddard, 2011). The aim o family education with high wisdom intelligence is as follows: in the parameter of small society such as a family, each member shall make efforts to create mind-body balance for her/himself, to shape a content family life, and to build a peaceful family atmosphere. How to attain such goal? In a life process, each family member shall sustain a high state of wisdom intelligence in various aspects such as her/his life wisdom, life value, life roles, character development, overall quality, moral disposition, personality, psychological well-being, physiological well-being, social adaptation, learning disposition, etc. Only on this premise can each member dutifully play her/his role and does what she/he should do in all aspects of family life.

Family education with high wisdom intelligence includes educating high wisdom intelligence in all aspects of family life such as morals, character development, family ethics, marital relations, parental duties, family resource management, etc. Of course, one of the most important tasks in family education consists of the care, nurture and education that are given to children and youths. Before children begin their education in social institutions, care givers need to protect their natural and mind-body balance, their liveliness and insights, and protect their innovative spirits and creative abilities so that they will not be misled or oppressed by incorrect educational ideas and methods. After being equipped with high wisdom intelligence, each family member will exemplify their words and deeds in everyday life, and make psychological impacts on their children by their own moral conduct, communication skills, manners, speech, life style, and habits. This type of education shall be practiced by all family members. What children need is mere inspiration and guidance. What needs to be kept in mind is that the key of parenting with high wisdom intelligence is equality. Power struggle should not exist because in front of high wisdom intelligence, everyone is equal. This so called life- long education for family members does not merely refer to cognitive education; rather, it means enlightenment. In other words, high wisdom intelligence in family education is demonstrated through effects made purposely or purposelessly by parents, children, elders, and youths. This

education is two-directions and inter-relational; it will promote the family construction and grow in all aspects - a lifelong practice (Darling, Cassidy & Rehm, 2017).

President Xijinning states: “family represents a basic cell in the society. It is the first school in one’s life journey. No matter what changes the epoch brings us, no matter how life style occurs, we shall pay close attention to family construction, family education, and family tradition. We shall promote harmony in each family, and a loving relationship among each family member; we shall provide a healthy growing environment for next generation, and proper care for the elderly people.”

High wisdom intelligence in family education represents an ancient yet novel type of education. It has been a vital inclusive part of Chinese culture (Ma, 2018). Virtues such as the culture of filial piety, exemplary person of righteousness, harmonious family relations, good parenting styles are excellence of traditions (Johannal, W, 2005). Yet, under the attack of economic tides of the new era, people’s view of life and values have been influenced and altered. The missing of high wisdom intelligence in family education, the ignorance of traditional moral values, and the overemphasizing on cognitive development has become a common phenomenon of family education. Severer family issues caused by the absence of parents’ high wisdom intelligence are evident.

In terms of relationship between parents and their children, some parents’ low wisdom intelligence and their authoritarian status prevent the establishment of a genuine relationship between parents and their children (Shek, 2010). Other parents seldom pay attention to their children’s discovery, mastery and application of high wisdom intelligence. Parents spend little time to communicate with their children on an equal status. Gradually, children lose their abilities to judge and begin to develop unhealthy personalities; eventually causes a tense relationship between their parents and themselves.

In terms of marital relationships, an authoritarian style, exploitation, obedience, and dependence become the main theme to sustain the marital relationship (Fisek & Sümbüloğlu, 1978). Spouses in many families believe that their relationship is locked in a safety box and they will be happy forever as long as they are married and have children together. They spend few time expressing and communicating their thoughts and feelings with their partners nor using high wisdom intelligence to maintain their marital relationship. There occur abnormal relational issues such as doubts, mistakes, mistrust, emptiness, loneliness, alienation, alcohol-consumption, abuse, etc. Due to their low intelligence wisdom, it is difficult to for spouse to build a normal marital relationship. They are engaged in all types of family conflicts and their homes have lost a harmonious and content family atmosphere (Verhofstadt, L.; Buysse, A.; de Clercq, A.; & Goodwin, R.2005).

In terms of our relationship with our elders, contemporary family members lack great love. Due to the fast speed in modern life and the pressure brought by jobs, adults in a family are trying to make a living. Some of them are selfish. They set priority on “me” in many accounts, and care less about the loneliness of the elders in their family. They are even not willing to spend time to talk to their elders. Some younger ones do not even realize that their aging parents need love and care. It has become a severer social issue and generates a great impact in modern family relationships. When encountering the above mentioned issues in family education, a call for the

return and perseverance of high wisdom intelligence in family education has become an historical necessity in modern family education (Rabiei, Mostafavi, Masoudi, & Hassanzadeh, 2013).

What does the current situation of high wisdom intelligence in family education look like? Family is supposed to be a school of enlightenment for each family member. To apply high wisdom intelligence to inspire children developing moral character, and help them reflect how to be a human are parents' responsibilities. Yet, under the influence of school's out-dated educational ideas, family is caught into the waves of learning knowledge and entering prestigious schools as a life purpose. Has parents ever reflected, that in the future, how much useful knowledge can be drawn from their children's knowledge system when it comes to make a living and establishing themselves in the world? In comparison with acquiring knowledge, high wisdom intelligence, moral disposition, and how to be a human, which one is more important? Please remember knowledge and experience is merely necessary tools for a person to make a living. They are not the ultimate goal.

In the contemporary world, how many teachers and parents pay attention to high wisdom intelligence education? Some teachers and parents seem to forget about how they spent their childhood. In my perspective, as the main subjects of high wisdom intelligence education, it is not the time to teach children wisdom intelligence before teachers and parents discover their own wisdom intelligence, because lot of things in their minds that are considered to be correct have not yet been approved as truth. Thus, we must never force children to do things that they do not want to do, nor force them to do things or work that are favoured by teachers and parents themselves. Research results indicate that one of the main reasons of why children have lost their wisdom intelligence is due to teachers' and parents' low wisdom intelligence and their misguidance of children (Fischer, 2007). Their so-called education philosophy is like a gardener who lost wisdom intelligence: using their own likenesses and perceptions to twist the little tree that is growing as straight as possible into the shape of an S. They show and tell their products to others: it is my carefully cultivated arts. Therefore, I advise to parents and teachers: in terms of nurturing and educating children, before your discovery and mastery of wisdom intelligence do not make the same mistake as the gardener. Of course, here I have a simple and convenient method that parents and teachers might want to give a try. If you expect children to develop good habits, then teachers and parents shall foremost develop good habits; if you expect to cultivate a responsible child, then teachers and parents shall foremost cultivate themselves to be responsible; if you expect to cultivate a confident child, then parents and teachers shall foremost cultivate themselves to be confident; if you expect to cultivate a child with high wisdom intelligence, then teachers and parents shall foremost own high wisdom intelligence. In other words, example is better than percept.

Education that lacks in high wisdom education is like forcefully locking a little bird from the forest into a cage. The little bird will stop eating and will die in a few days. High wisdom intelligence education teaches us: in the process of education, is it possible for us to take advantage of children's interests to carry out high wisdom intelligence education, and to teach each child to be interested in everything? This way, do we still need to use methods such as verbal and physical punishment or constant reminders during children's learning processes? Isn't the phenomenon of children obsessed with the internet already sending a message to teachers and parents about the significance of interests for children? Thus, high wisdom

intelligence education has absolutely nothing to do with the examination-oriented education that teachers and parents are concerned with: post-graduate entrance examination, obtaining certificates, looking for good jobs, and being well ahead of others in the future.

In my opinion, the main responsibility of parents is to provide good care in children's lives: let them eat well, sleep well, dress well and play well. Anything beyond these aspects can be left for the children to handle themselves. Of course, before these acts can be taken, parents have to enter into the status of high wisdom intelligence. In everyday life, many parents attend seminars and read books on the topic of parenting to search for the secret recipe of parenting their own child. Yet, how many theories in books can be copied and implemented directly? Experts' seminars are to use their high wisdom intelligence to tell you how to do certain things; parenting knowledge in books illustrates the author's thoughts. The knowledge we learn belongs to others. Why don't you write your own book of parenting? Of course, here we often ignore an important issue: is your child the same as others'? Since children are different, how is it possible to use one method to educate your own child? In my opinion, the number of children in the world determines the number of educational methods we shall have. Yet, the general principle cannot be altered. In other words, we must use all types of methods and strategies to guide and to teach children to understand: never lose high wisdom intelligence. When wisdom intelligence is improved, teachers and parents will no longer experience confusion and pain or engage in extreme behaviours due to the absence of low wisdom intelligence, such as verbal and physical punishment. On the other hand, teachers and parents with high wisdom intelligence will always follow children's developmental paths, inspire children to discover their own high wisdom intelligence, master their own high wisdom intelligence, and apply their own high wisdom intelligence, and guide children to carry out self-education.

The nature of high wisdom intelligence in family education is to generate impacts and improvement among family members. High wisdom intelligence in family education is the vital component in each individual's life process. High wisdom intelligence in family education is an inclusive part of life long education that each individual shall insist on and practice. It is the foundation of the constructive work of nurturing talented persons with high wisdom intelligence.

SECOND, HIGH WISDOM INTELLIGENCE IN SCHOOL EDUCATION IS THE INCUBATOR THAT NURTURS TALENTED PERSON WITH HIGH WISDOM INTELLIGENCE

High wisdom intelligence in school education refers to what is carried out in universities, secondary schools, elementary schools and day care centres. It aims at educational activities led by administrative staff, teachers and students' participation in the discovery, mastery and application of high wisdom intelligence. It is the indispensable part of education in addition to those educational activities that schools have presently carried out. It is the incubator that nurtures talented persons with high wisdom intelligence.

The nature of all types of education can be summarized to education that teaches us how to be humans. It also represents the ultimate goal of education. Due to the absence of high wisdom intelligence education, a number of strenuous issues and malpractices have happened among educational practitioners and students; for instance, mere emphasis on knowledge learning and teaching have resulted in a narrow educational aim, and dissemination of departmental

knowledge in school education. There is a tense competition among students who spend most of their time in studying for exams, and obtaining high grades. During learning process, they are not able to independently collecting resources, and sorting and attaining new information. Some students' abilities to independently analyze problems, solve problems and communicate and collaborate with teachers are unsatisfying. Other students are passive about their goals and lack compassions. Their innovative spirits and creative abilities are weak. They show no interests in things outside of learning. Bluntness and numbness are their characteristics. Under the great pressure of studying, some students' physical condition is declining. Psychological, functional and organic diseases have occurred, for example, nervousness, oppression, fear, depression, sleeplessness, headache and low immune system. In schools where mechanical learning and forcefully infuse knowledge serve as the main pedagogical approaches, students' natural and lively personalities are oppressed. Selfishness, self-imposing, loneliness, or low self-esteem are their passive characteristics. The most evident traits of students are their indifference in feelings, radical behaviours, and weak willpower. Their abilities to take care of themselves, psychological abilities to self-control, and capabilities of adaptation are relatively weak (Nielsen, 2020).

It is evident that, the value of the modern industrial age directly and indirectly has influenced the value and system of school education (Bridges & McLaughlin, 1994). The industrial way of mechanical thinking has fluently demonstrated in school education. An analogy has been made, that today's schools are like factories. Classrooms are like factory lines and students are the products. Products have no body temperature, no personalities, and no lives. They pass quality tests as long as they function well. This analogy proves that fact that modern school education system is not concerned forging students' personalities; rather, standardized education produce similar products. The reason of why these issues have happened is because the high wisdom intelligence in school education has been missing for a long time. It is related to the absence of high wisdom intelligence education by educational practitioners and students.

In human history, there are many fine educationists whose educational careers were accomplished under the guidance of high wisdom intelligence; therefore, they placed emphasis on enlightening people's high wisdom intelligence, so that each individual's high wisdom intelligence was manifested vividly and incisively in the process of education. For example, the high wisdom intelligence in Socrate's pedagogical approach was to enlighten the educated to understand who they are. Confucius enlightened and educated his students through high wisdom intelligence dialogue on a daily bases. When observing these approaches, we cannot find forceful infuse nor normalized control. We can only find the guidance to discover, master and apply high wisdom intelligence.

Yet, influenced by the contemporary ideal of utilitarianism and mechanism of technology, educational practitioners and their educational ideals have disobeyed natural laws for development that human educational culture must follow. These ideals have severely disconnected with the practical demands of social growth (Yeager & Walton, 2011). Its manifestations are as follows. During the educating process, schools utilize mechanical educational methods to nurture talents. "Raise the standard" became the sole model of education. Educational aim and methods such as using mere grades to evaluate a student's performance, and passing entrance examination are prominent. Teachers in today's world lack in teaching course content and inspiring innovative spirits and creative abilities. Their

educational philosophy is vague, and educational activities are mechanical, rigid, and passive. Some of them are caught into the fierce competition of merely pursue educational consequences. As a result, students bury their heads in books and spend almost all their time in acquiring knowledge. Their teaching and giving tests restrict the cultivation and performance of their students' autonomous innovative spirits and creative abilities. Students under this type of education can hardly reach their complete development to successfully carry out the duties of their future jobs and demonstrate their capacities to perform (Ma, 2020). In terms of their quality improvement, the cultivation of students' moral dispositions has been ignored. What is also neglected is the practice and nurture of each student's ability to do things. This type of educational ideals and methods has made passive impacts on schools, teachers, parents and individuals (Huo & Xie, 2020). Students are well-read, yet, have them practiced? It is undeniable that school education plays an irreplaceable role in disseminating knowledge, yet to transmit truth, to instruct career and to solve problems are the everlasting theme when educating humans. Not single one of them can be overlooked.

In a nutshell, these issues existing in the career of education are problematic. Its root cause is the absence of high wisdom intelligence. High wisdom intelligence education is the base and soul of education career. A genuine education must be guaranteed by high wisdom intelligence education. High wisdom intelligence can promote educational activities to an artistic realm; high wisdom intelligence education can sublime educational activities. That is why we shall actively insist on and carry out high wisdom intelligence education. High wisdom intelligence education serves as an inevitable need to developing our contemporary education career.

Where do talented person with high wisdom intelligence come from? They only come from high wisdom intelligence education; they only come from the discovery, mastery and application of high wisdom intelligence; they only come from cultivating autonomous innovative and creative talents with high wisdom intelligence; they only come from schools at first, then to drive society and family to join it. The aim of high wisdom intelligence education in schools is to cultivate talented and holistically developed individuals. Their mastery of knowledge should be extensive and profound; they mind-body should be harmonious, balanced, and free. The ultimate goal of schools with high wisdom intelligence is to cultivate a large number of talented persons with comprehensive knowledge; they can autonomously innovate, autonomously create and are harmonious and balance in their mind and body. Schools of high wisdom intelligence will inevitably assist the harmonious growth and future development of contemporary humankind. It is the incubator to cultivate talented persons.

THIRD, HIGH WISDOM INTELLIGENCE IN SOCIAL EDUCATION IS THE BURNING FURNACE TO FORGE TALENTED PERSONS WITH HIGH WISDOM INTELLIGENCE

High wisdom intelligence in social education refers to the dynamic educational activities that are carried out in our society's all cultural and educational fields. It walks side by side with school education and family education of high wisdom intelligence. It is necessary to carry out social education of high wisdom intelligence. It makes a great impact in humankind's mind-body balance. High wisdom intelligence in social education is the burning furnace to forge talented persons with high wisdom intelligence.

The contemporary society has developed to become a highly scientific and informative society. The information we encounter in life is enormous. Everything around us can make an

educational impact on us. For instance, an individuals' world view, view of life, view of values and moral disposition have been greatly influenced and shaped by television, radio broadcast, newspaper, internet, books and the number of social educational activities such as visiting, learning and touring in movie theatres, opera houses, libraries, museums, or memorial halls (Tess, 2013).

The essence of high wisdom intelligence in social education is about how to be humans. It focuses on the discovery, mastery, and application of high wisdom intelligence; it focuses on the improvement of individuals' moral dispositions; it focuses on the enhancement and completion of knowledge system; it focuses on the development of innovative ability; it focuses on the cultivation of independent ability to discover, analyze and solve problems, so that the educated are able to manifest their talents and enrich their mindful lives (Hunt, 1937).

In today's world, many people overlook the significance of high wisdom intelligence in social education. They do not believe in the vital role that a society's educational responsibilities can play. Education is mere a school's concern. This way of thinking shall draw close attention by the whole society. Presently, those who engage in the establishment of material and spiritual education at social level are the ones who have left schools for many years. They are the ones who support the society to go forward. Due to the absence of high wisdom intelligence in schools, families and society, individuals' wisdom intelligence is generally low. A large number of phenomenon that disobey against moral and virtues has occurred. This phenomenon has been a detriment to the harmonious, safe and peaceful development and advancement of humankind.

In today's world, some people's world view, the view of life, and the view of value have been altered. They lost their faith and beliefs; they lost their moral standards; and are empty in their spiritual world. Their quality in moral dispositions, existence of law, development of intelligence, aesthetics, science, and ecology is quite low. They show narrow-mindedness, jealousy and an extreme way thinking. They manifest emotions such as a loose of identity, grave, agony, anxiety, rampage, and hostility. They demonstrate immoral, criminal and suicidal conduct. There show physiological problems such as depression, autism, chronic diseases, and they die at young age. These above-mentioned conditions have been disturbing in our contemporary society (Tcker,& Rende, 2007).

Are these above mentioned social issues not worthy for each one of our social educators to pay close attention to? Only educating each individual to autonomously discover autonomously mater and autonomously apply high wisdom intelligence in her/his daily work, life and learning, can she/he become a talented person equipped with high wisdom intelligence, to think, speak and do things with high wisdom intelligence. Only educating each individual to autonomously accept high wisdom intelligence in social education, and assist them possess high wisdom intelligence, can she/he own and maintain a natural, alert, harmonious and happy life realm.

Throughout human history, many thinkers, philosophers, educationists, artists and scientists have always autonomously discovered and autonomously mastered high wisdom intelligence, and have always autonomously applied and maintained high wisdom intelligence. Evidences show that, only through insisting on and carrying out high wisdom intelligence in social

education, hundreds and thousands of autonomously innovative and talented persons with high wisdom intelligence can be created for a society.

It is through insisting and practicing high wisdom intelligence in social education that created great philosopher and scientist Aristotle in ancient Greece. His scientific books composed an encyclopaedic knowledge in his time period, and his scientific work is the fruit of creativity that humankind's high wisdom intelligence yields. It is through insisting and practicing high wisdom intelligence in social education that created the most great and influential scientist Newton in Britain's history. He established a grand system of mechanics, and built the foundation for scientific theories. His scientific theories represent the creative monument of humankind's high wisdom intelligence. It is through insisting and practicing high wisdom intelligence in social education that created the Columbus, the navigator, who made a great impact in expanding our horizon of the world history. His discovery of the new continent represents the creative result of humankind's high wisdom intelligence. It is through insisting and practicing high wisdom intelligence in social education that created Copernicus, the astronomer, who overthrew the geocentric theory and established the heliocentric theory. His claim set up the starting point for the contemporary astronomy. His studies of astronomy represent the creative framework of humankind's high wisdom intelligence. It is through insisting and practicing high wisdom intelligence in social education that created scientist and inventor Edison. He and his employees achieved more than one thousand of creation and invention, which greatly contributed to the humankind's civilization and development. All his inventions come from the creative insights of humankind's high wisdom intelligence. It is through insisting and practicing high wisdom intelligence in social education that created Einstein, the greatest scientist in the twentieth century. His theory of relativity helped humankind develop new understanding about time and space. His wise discovery represents the creative achievement of humankind's high wisdom intelligence. It is through insisting and practicing high wisdom intelligence in social education that created England's most influential play writer and poet Shakespeare. His literature represents the creative contribution of humankind's high wisdom intelligence. It is through insisting and practicing high wisdom intelligence in social education that created the excellent composer Beethoven who in the history of music produced transcendent musical works for his audiences in his time and audiences in the future. His musical production represents the creative work of humankind's high wisdom intelligence.

It is through insisting and practicing high wisdom intelligence in social education that created Chinese philosopher and thinker Laotzu. Humankind's two summits of philosophy are built upon the ancient Greek philosophy the philosophical idea of Laotzu. Because of his profound ideas, Laotzu was given the name of "the founding father of Chinese philosophy". His philosophy represents the creative consummation of humankind's high wisdom intelligence. It is through insisting and practicing high wisdom intelligence that created the great thinker and educationist Confucius in ancient China. Confucius influenced the Chinese educational ideals, life and culture for more than two thousand years. His educational ideas represent the creative fruits of humankind's high wisdom intelligence. It is through insisting and practicing high wisdom intelligence that created the military sage of Sunzu in Chinese history. His military philosophy represents the creative accomplishment of humankind's high wisdom intelligence. It is through insisting and practicing high wisdom intelligence that created the fine mathematician and scientific Zuchongzhi in Chinese history. Zuchongzhi contributed greatly to the field of mathematics, law of astrological calendar and mechanics. His great contribution

represents creative performance of humankind's high wisdom intelligence. All these exemplars tell us that the numerous talented persons from all walks of life in the world are the results of insisting and practicing high wisdom intelligence in social education.

High wisdom intelligence in social education is built upon the base of improving humankind's mind-body quality (Iris & Chui, 2012). Its value is manifested through cultivating a large number of talented persons who are autonomous innovative, autonomous creative and harmonious in mind-body. Influenced by the climate of developing knowledge economy on the global scale, we must carry out a genuine educational reform and innovation; exercise innovative and creative social education; enlighten people's high wisdom intelligence in their interests of learning; activate people's high wisdom intelligence in their ways of thinking; uncover individuals' high wisdom intelligence in their potentials; promote the development of high wisdom intelligence in their personality; and cultivate people's high wisdom intelligence in their operative skills. Otherwise, it is unlikely to unfold individuals' innovative spirits and creative abilities and impossible to cultivate talented persons who can meet the demand of this time period. This group of people will become the main force to support the development and advancement of innovative spirits and creative abilities in many fields such as philosophy, ideology, society, politics, economy, military, arts, science and sports. They are the vital assurance of the harmonious and balanced development in many fields. They are the power to maintain the national, ethical and individuals' survival and thrival (Pokewitz, 1993).

FOURTH, HIGH WISDOM INTELLIGENCE IN SELF-EDUCATION IS THE SOUL TO CULTIVATE TALENTED PERSONS WITH HIGH WISDOM INTELLIGENCE o

A nation is made up by individual family units. A family is made up by individual persons. Thus, to enhance the quality of citizen within a nation must start from each individual person. Only insist on and carry out high wisdom intelligence in self-education, can help each individual posses high wisdom intelligence. As a result, each individual's innovative spirit and creative ability can be strengthened; the various aspects of their development can be improved; the nation's citizen's overall quality can be genuinely enhanced, and their innovative spirits and creative abilities can be extended and grew (Sims, 1879).

Each one of us is equipped with high wisdom intelligence. The only difference dwells in the level of discovery. As the theory of gold hiding underneath the ground indicates, without discovery and without mining, gold will not emerge by itself. Similarly, the ability to discover, master and apply high wisdom intelligence is within each individual. It waits for each individual her/himself to autonomously discover, autonomously master, and autonomously apply and maintain.

In terms of the issues concerning high wisdom intelligence in self-education, the following story may inspire you. There are two four-year-old twin boys living in a city. For safety reasons, the parents kept all the windows closed for their children. Because the windows were shut day in and day out, the children often felt dark inside. They admired the glorious sunlight outside. One day, after a serious discussion, the older brother said to his younger sibling, "Why don't we sweep the sunlight outside into our room?" Right away, the brothers picked up the broom and dustpan, walked to the balcony and started to sweep the sunlight diligently. Once they swept the daylight into their dustpan, they carefully brought the sunlight into the room. Yet when the little brothers brought the dustpan to the room, a peculiar thing happened. The sunlight that

was safely lying in their dustpan disappeared. The two boys returned to the balcony and started sweep again. Yet, the sunlight ran away as soon as they entered the room. They went back and swept one more time, but they could not see even one ray of sunlight in their dark room. The two little brothers became very upset. At this time, their mother just finished cooking and came out from the kitchen. She noticed the two little brothers' sad faces. She then asked: "What are you doing?" The children answer in unison, "Our room is too dark. We wanted to sweep some sunlight in to light up the room". The mother could not contain herself so she laughed: "Why don't you go and open the window. Then the natural sunlight will come in and it will brighten the whole room!"

Friends, what are you thinking after you heard this story? Does it give you an idea of how to insist and carry out high wisdom intelligence in self-education?

High wisdom intelligence in self-education walks along with high wisdom intelligence in school, family and social education. Each one of us shall apply high wisdom intelligence to educate ourselves. This is the spirit, essence and soul of high wisdom intelligence education (Wehmeyer & Zhao). High wisdom intelligence in self-education is the education with the capital "E". It is unique and filled with innovative spirit and creative ability. When a person truly discover her/his self wisdom, she/he will be able to apply high wisdom to educate her/himself, and will be able to reflect on her/his own life journey (Albu, 2015). The key here is proper guidance and education. As far as I am concerned, the most advanced, practical and economical educational method is to apply high wisdom to self-educate. The aim of high wisdom intelligence in self-education is to apply high wisdom to educate ourselves and help us become talented persons with high wisdom intelligence and contribute to humankind's social advancement as well as peace and happiness (Albu, 2016).

CONCLUSION

In summary, the fundamental aim of high wisdom intelligence in family education, school education, social education and self-education is to enlighten people to discover, master and apply high wisdom intelligence, and to help each individual walk into the line of talented persons. Only high wisdom intelligence education can cultivate talented persons. Education that lacks in high wisdom intelligence cannot be called a consummate education because this type of education is rigid and oppresses people's liveliness and insights. Genuine high wisdom intelligence education must be a grant education that is harmonious, open, full of innovative spirit, and possesses powerful creative abilities. High wisdom intelligence education is an education that integrates the mind and body of the educated and connects the individual life of the educated because high wisdom intelligence is life's root base. Each person's sublime realm of thinking, moral sentiment, and moral disposition is the external representation of the essence of high wisdom intelligence. High wisdom intelligence education embraces like sky's broadness, earth's profundity, and nature's simplicity; high wisdom intelligence education represents humankind's natural characters and their abilities to challenge the conventional way of thinking; high wisdom intelligence education understands that genuine love is a great love of high wisdom intelligence, which bestows the very reason for human existence; high wisdom intelligence education is the magic that lets us to not hold on to hardship, but to use the sword of high wisdom intelligence to conquer any difficulties.

The nature of engaging in high wisdom intelligence education is to fundamentally enhance people's mind-body quality. High wisdom intelligence education will ultimately teach us to

understand the authentic meaning of human existence. Happiness is a heart-felt experience of high wisdom intelligence education. A truthful, good and beautiful heart is bathing under the sunshine of high wisdom intelligence education. They demonstrate the highest aim and excellent realm of insisting and practicing high wisdom intelligence education. High wisdom intelligence education is a grant education to enhance life quality and style! High wisdom intelligence education is a grant education to guide people to attain high wisdom intelligence! High wisdom education is a grant education to respect people's wise life spirit.

In today's world where global economy and information are predominant, we shall insist on high wisdom intelligence education with an open mind. We shall engage in high wisdom intelligence education with bravery. We shall widely spread high wisdom intelligence education with a dutiful mind of agency. We shall promote the manifestation of humankind's innovative spirit and creative ability with progressive steps. With the spirit of truth-seeking, we shall enhance the level of discovery, mastery and application of high wisdom intelligences in natural, social and cognitive fields. With a merciful heart of goodness, we shall set humankind free from heavy material shackles, and return to humankind's shared, wonderful, and happy home.

The ultimate aim of high wisdom intelligence education is to holistically enhance humankind's wisdom intelligence, so that humankind can apply high wisdom intelligence to discover the nature of humankind and the wonder of dynamic entities; so that humankind will be enlightened and realize the sublime reasons of why and how to follow nature; so that the humankind's consciousness, speech and conduct will be in accordance with the moral standard of high wisdom intelligence; so that humankind will eventually achieve the shared ideal - a perfect harmony, consummation and unity between nature and humankind.

Friends, for the wonderful future of human world, for a strong nation with the quality of autonomous innovation and creation, let us hold hands together and insist on carrying out high wisdom intelligence education that is filled with naturalness, harmony and contentment! Humankind is calling for talented persons with high wisdom intelligence! Let the glorious sunlight of high wisdom intelligence education shine brightly upon humankind's peaceful and prosperous tomorrow!

High wisdom intelligence is power, humankind is calling for high wisdom intelligence education!

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