Perhaps every design has an ultimate purpose of Edudaimonia, but few things embody it so directly as education. Education ought to be about cultivating wisdom, character, morals, and purpose. It should provide people with the tools they need to live eudaimonistic lives and fulfill their full potential. Of course, state-sponsored education also aims to create an informed polis for the sake of democracy (which Aristotle recognized could be in conflict with education for personal wellbeing). But ultimately this only means education also aims to create a eudaimonistic society. In theory, education is the epitome of a eudaimonic practice. But in practice, education often feels cacodemonic. If we redesign the American education system with eudaimonia in mind, we can allow every student to flourish.

Grades are a plague on learning. I have spent the past thirteen years of my life attempting to get good grades, and I still have no idea what grades are for. Maybe they're to measure how hard a student works, or how well they absorbed the knowledge and ways of thinking the course imported, or how much potential the student has. It's always been unclear to both myself and my instructions--over the years, I've asked various teachers what they think the point of grades is, and I always get different answers. Some teachers believe every student should be able to get an A in their class if they try hard enough. Others think only the brightest should be able to earn that grade.

Though I don't know what grades are supposed to measure, I know what they do measure in practice: the ability to jump through hoops and game the system, affluence, how much your teacher likes you, how well you conform to a certain mould, and how much sleep, sanity, social life, and genuine leaning you're willing to sacrifice in order to get an impressive transcript.

I propose a new system: edudaimonics.

Edudaimonics uses points instead of grades. Points come in three varieties: knowledge, understanding, and experience. Knowledge points measure a student's knowledge of a subject (ex: do they know the Henderson-Hasselbalch equation is?). Understanding points measure how well they understand and can reason about the subject (ex: can they explain the mechanism behind buffers in chemistry). Finally, experience points measure (you guessed it) a student's experience with a subject (ex: they have performed a titration).

Each class requires some number of each type of point students must earn every week (which may be zero in some cases. For example, a PE class might require zero understanding points per week). Points are standardized. For example, ten knowledge points is always equivalent to memorizing about one forign word, one digit, or two true/false facts. The exact details of this are beside the point though. For every ten points a student fails to accumulate on a given week, they lose ten points of the corresponding type from their overall score in the class. (This overall score is still broken into three numbers.)

Students will have a web of possible assignments they can choose at any given time. The assignments will be kept in a computerised databases. Each assignment is worth a certain number of each type of point. Completing the assignment perfectly earns the student the full number of points possible. Completing half of it or doing a very unsatisfactory job earns the student half the possible points. But it will not cause the student to *lose* any points. There's no penalty for trying something new or challenging. If a student completes an assignment, new assignments are unlocked and other assignments on the same topic decrease in point value.