☮T Education Basic Guidelines

The basic goal of ☮T education is to foster self-motivated learners, thinkers, and doers. At the beginning of the system, professional adult teachers will conduct classes. As the system develops, the adult teachers will move from teaching positions to advisory ones with the eventual goal that the job become nothing more than observational with occasional counseling for students who have taken over teaching and advising positions.

The method is simple. Students are taught a lesson. They are then shown something fun or interesting that can be derived from the lesson. Students are then given an opportunity to make their own fun or interesting thing or to master the fun activity that has been presented. Some students will be most interested in developing play skills. Some will be imitative in that they are most motivated to copy whatever materials have been presented. Others will be innovative in that they will be motivated to create something new from their own ideas. After activities have been engaged for a while and students have had an opportunity to share their ideas with one another in small groups, students will then gather and compare their accomplishments. Then a plan for synthesis can be generated. If the project is interesting enough to most of the students, then a synthesis project for a final product will be devised. Otherwise, the teacher will resume primary duties and introduce something new. Projects are stored at the academy in each student's portfolio and can be used at will. The best projects can be used as examples the next time a new group of students is introduced to a topic. The eventual goal of this is that as better and better teaching aids are developed, the classroom focus will shift from learning through lectures to learning through direct participation in games and activities.

Example: Symbolic logic is a fundamental aspect of ☮T education. After students have been given a chance to learn the basic concepts of logic, they could be introduced to some kind of logic-mastery game. The logic dice game *WFF 'n' Proof* has already been invented. Students could be exposed to that. After they have played for a while, the class can discuss what is good or not good about the game and whether it needs improvement. The teacher might suggest that other kinds of games such as card games might be devised. Students are set to work to develop their skills or ideas. Once an idea has been planned, materials are provided when possible to implement and test ideas.

Around the onset of puberty, students who have difficulty focusing on academics should be strongly encouraged to seek hands-on vocational training with the intention of resuming academic training once the hormones have settled, unless the student has found some particular aptitude for and enjoyment of a particular vocation, in which case efforts toward mastery should be encouraged. Regardless of aptitude, all students should be encouraged to minimally grasp some genuinely useful vocation and be minimally exposed to as many practical vocations as is practical. Developing a good rapport with the outlying working community is essential in this regard.

A fundamental part of ☮T education involves presentations made by members of the surrounding communities with ample opportunity for students to ask follow-up questions of those invited to the classrooms. Such guest teachers should be from all walks of life, including white-collar professionals such as doctors, lawyers, and engineers, blue-collar professionals such as carpenters, factory workers, and farmers, secretaries and public servants such as police officers, social workers, and politicians, religious leaders such as priests, ministers, and rabbis, and miscellaneous people such as prisoners, unemployed people, and disabled people.

Post-vocational education should focus on development of research and synthesis skills. Those with interest in teaching and child care should be assigned to assist in elementary classrooms.

Frequent field trips to provide opportunities for students to learn about the world around them are strongly encouraged. A simple field full of wild plants, soil, stones, and insects provides a cornucopia of educational opportunities for students to draw, photograph, investigate, question, and learn.

Students must collectively become the custodians of their own academies and ultimately their own lives and the world around them.