

Ⓣ Education Guidelines for American Schoolchildren

The American public education system is, by and large, a system created by evil people with the covert intention of suppressing the brightest and best of disenfranchised Americans while simultaneously maintaining a median level of ignorance among Americans in general.

Students need to be taught in a way that enables them to actively, meaningfully, and positively interact with the world around them. Students quickly learn that their public-school learning environments are intentionally restricted by vacuous morality intended to prevent them from exploring and learning. Suppression of ideas fosters resentment and apathy.

Human beings are not rational beings who are sometimes capable of acting like animals. Human beings are animals who are sometimes capable of acting like rational beings. The Earth's rotation happens according to physical laws, but human civilization operates almost entirely on nonsense.

Some people believe that information is dangerous. Suppression of information is even more dangerous. Teachers should not be expected to hide the truths of real life from students. While teachers have a responsibility to protect students from physical harm, information in and of itself is almost never harmful.

There is no such thing as ADD or ADHD. There are interested students and disinterested students. If a student diagnosed with ADHD is put into a computer class geared toward teaching HTML programming, there will be significant attention problems. If the same student is put into a computer class designed for the express purpose of teaching that student how to create, maintain, and operate a pornographic website, attention problems will evaporate. This is not about illness. It is about interest.

Show people how to do math, and they get confused. Show people how to earn money, and the confusion evaporates. This is not about earning imaginary money. This is about actually earning actual money. Show students how to do it, let them implement that learning, and problems with

learning math will almost entirely disappear. Even dice and play money are inherently more interesting than chalk and a board.

Classroom learning is almost entirely hypothetical. Reality is generally more interesting than the imaginary situations proposed by schoolteachers.

A traditional boring mathematics textbook:

Robert sells widgets. Every day, he needs \$15 for food, \$25 for rent, \$20 for utilities, and \$15 for miscellaneous expenses. Robert makes a profit of \$20 from each widget he sells. About how many widgets does Robert need to sell each day for him to pay his expenses and still have a little pocket money left over?

Real-life arithmetic:

Whitney is a crack whore. Rocks are fifteen bucks a pop. She makes twenty on a trick. If Whitney has a five-rock-a-day habit, how many tricks does she need to turn on a typical day to support her habit while still having a few bucks in her pocket for pizza? Follow-up question: How long can Whitney expect to continue with her crack habit before she is found dead?

Students must always be free in a classroom to ask 'Why?' Teachers must always feel free to respond with 'I don't know'. Class discussion to generate speculation and to determine where to begin to look for answers can be readily opened at this juncture. Students need to understand why. When an acceptable answer is unavailable, students should be encouraged to do research and guided to appropriate materials.

Teachers should facilitate classroom discussion often. The urge for the teacher to moderate should be carefully restrained.

Students need to learn to explain their behaviors. So do adults. Students and teachers always have the right to ask anyone in the classroom, "Why did you do that?" Students should also learn that there are reasonable times and places for questions and strive to not exceed the boundaries of propriety (or someone's patience).

Students need to learn the difference between hypothesis and theory. A hypothesis is a speculative attempt to reasonably answer a question. A theory is a hypothesis backed up with facts that reasonably support the hypothesis. Certainty can properly occur for a theory but not for a hypothesis. Only well-supported theories can be considered to be scientifically certain. However, even Newtonian physics breaks down in light of more recent discoveries.

Education must not push religion. Neither must it deny access to study of or discussion of religion in the classroom. Religion is an overwhelmingly significant part of human life that cannot be trusted exclusively to the churches for teaching. It behooves the administrators of a proper education system to ensure that all students understand reasonably well that the world in which they live is populated by numerous disparate people with numerous disparate views about God, gods, and the underlying basis of reality.

The Bible should be taught in school along with the Koran, the Bhagavad Gita, and as many other holy books as reasonable from major world religions.

Invite ministers, priests, rabbis, etc. into classrooms to give sermons to be followed immediately by student-led cross-examination. Students need to learn the art of cross-examination.

Students should be encouraged to attend many different church services and evaluate the characters of the people they meet at those churches. Reporting those impressions at school is a fantastic opportunity for them to develop public-speaking and presentation skills. This is true of reporting any experience outside of the classroom.

Students need regular opportunities to present information to others. Asking students to tell stories of their experiences to the class is an excellent way to do this.

Symbolic logic needs to be taught before algebra. At a minimum, an understanding of propositional calculus, Venn diagrams, and the forms of syllogism need to be embedded within every middle-school student.

Students need to be allowed to discuss the fact that the public-education system as it stands is designed for the wealthy and powerful to oppress the poor and disenfranchised. It is designed to at best give a small role to the poor and disenfranchised in the machineries of society and civilization which have up to now been designed and built through the intentions of and for the benefits of the wealthy and powerful.

Students need to be taught that the paper version of America as defined by the Constitution of the United States does not and never has existed and that any chance for those ideals to be implemented in reality will come at the cost of blood, sweat, and tears shed by lower-class people.

Groups of students should be divided by motivation first and ability second. The most capable students should be given leadership opportunities to help pull up those with less capability. Motivated students can be served with fewer resources than unmotivated ones. A motivated retard belongs in an advanced class moreso than an unmotivated genius.

Forcing intelligent motivated students to share classroom resources with unmotivated dullards is nonsense. Education needs to move forward by actualizing future leaders, the ones who will have the ability to pull everyone out of the hellish nightmare of what the world has become.

Older and more experienced students must be enabled to interact with and educate their younger peers. Through enabling students to become proactive as teachers in their own classrooms, this new model for education will become self-perpetuating, and the system will automatically improve and correct itself every year.

Lousy parents often raise lousy kids. There are some people who want the children of today to remain disenfranchised simply because they were disenfranchised as children. These people can be reasonably ignored.

Capacity for success is 10% genetic and 90% interest. Capacity to actualize success is 99% the result of a person's social network and 1% capacity for success. This is the way the world actually works.

Throwing huge amounts of money into the public-education bureaucracy is guaranteed to fail to accomplish what the citizens want their education system to accomplish. A private alternative-education system with NO public funding and virtually no private resources backed up by a superb plan can and will create the next generation of leaders who may choose to guide everyone out of the hellish nightmare that the world has become.

Discard conventional thinking. Conventional thinking is defined and maintained by the wealthy and powerful people who created the mess the world is in now.

Students have a right to learn everything they can and want to learn, provided the resources are available.

There is no such thing as an inherently non-educational medium for education. Comic books can be and sometimes are informative. The same is true of cartoons, movies, pop songs, novels, etc.

Utilizing police and school authorities for classroom safety, students should be exposed to and given reasonable opportunities to meet and interact with actual members of the community such as white-collar professionals, blue-collar professionals, criminals, losers, winners, homemakers, etc. Such classroom guests should not be coached and should be encouraged to give real answers rather than attempt to invent insincere morality plays.

Students should be given opportunities to work with their hands and to learn at least one trade. The more vocations students are able to assimilate, the better.

Students must be guided to respect those who do the actual work of civilization at least as much as those who engage in white-collar work. THE MOST IMPORTANT JOB IN THE WORLD IS CUSTODIAN. There is a BIG mess to clean up.

Students should be given numerous opportunities to choose their own research and define their own curriculums.

Students should be encouraged and enabled to invent curriculums. Giving students a word search to complete is one thing. Giving students a list of

words and instructing them to make their own word searches is much better. Enabling those students to share their work with the next class down is fantastic.

Everyone needs to learn to compare, contrast, paraphrase, and summarize.

History is not a series of unrelated facts and events that happened by accident. History was caused by the people who designed it.

News is a product designed to turn its audience into a product for sale to advertisers. News reflects truth insofar as that truth enables long-term profits for those who manufacture news. Lies can be profitable.

Follow the money, and evil will appear.

History texts are compressed distortions of what actually happened. Teachers must encourage research into documentation from the time period under consideration. Students must be advised that there is no such thing as unbiased reporting and that even source material of the time periods in question will not necessarily reveal all of the significant facts.

The theory of evolution is insufficiently supported to offer a complete explanation of the complexity of life on Earth. Those who believe otherwise have not done their homework.

When someone spouts nonsense, students should feel free to express that it seems like nonsense. However, they should also learn to keep quiet when expressing that something is nonsense will not help them with their particular purposes.

Students must learn to listen critically and evaluate information and to take their time in evaluating information. The more they think, the better. Students should also learn to listen with an open mind while being mindful of people's feelings and try to offer useful advice.

Teachers should teach problem-solution methods whenever possible. Breaking difficult tasks down into processes made of small steps usually makes them easier.

Together, everyone CAN.

Think.

Students must learn the methods used by the wealthy and powerful to oppress the poor and disenfranchised throughout history such as learning how to manipulate the truth the same way that the powers that be manipulate truth.

All students need to learn the two basic principles of engaging in philosophy: learning what words mean, and discovering why people believe particular things.

Whenever possible, education should be fun. Games are a normal part of life, and games should be included in every curriculum. If learning can be accomplished in fun ways, the fun ways are generally superior to other ways. However, learning is sometimes plain old boring hard work. Students need to learn to just do it. Winners do the work. Losers quit.

Role-playing should be included in all curriculums. Role-playing negative role models is at least as educational as role-playing positive ones.

Students should learn how to handle both physical and emotional pain without suffering.

All students have a right to be educated in basic survival. This includes erecting shelters, camping, finding potable water, growing food, hunting, making fire, constructing and properly using weapons, etc.

Anyone who genuinely believes that people should not have access to weapons clearly lacks the reasoning capacity to comprehend that for a sane and reasonable society ever to be implemented anywhere, everyone needs access to genuine physical power. The empowered elite loves to promote the views of such people.

Every child of sound mind and body needs to be instructed in proper use and maintenance of firearms. That must be an unquestionable part of the curriculum. Any parent who wishes to deny a competent child this information and skill clearly wants to and deserves to serve on the bottom of the current power structure of civilization. In some places in America, parents were required by law to ensure that their male children were competent in archery. There is no reason to exclude females from defense education. They can and do fall victim to attack, too.

The best sports are exceptionally cheap, extremely healthy, and reasonably safe such as soccer, wrestling, and cross-country running. Various martial arts should also be considered since they can be explored with the same resources used for wrestling.

Modern psychology is an almost entirely fraudulent enterprise. By the time most graduate students have realized this, they have invested far too much of their time and lives into the system to quit, and they will never have a career if they admit the truth. Counseling, however, is in far too great of a demand even for everyone trained in psychiatry, psychology, and counseling to meet that demand. This is a result of the fact that the world is in a huge mess and has been messed up by design.

Modern pharmaceuticals are designed merely to suppress symptoms. The last thing the drug companies want is to cure anything. The word 'drug' means 'medicine'. If you don't believe that, learn to use a dictionary.

Most people lie. Most truly successful people lie often. The official story always contains a grain of truth buried under a mountain of lies.

Check citations. Citations are often used inaccurately. Sometimes this is intentional. It is a way to hide lies.

