



## OPEN LETTER TO AMERICAN STUDENTS

Why do you attend, or plan to attend, college? Is it merely, as so many young Americans assume, to prepare for the workplace; to acquire knowledge and skills that will assure greater income with which to enjoy the good things of life? These are the reasons many, if not most, young Americans attend schools of higher learning. But they are the wrong reasons for seeking “higher” education.

At one time the higher education of a college or university equated with learning the wisdom of the ages: the lessons learned from the mistakes of past generations and past eras. Higher education meant studying the beliefs of past peoples, the philosophies of brilliant thinkers, the writings of great writers. It meant learning to think: to distinguish between true information, false information, and theoretical information; information which has not, or can not, be proved true or false. It meant acquiring the capability to recognize the differences between relevant information and trivial information. It was hoped that all of this learning would be fused into a solid foundation of knowledge from which an individual could make sound, mature, logical choices throughout life.

American colleges and universities of higher education today,

seem to have other objectives. Curricula has been diluted with trivial subjects, totally unrelated to the acquisition of relevant knowledge and wisdom, and apparently dominated by the needs of the corporate world. Colleges and universities now include dozens of vocational courses to prepare young people to be competent, obedient corporate employees; courses more appropriate for vocational or professional schools than schools of *higher* learning.

Is it really the function of human “education,” to prepare some people to be efficient and obedient employees of other people? I doubt it.

“Socialization” is the process by which a society integrates its young into society. It does this by educating them; by imparting knowledge and developing habits of thought and behavior which it deems desirable—and in the best interests of society.

In the United States, we have a public school system for the children of *working class* families; families which earn minimum wages, or perhaps enough to categorize them as “middle class” families.

Public school systems are governed by state and local authorities and financed by tax money. As some working class neighborhoods are more affluent than others, not all public schools create equal learning environments

nor offer instruction of equal quality.

The same holds true for private schools to which the children of our more wealthy citizens attend. Some of these are also “more equal than others.”

It is common knowledge that the education given to these two classes of children, those of working class families and those of wealthy families, are not the same, and have never been of equal quality. *Not ever.*

Historical records tell us that the children of wealthy parents have always received a quality

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education. But until the middle of the 19th century, it was rare that a child of a farm or working class family received *higher* education of any significance.

What kind of education does the U.S. provide the children of its farm and working class families? To understand this, you first must understand how a human child is educated.

The major difference between the human animal and all other forms of life (to the best of our knowledge) is our highly complex brain. The brain is our primary

defense against the hardships life hurls at us. Without the brain, we are but a hairless ape without means of survival.

The brain is an information processing organism that works much like a computer. Like computers, the human *computerbrain* comes in different models: different sizes with different nerve connections, different memory capabilities, and different information processing speeds. It's why some people are quick thinkers and others slow. It's why some people become creative artists, while others become writers, mathematicians, or only "businessmen."

It's the function of modern day computers to collect, store, and process information. It's also the function of your computerbrain's thinking subsystem: to collect,

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store, and process information.

A computer's information processing system can perform astounding feats; play games, correct spelling, make financial projections, and order groceries. So can the human computerbrain.

But the computer can do none of these things unless programmed with relevant information. It can't play games until programmed to play games, and it can't spell or perform financial functions until programmed to perform these

functions.

*Neither can the computerbrain.*

Until a human computerbrain is fed relevant information to help it perform a specific function it can't perform that function. The human animal can't clean itself, sing, count, or write a letter until relevant information is fed into the computerbrain—until its been properly programmed.

The concept of programming the human computerbrain might be offensive to you, but educate, teach, condition, indoctrinate, train, program; there's little difference in meaning. Each word-symbol describes a process which attempts to deliberately influence habits of human thought and behavior by providing *select* information to the brain. "Select" means not only what is taught, but what is also *excluded*.

We're all programmed by the society in which we live. Skills, language, values, morals, ideals, customs, superstitions, and prejudices are socially, not genetically, inherited. They're created and molded within our social environments. We're programmed, not born, to hate and discriminate. We're programmed, not born, to be lazy thinkers. We're programmed, not born, to accept and obey oppressive authority and repressive social institutions.

One more feature about human education.

The human brain receives 80 percent of its information through the eyes, and such visual information has always been accepted as true information. "Seeing is believing." "What you see is what you get." A young boy accidently sees his father fixing a fence, and soon he is trying to wield his father's

hammer. A young girl is spanked and sent to bed for disobedience, and soon she is spanking her doll and punishing it for disobedience.

These are examples of how children learn about society via observation. This type of education is considered *informal* education, as opposed to the *formal* education received in school. To be successful, informal education must evoke the student's desire to imitate.

*It is important to the acquisition of wisdom that you understand humans, not monkeys, are Planet Earth's greatest imitators.*

From infancy, we watch and we imitate. Imitating is how we learn best. It's why the advertising industry is so dominant in our society. For almost a century it has successfully created role models designed to sell its client's products; role models it wants you to imitate. Think about the many contrived role models placed before your eyes every day, and you'll realize how forcefully society tries to manipulate your behavior.

Now put all this information together.

*Fact:* Wealthy people of all nations, past and present, have never wanted the children of peasants or workers to receive the same education as their children. *Never.* The United States of America is no different, for it, too, is controlled by its wealthy citizens.

*Fact:* American Schools of higher learning today do not insist that commoner students study the humanities: the study of our species, its problems, and the ways people have tried to solve these problems. Nor do they teach the whole historical truth of our

nation. For if they did, students might discover the oppressive, un-American behavior of our economic rulers and political

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leaders in other countries during the past two hundred years, and try to do something about it.

*Fact:* As a consequence, American students today spend crucial learning years filling their brains with trivia, and are being deprived of an essential education which a true school of higher education would offer.

*Fact:* Add to this, the biased half truths and trivia offered by our mass media, combined with the unrealistic, stupid, and often destructive stories and role models pouring from the boob tube and movies, and it becomes obvious that the socialization of working family and farm children today is highly deficient and warped.

My advice to you, young student, is that if you wish to understand the world in which you live, and you hope to develop to be the very most that you can be, take the bull by the horns and supplement your schooling with your own guided education.

Search thrift shop shelves or garage sales for old history books (1940 or earlier). Read the autobiographies of the men influential in government and politics of those early years. You will end up with a more rounded and true perspective of our country.

Never forget the only truth is the *whole* truth, and the only way to know the whole truth about a thing is to understand all the other

things related to it.

But until you get around to doing that, read some of the other articles in the archive of Metamorphose. Visit the “Relevant Links” page on this site for a number of eye-opening websites with which every young American should become familiar. Subscribe to *The Nation* magazine. It will be a giant step towards your acquisition of wisdom.

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## **WHOSE SPACE STATION IS IT REALLY?**

The media is abuzz with the progress of the new International Space Station. But whose space station is it? And what is its actual mission—as opposed to the one claimed by its public relations agents?

We know that in the United States, any project “authorized” by the federal government is produced by private enterprise, and normally promoted by the bribery and intimidation of congressmen by lobbyists of the corporations who benefit financially from the project.

We know that our “Defense Department” was originally known as the “War Department” and that defense” companies, many of whom were originally “munitions” or “armor plate” companies, are in reality producers of weapons and systems of death. We know that these companies exist—and thrive—only upon the deadly fruits of war, and the records reveal that they have traditionally promoted war, and have used the most devious of methods for tricking Americans to enter war.

We know that the decisions of the pentagon, like all other agen-

cies of our government, is influenced by the bribery of giant defense corporations, at least eight of which are reported to be controlled by only one family. And we know that the operations of NASA have been removed from civilian control and placed under the supervision of the pentagon.

So, we cannot but wonder about this new international space station. How did the “Star Wars” project, rejected as impractical and unnecessary by America’s leading scientists, become an “international” project so quickly? How is Russia’s participation possible? How can this financially bankrupt country, unable to finance or solve the many serious social problems of its citizens, finance its part in the space station? Where does their share of money come from? Who pays for the Russian labor and skills being put into the project?

And we further wonder, does the “international” aspect of the project really refer to governments of people, or the corporations which are building the space station? Is it a function of the project to help solve the problems

The term “metamorphose” as used by Active Humanists has two meanings. It first refers to the transformation of a human child from an ignorant infant to an educated, mature, caring adult.

It also refers to the evolution of a society from one governed and driven by the selfish desires of its powerful citizens, and biased against the common working masses, to a more caring society governed by all citizens, and sensitive to the needs of all.

of Earth people or to strengthen the power of the New World Order: the people who own or control the small group of international corporations now affiliated by greed and lust for power?

Isn't it time we American workers paid more attention to the actions and policies of our political "representatives"? Shouldn't we demand to know more about the international projects of American companies, when these projects are often protected by American soldiers, many of whom lose their lives while on the job?

Isn't it time to seriously consider changing the American System from one designed to benefit privileged groups to one which will benefit all American citizens?

If you need additional reasons, read the *Port Huron Manifesto*, (available on this site) a document written by students of the Vietnam Era who clearly understood that many of our country's social problems were caused by the American System, itself.

*Dedicated to the Principles  
of Direct Democracy*



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[www.gotworld.net/ah/ah1.html](http://www.gotworld.net/ah/ah1.html)