



**SELINUS UNIVERSITY**  
OF SCIENCES AND LITERATURE

**Why by challenging the status quo through the  
medium of bringing technology into a classroom  
can both be a game changer and encourage  
creativity along with freedom?**

By WOO HOI WAH HELEN

## **A DISSERTATION**

Presented to the Department of  
Educational Technology  
program at Selinus University

Faculty of Arts & Humanities  
in fulfillment of the requirements  
for the degree of Doctor of Philosophy  
in Educational Technology

**Signature:**

**“I do hereby attest that I am the sole author of this project/thesis and that its contents are only the result of the readings and research I have done.**

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Extra Evidence to Support the Main Paper

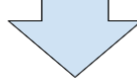
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MIND MAP

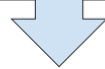
HOW TO INCORPORATE TECHNOLOGY IN EDUCATION?



Must Debunk

Lower Cognitive Skills	Language Ability Decline
------------------------	--------------------------

REAL CAUSES



Pollution	Irrelevant Homework	Sedentary in Classroom
	High-Stakes Testing	



FROM



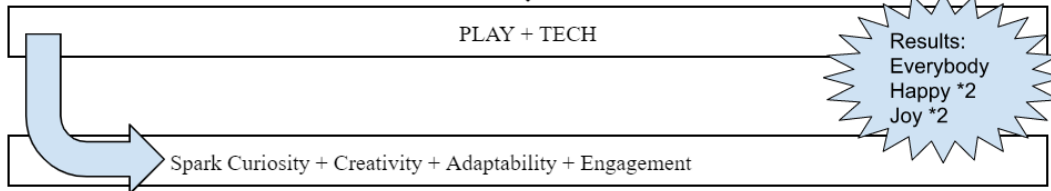
FROM



FROM

Burning Fossil Fuels, Coals etc,	High Grades = Success in Life	Rote Memorization
BRI		Ideologies
Shellings from Wars		Top-down Approach

SOLUTIONS



### 3) Synopsis:

This dissertation consists of 2 parts: the Main Paper and the Subpaper where readers can find supporting evidence elaborated in the 36-page Appendix to uphold the concepts elicited in the 135-page Main Paper. In fact, by scanning the mindmap attached on the previous page, it has already laid out the entire scope of the Main Paper where by understanding the evolution of past education models, readers will come to the revelation of why "school is boring" and how the reluctance to employ technology impedes students' engagement in class.

This paper will address a broad range of controversial issues ranging from the basics of honesty in education to the obsolete beliefs in academia. It will equally delve into how pollution is a de facto to inducing cognitive decline in students rather than the **tendentious** presumed norm of branding technology as a **malefactor**. In addition to how the Covid19 catalyst has sprung opportunities and challenges, namely vaccine mandates to zero-covid, to stifle one's way to view this world with diverse perspectives, the same as a one-size-fits-all model that parents and educators cling onto in pursuing success in life.

Education is downright a complete failure with lobbied and **insidiously venal** politicians who put profits before students' well-being as these **bumptious** individuals merely **bloviate** with **exiguous** claims and have a tendency to end up being a **malicious sophist**. [The reason why the Appendix is at least 36 pages long is to counter **sophists** with the authentic truth.]

Having said that, by defying the **quotidian** norm, the writer drove enthusiasm in students with carefree play and technology that they acknowledged they have flowered with an abundance in curiosity and creativity, something that equally mesmerized the writer.

Also, readers will encounter many bolded words and they serve a purpose, which will be revealed in Table 2.0 as a way to prove the theories that the writer has researched so far. Sit back, relax and keep an open mind.



#### 4) Chapter 1: Introduction

*Γνῶθι σεαυτόν [Know Thyself]*

*Μηδὲν ἄγαν [Nothing in Excess]*

- *The Temple of Apollo, Delphi*

A century ago when the internet world was still in its infancy, students, who were asked to do a project or a thesis paper, would conventionally bury themselves in the campus library to research for books, as well as lining up at the photocopying room, xeroxing a few pages here and there to do more in-depth readings at home. The painstaking moment of carrying a stack of borrowed library books to the parking lot and chucking them into the trunk of the car might have been something students before the technological era used to do when a paper was about to be due. Similarly, a needed book that was constantly checked out would definitely put anyone on edge.

Now, fast forward to the present moment, with the popularity of distance education and e-learning technologies, undergoing a research project has never been easier than before with everything, whether an article or an audiobook, at the fingertips: simply punch in a few keywords in the search bar on Google, Bing or Baidu and out come a long list of results tailored to the user's search (Cabianca, et al.; "Doctor"; Goodall; Simon, C.). Then, because the individual has involuntarily let big tech companies like Amazon, Facebook and Google, to name but a few, obtain certain data from the results of the multiple searches done on the search engines. Next time, before the same person approaches the search bar, by some miracle, the front page of a particular site seems to have offered new results that are right up the alley of the user who has yet to enter anything. How convenient or eerie is it, say, for example, Amazon suggests merchandise according to what the potential buyer has enlisted on the wish list or YouTube displays a range of relevant videos that can support the viewer's well-being?

When it comes down to debating whether technology offers an individual extreme convenience from socializing to financial matters or deprives people of their freewill due to the manipulation of AI in consumers' choices based on a liquidity of information, two opposing camps are inevitably developed, one end with big tech companies upholding their AI algorithms for its beneficial to the general public because they see no incentives to opt out and deep down, corporate profits are more appealing than someone else's mental health while the opposite camp criticizes big data seemingly promoting convenience and efficiency but at the expense of the individual's privacy and freewill ("Freedom"; "Hacking Humans"; Harari, 2020; Hereford, n.d.a; "If You Want"; "Is the Mainstream"; "Jonathan"; "Kenneth"; "Mark Zuckerberg"; Martin, M.; Reuters, 2022f; Sauer, M. 2022a; Sauer, M. 2022b; SBS on

Demand; Simon, C.; "The Future"; "This", 2018; Thompson, 2019; "What Happens"; "Yuval Harari"; "Yuval Noah").

Do keep in mind what being conscientious means in regards to Big Data because the respect of autonomy and human integrity is not limited to AI when the paper is going to delve into related issues to inspire readers to perceive any matters from a diverse perspective [Appendix 5. & 6.].

With algorithms, the social media echo chamber wittily eliminates varying voices so as to merely ensure the user sees media that fits the individual's preferences, acting as a stimulus for the person to come back for more (Cabianca, et al.; Centar; Goodall; "Hacking Humans"; Harari, 2020; Hereford, n.d.a; "Jonathan"; "Kenneth"; "Mark Zuckerberg"; Sauer, M. 2022b; SBS on Demand; "The Future"; "This", 2018; "What Happens"; "Yuval Harari"; "Yuval Noah").

To put it simply, it may be seen as a way to dominate people's decision-making ability. In many of his talks, historian and philosopher Yuval Noah Harari keeps referring to this phenomenon as "humans can be hacked" because of their self-unawareness that opens the door to manipulation and involuntary participation in falsehoods ("Freedom"; "Hacking"; Harari, 2020; "Is the Mainstream"; "The Future"; Thompson, 2019; Wood, 2022;; "Yuval Harari"; "Yuval Noah").

In addition, one should not underestimate AI for it may cause a drastic change within the next ten to twenty years when, perhaps, many of the current jobs may be replaced by AI, a reminiscent of the Industrial Revolution where machinery replaced simple jobs that humans initially undertook (Bothwell; Glaveski; Harari, 2020; "If You Want"; "Kenneth"; Lane, Case; Neera; 岡田 10, 12; "The Future"; Thompson, 2019; "Yuval Noah"). Do readers still recall Mr. Bucket, Charlie's father, working at a toothpaste factory from the movie *Charlie and the Chocolate Factory* where he was laid off because of a newly installed machine, to do his job more efficiently? Does it mean under such a dire situation, it is better to cease the use of technology as a whole due to the detrimental impacts from the manipulation of AI algorithms to the disappearance of potential jobs in the near future, and not to mention Internet addiction being a major concern among parents? Fat chance.

As a result, in order to be unwavering amid the undulating influx of technology manipulation and algorithm exploitation, users of any technological platforms had better stay a few steps ahead of AI to secure what has always been a unique quality of humans: the ability to think

for themselves and be creative (Hunt; Lane, Case; Neera; 岡田 22; Simon, C.; "The Christmas").

Despite the following Maxims—"Know Thyself" and "Do Nothing in Excess"—deriving from The Temple of Apollo at Delphi in Ancient Greece millennia ago, they, nonetheless, still ring true even in the midst of this fast-paced era (Adetunji; Bates; Quintana; Robertson; "Socrates's Concept"). To prevent AI from overwhelming people's thoughts and manipulating every decision, the first maxim is to understand what one wants, in which a four-word phrase in Japanese can illustrate this concept precisely—"生き甲斐" [*Ikigai*]. It is simply the reason why one wants to get up each morning and what the source of value that gives joy to the life of an individual (Buettner, 2010; Mogi; Raymond, A.).

That is why each person has to find their purpose in life, meaning just because someone becomes successful and acquires fame walking down a certain path does not mean everyone has to follow suit as the outcome may vary and a fancy title may not possess any genuine happiness to each individual ("15 Lessons"; Arment; "Carl Jung"; "Don't Compare"; Emamzadeh; "If You Want"; "Is Humanity"; Kiderlin; Lane, Chris; "Life"; "Nietzsche"; "Ready"). Consequently, if people allow YouTube to manipulate what they listen to on a daily basis, then listeners may end up believing whatever YouTube displays on the front page is indeed what they are aspiring after. It is not an understatement to say human minds are easily manipulated with AI being one of the many other **machinations**, not until people know what they want per se and why they are carrying out a certain action will they be freed from being herds of sheep (Adetunji; Bates; Buettner, 2010; Emamzadeh; "Freedom"; "Is the Mainstream"; Mogi; "Nietzsche"; Quintana; Raymond, A.; Robertson; "Socrates's Concept").

Moving on, Apollo's second maxim deals with moderation, equivalent to Swedish philosophy "*lagom*" [just the right amount]. In other words, readers must have heard of the following proverb at some point in their life: "all work and no play makes Jack a dull boy"; likewise, even though coffee is healthy, minus the sugar and milk, for its antimicrobial properties, it does not mean binge drinking it can promote longevity because enough is enough.

Truth be told, hardly anyone can deny the fact that technology offers colossal convenience from vacuuming the house down to the hidden corners to navigating the road with upcoming roadblocks alert. Even when the late Queen of England first broadcast her Christmas message on TV in 1957, she felt the medium being more personal and direct as she could connect with the viewers, but she also pointed out a caveat that unthinking people would be disoriented in terms of new innovations because they knew not what to hold onto and what to disregard, seemingly foreshadowing that not only the state of the art AI algorithms will bring

convenience but the trick is knowing how to utilize it without losing one's principles and values ("The Christmas").

Apart from AI being one of the many other **machinations**, be observant and alert that invisible chains to indoctrinate and manipulate gullible minds are everywhere (Bret Weinstein; "Freedom"; Ghlionn; Harris; Hawkins; He; Hernández; Hong; "How Schools"; "How the Greater"; "Is the Mainstream"; Lin, 2013a; Lin, 2013b; Reuters, 2022d; RFE/RL; Specia; Stanway; Stein; "Steve James"; "Tale of COVID"; Tan, CK., 2022b; "The Biggest"; "The Pervert's"; "What Happens").[Appendix 5., 6., 7. & 9.].

As a result, some things are better left to the human brain to deal with, like keeping in touch with others because how would recipients feel about receiving a message written by AI, inevitably devoid of human emotions (岡田 32: Simon, C.)? One may then question if the sender is a worthy person to be kept around when the individual does not even bother sending a genuine message?

Currently, AI still lacks human's train of thoughts and the skills to deliver authentic interactions, so as long as humans retain this unique quality, they remain a step ahead of AI (Lane, Case; Neera; Roose; Simon, C.). Nevertheless, keep in mind that when the more advanced AI becomes, the more incompetent humans develop into and it will not be a far-fetched idea that AI may write up a better book review with more sophisticated word choice and sentence structures in the near future (Glaveski; 岡田 22; Roose; "The Christmas").

Here comes the real question: when the current students of Gen Z are maturing into leaders of the future, how can the academia employ technology in a classroom endorsing the Ancient Greek maxims so as not to utilize technology at the expense of students' mental health (Bothwell)? Before this paper delves into the Whys and Hows in terms of the strategies and readiness of incorporating technology in a classroom or in any learning context, one pivotal key component to take into account is how education has evolved since a few millennia ago and the way it has inevitably molded how educators teach and how students learn until the present day, as well as why it is high time to debunk some long-standing beliefs to rid of hindrance from stagnating advancement.

## 5) Chapter 2: An Overview of Education Evolution until 20+ Years into the 21st Century & Derived Insights

Despite this chapter being entitled An Education Evolution, it does not mean that solely focussing on the evolution will reveal the significant learning process and wisdom of homo sapiens since the beginning of establishing education because as readers read on, they will come across a myriad of topics, especially in the section under the technological era that has spanned across the 20th century until the present 21st century. The reason for addressing and narrativizing certain alarming issues including but not limited to debunking the myth of gaming, as well as certain **machinations** apart from AI algorithms is that education will inevitably remain stagnant if pressing matters such as the negative impact on high-stakes testing, the alarming climate crisis and blindly mandating trial vaccines are sunk into oblivion [Appendix 1., 2., 4., 5., 6., 7. & 9.] Corporations placing profits before children's well-being and mental health, as well as, **insidiously** infiltrating their bodily integrity and undermining the respect of autonomy cannot be overlooked.

. Thereupon, by grasping the gist of the issue, planning the infrastructure of education attuned to the learning mode of the 21st century, along with the insights from past philosophers will help pave an innovative path with receptiveness that gear towards the interests of Gen Z who are undoubtedly dominating this high-tech era.

Learning, whether at school with a rigid curriculum or homeschooling that promotes a tolerable amount of freedom, is an inevitable part in every child's development. The oldest education system could be traced back to ancient Egypt in about 3000 BC, followed by the Xia dynasty in ancient China [2070-1600 BC], in which both ancient civilizations primarily focused on rote memorization and repetition, a pedagogy that is defined as the repeated exposure to information one needs to acquire without thinking profoundly about what is being repeated and it is continuously seen applied to the education system even millennia later, particularly in the Asian culture (Bushweller; Colagrossi; Garza, 2019b; Hernández; Kraft; "Marty"; NIS Admissions; "Rote"; Song, 2021).

If readers look closely, rote memorization is indeed not much different from training an AI, because the mechanism is to recognize simple patterns, identifying a template and then repeatedly following it (Neera; Simon, C.). Keep in mind if the job of an educator in the 21st century is merely training students to regurgitate memorized facts, on par with a top-down military style where lessons are literally beaten into the brain of each individual or, in fact, the essence of granting autonomy to students may inspire the young minds to arrive at some

unprecedented solutions to tackle real-life problems that adults may unfortunately be too stubborn to perceive an issue from a variety of perspectives.

### **A) Ancient Greek Philosophers: the Socratic Method**

*An unexamined life is not worth living - Socrates*

Early education in other ancient civilizations started to emerge as follows: Greek city-states like Sparta and Athens also developed schooling back in the 5th century BC where children received training in military support and aesthetic lessons respectively ("Education", 2022).

Major philosophical figures such as Socrates, Plato and Aristotle, just to name but a few, shunned that knowledge was passed down via rote memorization because Socrates deemed that when acquiring knowledge, neither was the student simply a repository of information nor a passive recipient of knowledge (Arment; Bushweller; Lake; Lehtniemi; "Rote"; "The Socratic").

Instead, the philosophers advocated the "Socrates-style of question-and-answer method," which is precisely defined as undergoing rational inquiry via discussing controversial issues back and forth between the teacher and student to foster critical thinking skills, as well as promoting the freedom of speech and individualistic reasoning without the concern of being repressed by an authoritative figure while criticizing a ridiculous and improbable policy (Chrysopoulos; Darkhorse; Garlikov; Lake; Meyer; Shrigyan; "The Socratic"). [Real-life hands-on examples of severe repression can be delved into Appendix 1D., 4A., 5., 6. & 7F.]

To be honest, current President of Princeton University, Christopher Eisgruber, mentions how crucial it is for students to debate and compete with diverse conceptions, similar to Socrates who had a tendency not to ever reach a definite conclusion to leave the ground open for more skepticism to inquire and provoke but never settle for an easy answer (Chrysopoulos; Darkhorse; Ellis; Garlikov; Hanselman and Holiday; Lake; Meyer; Shrigyan; "The Socratic").

If students are filled to the brim with information or indoctrination, they will hardly have the space to digest the entire message input, and in addition may merely follow the crowd and believe whatever others believe in, resulting in mindless compliance, such as a sick egoistic leader galvanizing young ones to go to war and those who do not comply obviously can reason it is someone's self-interests and definitely not aligning with the youth's purpose in life, based on the Japanese philosophy of *生き甲斐* [Ikigai] (Buettner, 2010; Grozovski; Mogi; Raymond, A.). Thus, adequate time should be given to students to be engaged in rational

inquiry to cultivate critical thinking skills rather than placing high esteem in rote memorization, as in the Asian education systems, including but not limited to Chinese, Japanese and Koreans (Bariso, 2022a; Hernández; Lem, 2022d; "Marty"; NIS Admissions; Tyre).

Nevertheless, there are always two sides to a story: when Socrates advocated the rational inquiry approach to probe into the unknown with questions that explore diverse perspectives, there must be **sophists** whom both Socrates and Plato condemned because they were basically fallacious reasoners whose goal was to make a profit, achieve fame and high social status from teaching through disregarding the truth as they fed others with deceits, **spurious** reasoning and contrived rhetorical opinions that neglected the Socratic rational inquiry approach, leading them to remain stagnant or unable to move forward ("Against"; Bennett, et al.; Beres; Ghlionn; Grozovski; Pecorino; "Sophists"). Propaganda or agitprop are basically fake news that has twisted the truth to brainwash gullible minds to solely repeat and affirm what the almighty flawless state media has been broadcasting [Appendix 1B., 1D., 1F., 4., 5., 6., 7. & 9.].

Even without **sophists** barking up the wrong tree or orchestrating a sham, it is still unfortunate that the merits of rational inquiry is a deficiency in most students in this millennium, like what Eisgruber has noticed in his students. Not only is rote learning dwindling creativity and curiosity, but also without substantial creativity may, in turn, cripple students, not to mention adults, from being prepared for today's workforce will be revealed in Chapter 3.B.ii.2.

Apart from the Socratic form of rational inquiry, another Greek philosopher, Plato, further suggested incorporating play as a significant element to pique children's interest in learning (Hunnicut; Levine). The reason behind the association between "play" and "child" is that when the word "play" is written in Greek, "παίζω", it contains the Greek root "παῖς" [Pais] which has the meaning of a child or a young person. Thus, incorporating "play" in a "child" as a crucial step to stimulate a child's curiosity in learning [Appendix 3.]. Besides, it offers early exposure to freedom and exploration when a child is engaged in play, especially with natural resources where irregularities, also known as unstructured play, empower stimulation and imagination in a child as they explore their surroundings per se (Aleksov; Arment; Camargos; D'Angour; Gupta, 2022e; Hunnicutt; Levine; McGurk; New Dream; Rosman).

Depriving children of play just because time is best spent on brushing up on their academic performance can indeed impinge on their cognitive, physical and emotional development,

including knowing thyself, empathizing with others and showing cooperation (Arment; Levine; McGurk; New Dream; Rosman).

Despite Plato being **ambivalent** in regards to considering play an unworthy activity for adults, he proposed if it was an intellectual play, as demonstrated in the dialectical banter of Socrates, it could provide a stimulus to understanding (Aleksov; Chrysopoulos; D'Angour; Gupta, 2022e; Hanselman and Holiday; Levine).

In fact, The School of Life, founded in London in 2008, advocates the importance of play in adults because games are an invitation to cast aside reserve and get in touch with neglected imaginative aspects of adults per se ("Games"; "The School"). Just because growing older comes with more obligations does not mean one can neglect the mentality of play when being active in games and engaged thoroughly with a purpose of tackling the problem can boost brain power; thus, lessening the risks of heart diseases and neurological problems like dementia and cognitive impairment (Lane, Chris; Gupta, 2022c; Gupta, 2022e; New Dream).

The father of Japanese content creator おふみ [Fumi], who is a skilled cosplayer with over a million followers on various social media platforms combined, can totally prove no one is too old to play when he is enjoying posing with his daughter in many photoshoot series, portraying as a red-eye demon in one and a mafia boss in another, receiving overwhelming responses supporting the cute senior father ("【大爆笑】"; Samson, 2022).

In a similar manner, the video of a 70-year-old elderly man from India who danced zealously for his wife has received more than millions of viewers. It has brought out a message that happiness comes from the importance of keeping one's inner child alive (Thakur).

For the same reason, the writer could totally relate how accurate the point of integrating the notion of play in performing a task had been when she was writing the following papers:

- i. the final assignment in the Spoken Discourse program as part of the Master's degree,
- ii. the capstone project as the finale to her Creative Writing Specialization Course and
- iii. this paper that readers are currently reading.

The writer had once loathed working on any assignments in regards to writing up several thousand words but with exceptions of the said papers only because of play.



Written Assignments	Elements of Play	Positive Reinforcement	Outcome
Spoken Discourse	Watching movies with no limitation on genres.	One of the most relaxing and hassle-free papers to analyze the dialogues spoken by the characters in the self-chosen movie.	It was easy to analyze the dialogues because the writer could choose her favorite movie to work on, enjoying the sense of freedom in exploring areas of interest.
Capstone Project in Creative Writing	Writing a narrative story of one's choice, incorporating creative writing features learnt throughout the course. To the writer, it was like writing the Japanese 夢小説 [Dream Novels] with a hefty amount of freedom [Appendix 3B.].	The writer simply let her muse run wild. Writing more than required because of not worrying about what to write. And the best part is that upon reading her capstone story, one of the writer's classmates had enjoyed it so much that she took the liberty to create a photo image for the story as a token of thanks for such a creative and captivating fiction.	Owing to the fact that every assignment before the capstone project entitled students with a copious amount of freedom and flexibility, the writer merely used 16 days to complete the required 14 written assignments, and then smoothly transitioned to the capstone project.
PhD Dissertation	Writer's own notion of play: incorporating newly learnt vocabulary from an audiobook in places where appropriate and treating the paper as what Socrates would want to read: be skeptical, keep asking questions and counteract with reasonings because conceited leaders with no morals are <b>truculent</b> in <b>vilifying</b> the writer when she is openly criticizing them with the support of 900+ citations.	Keeps the mind active and stimulating in finding connection with the newly acquired vocabulary with the content of the dissertation. Besides, the writer was having fun waiting for certain <b>bumptious</b> leaders to flout Grice's maxims in their speech and action to hurl them a <b>mordant</b> remark so as to make them learn the merits of humility [1D., 1E., 1G., 2F., 4A., 5B., 6., 7., 8., & 9.].	Not as much stress as initially anticipated when compiling all the data and research because the writer was enjoying the process but at the same time highlighting dire issues that egoistic leaders fail to seize the day to make changes on their rusty outdated beliefs. The intriguing part that motivated the writer is the research because concrete evidence is the gist to prove egoistic leaders they need reinvention.

[Table 2.0] ("Capstone"; "Doctor"; Flanigan)

Therefore, students cannot be blamed for performing poorly when those who devise questions in an assessment, more often than not, treat education as a mechanism, not much difference from an industrial process, to be fed with more data; thus, the more rote memorization required, followed by the ability to recall prior knowledge with no activation on one's

curiosity creativity and rational inquiry per se ("Do Schools"; "How to"; "How Schools"; かいし; "We Have"; Renton; Tyre).

This undeniably causeS students to feel mundane but what if exam makers employ a different perspective and a more creative approach that bestows students with more autonomy, take a language class for example:

1. play a few rounds of Pictionary on an online platform,
2. use one's finger or a stylus to draw on the screen by using a mix and match of colors.
3. gather the appeared words guessed in Pictionary,
4. collaborate with a partner (via playing しりとり[shiritori] - a Japanese game that is played by forming new words with the final letter of the prior word.)
5. take turns to fit the Pictionary words and new words derived via playing Shiritori in a creative story.

[Table 2.1]

Readers will be able to glean results from the above gameplay later in the Methodology. Only with open-ended questions can one induce creativity per se because the options are endless on the condition that teachers do not confine students with a specific idea because project-based learning is better at piquing students' interests and empowering them to generate new ideas that align with their interests and values (Haden; Neely; Neera; Rimer; 佐伯 55).

With an element of play, does it not sound more pleasing to the ear than facts like "What is passive voice?" in an English class Or "How did Oda Nobugawa die?" in a History lesson. Some students, including the writer, in fact, may take pride in playing video games related to history events because players can actually learn better through gaming—0it is obviously more entertaining with missions to complete in order to trigger the next history event, meaning one wrong move due to the player's misunderstanding or being slightly inattentive may cause the death of a general, leading to a reluctant Game Over ("Dynasty"; "Romance"; "Samurai"; Szczepanski). Gaming can motivate students to learn because they want to win to have an instant hit of dopamine (Guskey; Thomson, 2022b).

For instance, a guessing game that has gone viral recently undeniably goes to "Wordle", developed by Welsh engineer Josh Wardle (Nelson; Thomson, 2022a). The gratification received from guessing the correct 5-letter word of the day cannot be undermined for the brain frequently craves for a hit of dopamine, the feel good hormone (Guskey; NS; Puri; Thomson, 2022a). Not only are guessing word games enjoyable when chartering into the unknown challenges, but also they fuel players to tap into their existing but unused

vocabulary collecting dust in the back of the brain to keep the brain nimble (NS; Thomson, 2022a).

Despite not remembering the name of the professor, the writer still recalls the day of her Asian Studies class when the professor joked that most students who took the course must have been interested in or have laid hands on the video games as she was introducing one of the course readers—*Romance of the Three Kingdoms* and she was not wrong! The writer might not have shown any interest in the other readers but she was particularly fond of the lessons about *Romance of the Three Kingdoms* as she could associate the gameplay on her *PlayStation 2* with the events going on in the novel as a reinforcement and motivation to be deeply engaged in the lesson ("Dynasty"; "Romance").

To sum up briefly: play boosts the desire to carry out a task.

## **B) In the Murky Waters of the Middle Ages**

*Consistency is the playground of dull minds. - Yuval Noah Harari, Sapiens: A Brief History of Humankind*

Despite the salient theories by ancient Greek philosophers, the dawn of the Medieval Times came with 900 years of Dark Ages. As the name implies, it unveiled the suppression of atrocious fear and total compliance, as well as, unquestioning obedience attributed to the Church's absolute control over everything from taxation to the enthronement of the king ("Jonathan"; Mark; Sigona). It intended to produce conformity through **unscrupulous skulduggery** since the Middle Ages regarded creative thoughts and avant-garde ideas as blasphemy. The Church had its own set of **Procrustean** approach, ranging from establishing a hierarchy with supreme power that claimed to be the sole interpreter of the ecclesiastical realm to propagating theological writings predetermined to deepen people's knowledge of doctrine texts (Friebs, 2022a; Friebs, 2022b; "Is Humanity"; "Jonathan"; Mark; Signora; "Yuval Harari").

Prior to the caveat mentioned in the Introduction, the road down the **perdition** during the Middle Ages was not the last **machination** in history as public compliance under the authoritative or totalitarian **dogma** that stifles the department of free thinking and creativity has been scattered in different domains (Chan and Su; 程 and 吳; Hernández; Longley; Ng; Ni; Phillips, T.; "Why Humans"). [Appendix 1D., 2., 4., 5., 6., 7. & 9.].

Despite Simon Wiesenthal, Jewish Austrian Holocaust survivor, having said that too much power in the hands of a few left unchecked can lead to unspeakable horrors, destruction and the killings of innocent, the current 21st century is virtually dwelling in such a turmoil with **insidious sophists**, as well as **obsequious sycophants**, and not to mention egotistically self-absorbed leaders who think they own the world and can devastate it in however way they see fit by feeding unthinking individuals with **conspicuously** contrived stories that are in favor of their agenda or simply censored controversial topics, as well as silencing outspoken individual "heroes" (Bret Weinstein; Cox, 2018; Devnani; Flanigan; "Freedom"; Ghionn; Grozovski; Hah and Tewari; Harris; Hawkins; He; Hernández; Hong; "How the Greater"; "Is the Mainstream"; Lin, 2013a; Lin, 2013b; Mauldin; Ng; Ni; RFE/RL; Specia; Stanway; Stein; "Steve James"; "Tale of COVID"; Tan, Y.; "The Biggest"; "The Pervert's"; "What Happens"). [Appendix 1B., 1D., 1F., 1G., 2., 4., 5., 6., 7. & 9.].

### C) Turning a New Leaf in the Renaissance

*"The important thing is not to stop questioning."- Albert Einstein*

Resistance and challenging the Church's authority eventually erupted with the advent of the Renaissance beginning in the 15th century Italy where by undermining old institutions of trust, inventors blossomed with innovations in educational technology, including but not limited to press printing, telescope and barometer ("Renaissance"; "Renaissance Technology"). The emergence of creations and imaginations undoubtedly shed light on others that it was long overdue to resume rational thinking and rational inquiry.

Leonardo da Vinci, a prominent figure in the 16th century Renaissance, was not merely recognized and praised for his *magnum opus* of Mona Lisa, because truth be told, he was in fact a **factotum**, having self-taught himself everything from science to arts and from designing flying machines to building the first heart valve (Isaacson). Due to his resolute curiosity and the relentless concept of challenging the commonplace, da Vinci encompassed priceless **Promethean** qualities that educators and students from this millennium can truly learn from. Da Vinci enjoyed reveling in ambiguities so as to explore uncertainties when the world was such a vast spectrum for lifelong learning (Bathla).

Therefore, empowering students is a more effective way to encourage and rekindle their passion to carry out their desired path so they can argue through the Socratic rational inquiry approach to foster constructive feedback, rather than making them follow the teacher's suggestions because indoctrinating students with existing information literally pushes them to the precipice of being caught up in an echo chamber and impairing them the ability to open to

new ideas ( Bathla; Cabianca, et al.; Chrysopoulos; Darkhorse; Garlikov; Goodall;; Hanselman and Holiday; Isaacson; Lake; Meyer; Ozaki; Shepp; Shrigyan; "The Socratic").

#### **D) Don't B# Don't B b Just B#**

*"If I, deaf, blind, find life rich and interesting, how much more can you gain by the use of your five senses!"- Helen Keller*

Before this paper continues to delve into the subsequent period of education evolution, readers may feel confused with the subhead above, which is an excellent way to get in touch with one's curiosity and creativity to inspire the younger generations to possess similar qualities. Instead of waiting to be told the answer, recall both the Socratic rational inquiry method and da Vinci's creativity to arouse one's curiosity by arguing about a complex topic relying solely on one's own thinking and insights (Chrysopoulos; Darkhorse; Garlikov; Lake; Meyer; Shrigyan; "The Socratic"). Do not neglect the mechanism of play either because people learn best when they are engaged in play, similar to playing Wordle, the word game introduced earlier on to receive positive feedback to continue performing the task that offers satisfaction (Guskey; Thomson, 2022b).

As a result, keep a playful and curious mind before delving into the period after the Renaissance. In 1762, Jean-Jacques Rousseau, a Swiss-born French philosopher published a Treatise, "*Émile*" [On Education], which highlighted the point that learners should learn naturally and that learning should be derived less from books, perceiving in the same way as Socrates, and more from the child's interactions with the world because without constraints, a curious child had the full potential to develop morally and educationally in the most authentic setting (Cranston and Duignan; "Emile"; Gianoutsos; McGurk; Terzian).

Everything, including humans, depends on ecological context, so possessing freedom and independent thoughts in learning can be attained through naturalistic education (Cranston and Duignan; "Emile"; Gianoutsos; McGurk; Terzian). Rousseau compelled his readers to learn through the emphasis on developing the five senses in order to cultivate the ability and sensitivity to draw inferences from them rather than being taught in the **dogmatic** manners of the Medieval Times with restraints and stifling feedback (Cranston and Duignan; "Emile"; Gianoutsos; McGurk; Wachob; Terzian).

In addition, English philosopher John Locke commented on that liberty alone gives the true relish and delight to a child's ordinary play-games when children are discovering their new world, but on the contrary, if that action of play-games becomes a duty, it is as irksome as

being forced to learn and study (Arment; Gianoutsos; Levine; "Marty"; McGurk; New Dream). Hence, coercing a child into any actions that do not align with their interests and values, be it drills or repetitions of indoctrinated texts, is surely going to backfire with demotivation, disengagement and in worst case scenario, mischievous behavior that can range from encouraging truancy to inflicting harm on oneself or others ("1989"; Arment; Cheng, et al.; "Depression"; Dewey; Fannin; Gershon; Gianoutsos; "History "; Holiday; Huang, 2017a; Lavelle; Leskin; Levine; Lhato; Pomfret; Puri; "Ready"; Renton; Reuters, 2022a; Robertz; S and Sugawara; "Student Suicides"; "This", 2018; Tong, 2017). [Appendix 2D. Table A2]. To rectify the situation, bestow students the autonomy to decide on their own so they can learn to prioritize self-care and acquire the resilience to confront errors naturally as an essential part of learning (Delgado). [Appendix 3].

Apart from the philosopher, renowned Indian spiritual guru Sadhguru possesses similar insights as Rousseau for he explains he did not teach his daughter anything but let her play and have people interact with her in a natural setting because if individuals blindly follow others, it will in turn cripple their ability to think for themselves—the reason is that they have made unnatural decisions in existence by being bias when they do not realize everything has its unique value so no one is more superior than another being ("Don't Compare"; "If You Want").

Along the same lines, Cindy Foley, Executive Deputy Director for Learning and Experience at the Columbus Museum of Art, also champions that changes must be made drastically in museums, let alone the didactic education system, in order to cultivate curiosity in the young ones because she feels 80% of the programs in museums are front-loading visitors on what they should think about a certain piece of artwork, rather than giving them the liberty to be their own curators and investigators (Garza, 2020a; Garza, 2020b; "How Schools"; "Is Montessori"; "Ready"). Hence, how can people be accountable for their decisions or actions if someone intervenes to fix their errors and mistakes by telling them there is only one way to interpret it, downright hampering the growth of curiosity (Bisnow; Isabel)?

Focussing on art for a little longer: art fanatic readers may be familiar with the Belgian surrealist painter René Magritte whose paintings are inclined to confuse and invoke mystery to prompt viewers to probe beyond the veil (Pound; "What Is the Treachery"). It is inevitable that Magritte's pieces always conjure a "commodity for discussion", similar to how Socrates enjoyed the banter among his listeners because deriving at a static answer lacks depth; therefore, it would always be dependent upon inquirers' personal experiences and

understanding of the object by scrutinizing every question people thought they had an answer in mind.

Then, with the arousal of curiosity, just like in the animated children's adventure comedy television series "If You Give a Mouse a Cookie", an adaptation based on the children's book published in 1985, it will lead to many opportunities for creativity (Burnett; Numeroff). For instance, based on season 1, a visit to the cookie factory in episode 7 and rescuing a smudged muffin recipe in episode 8 can prompt kids to improvise creative ideas on what types of cookies to make and the ingredients that are needed for a new muffin recipe respectively. The possibilities are endless so long as educators refrain from enlisting a standardized answer but encourage kids to venture where their curiosity leads them. Besides, cultivating engagement is effectively attained through the spark of curiosity (Bathla; "Do Schools"; Garza, 2021b; "How to"; Neera). [Appendix 3.]

To be honest, when Rousseau mentions to learn in a naturalistic environment, it cannot be denied that humans are supposed to spend time outdoors in nature because that is how human beings were designed by interacting with everything in a symbiotic way and Japanese has a term for it—"森林浴" [*Shinrinyoku*] or Forest Bathing (Arvay; "Being Humbled"; Fitzgerald; Gupta, 2022b; Harvard Health; Li, 2018, 24; Wachob; "Why You Should").

Japanese Researcher Yoshifumi Miyazaki from the University of Chiba explains that for 7 million years, humans have been living in and adapted to nature, so there is a natural connection between humans and the forest when one is immersed in it ("Being Humbled"; Gupta, 2022b; "Why You Should"). Another reason is that humans are animals [Appendix 7B.], so living in nature is a natural thing, a complete opposite as to living in cities where everything is man-made from lighting to even a breeze, causing everyone to overwork themselves but being in nature brings back the nourishments and serenity ("Being Humbled"; Gupta, 2022b; Harvard Health). [Appendix 3C]

The benefits of immersing in nature cannot be undermined when researchers at the Max Planck Institute for Human Development discovered how a one-hour walk in the forest reduces activity in the brain areas responsible for processing stress (Haridy).

To Rousseau, events in the universe always happen naturally unless someone deliberately tampers with the state of naturalistic occurrence. For instance, he would definitely frown upon the notion of anyone tinkering with nature on purpose like intentionally manipulating the weather not only is seen as a defacto to disguise a country's severe pollution problem but also setting up a bad role model for the young ones in an immoral way simply for not being

accountable for the deadly action because one cannot cover up a lie [lethal air pollution] with another lie [the manipulation of weather causing more toxic chemicals to leak into the Earth's atmosphere], not to mention engineering a deadly virus synthetically to wreak havoc around the world (Campbell; Cooper and Jolly; He, Lin, 2013b; Standler and Vonnegut; Suzuki). [Appendix 1., 4A. & 5D.]

On the other hand, learning about tidal waves caused by the gravitational pull of the moon is a natural phenomena that can be witnessed at the beach for an authentic hands-on experience, to really appreciate what Mother Nature has in store for the young minds, but of course educators may argue the hassle one has to go through taking students out, not to mention the prior preparation in distributing circulars to parents and booking the school coach. Hence, tapping into technology as an alternative may not be such a farfetched idea when perhaps pollution has become so serious that 9 million deaths a year is definitely not an understatement (Murugesu). [1., 4., 7A.7D. & 7E.]. Resorting to a Metaverse classroom for a virtual learning experience may have a more significant value than staring at a textbook overwhelmed with words and supplementary exercises, as well as terrible 2D images that do not trigger the brain's spatial perception [See Figs. 5.3 & 5.4].

To reiterate, Rousseau proposed the notion of living in accordance with and learning via nature, so that everything would fall into place without initiating deliberate force because the environment will shape how people behave (Hanselman and Holiday; "Ready"; Weaver). As a result, whichever way one opts for, adversities will reveal themselves one way or another since not everything is within one's control. Overcoming defeats through trial and error is the world's best way one can learn from in order to build resilience from failures (Arment; Bathla; Dewey; Glaveski; Levine; McGurk; "Ready"; Rosman; Taubenfeld; "The 5").

Equivalently possessing similar values of letting nature guide one's path is Japanese poet Matsuo Bashō from the 1600s. He advocated the interdependence of all objects being in tune with harmony that existed in the natural world ("Bashō", n.d.a; "Bashō", n.d.b; Hanselman and Holiday; "Matsuo"; Weaver).

Bashō preferred simplicity in his poems, void of the complexity of politics or family drama for he hoped that his poems would bring his readers into appreciating their perfectly imperfect selves—"侘寂" [*wabi sabi*], a significant concept from old Japanese wisdom—by accepting the transient nature of all things ("Bashō", n.d.a; "Bashō", n.d.b; Kempton; "Matsuo"). His poems attempted to go beyond the stale dependence on form so Bashō created "俳文" [*haibun*] to combine both prose and *haiku* in the new poetic form as a way to escape the burdens of



rigidity so as to experience harmonious way with the world beyond ("Basho", n.d.a; "Bashō", n.d.b; "Matsuo").

Two centuries later, Hungarian composer Franz Liszt, too, being fed up with traditional forms that had been used for over a century, seized the freedom of merging elements of an overture with a classical symphony; thus, creating a new musical genre—the symphonic poem, which intended listeners not to solely focus on following traditional patterns of musical form but instead, the music was created to inspire listeners to imagine or evoke images of a landscape or picturesque scenes, again the attempt to fuse with naturalistic elements to remind listeners that music should have been experienced sensually, utterly championing the aspect of learning through the 5 senses to be fully immersed in whatever one is undertaking (Gupta, 2022f; "Symphonic", n.d.a; "Symphonic", n.d.b; Yee).

Hence, not only was there reinvention in education according to Rousseau's theory back in the 18th century, but also its impact encompassed both literary poems and music.

Acquiring freedom without the anachronistic and traditional constraints is a basic human right where readers can associate it with the ramifications of losing oneself to AI algorithms or blindly comply under an authoritarian or a totalitarian regime that forbids rational inquiry approach, leading to the hamstringing of critical thinking skills, such as the **machinations** regarding the signature zero-covid that brings nothing but stress and loss, and not to mention mandating vaccines by neglecting other more natural solutions [Appendix 5. & 6.].

Not only Bashō and Liszt penetrated traditions in the past centuries, but also the ability to reinvent oneself to thrive in the ever-hanging world has also descended to contemporary artist Japanese YouTuber pianist Hayato Sumino, also known as Cateen. He is equally determined not to live by conventional rules as he feels participating in the Chopin contest seems to symbolize authority and tradition in the classical world, so to illustrate his point, Cateen further explains how Chopin and his friend Listz arranged opera music to perform in salons, which was seen as pop music of its day (Nishihara). This encourages Cateen to truly immerse in freestyle playing in his live streaming events on his YouTube Channel ("Cateen's"; Yoshida).

Besides, Cateen has demonstrated Apollo's first maxim of "Knowing thyself" because initially, he was not serious in piano learning despite his mom being a piano teacher (Komuro; Yoshida). The reason is that he was more interested in playing games with music elements, as well as forming a band to play drums (Komuro; Yoshida). Let this sink in, especially

highlighting the keyword "play" since according to Plato's concept, play is to mitigate a child's engagement in learning (Arment; Gianoutsos; Levine; McGurk; New Dream).

In addition, readers may recall the writer being an avid gamer so as to give her intrinsic motivation to truly enjoy her Asian Studies course in university.

Ultimately, by engaging in free play, Cateen mentions he discovered his identity in free music, upholding the trial and error concept proposed by Rousseau (Nishihara). Had Cateen followed the path of his piano teacher mom, he would definitely have lost interest in music as a whole not until he delved into understanding his true self did he find what ticks him.

To sum up, from the above examples, whether in the past or the present day, if one is **importuned** what to do and vice versa, it will inevitably hamper the individual's ability to explore at one's own pace; thus, being unable to arouse either curiosity or eagerness to inquire (Arment; Garza, 2020b).

The following period of education evolution is definitely a role model in portraying the concept of Rousseau's naturalistic learning.

### E) Children's Garden

*"And the secret garden bloomed and bloomed and every morning revealed new miracles." -  
Frances Hodgson Burnett, The Secret Garden*

How many readers have actually given thought to the word "*kindergarten*" when they were at the age of studying at one of them? Perhaps to many parents, a *kindergarten* is simply another early school after nursery for toddlers to attend so as to prepare them for what a school should feel like when they attend grade one later on.

Nevertheless, recalling Rousseau, he had a disdain for educational constraints but instead, opted for the promotion of naturalism in learning, which was also being echoed jointly with Bashō's philosophy of imperfection that everything is interdependent of one another. In addition, the notion of play suggested by Plato is too staggering to be fallen into oblivion.

Eventually in late 19th century Germany, both the qualities of play and nature were put into practice. Educational reformer Friedrich Fröbel brought forth the importance of the correlation of nature and early childhood education; thus, he created "*kindergarten*", a word originated in German with "*kinder*" meaning children while "*garten*" refers to a garden, so

literally, a "*kindergarten*" is a garden for children because to Fröbel, young kids were plants and they would flower if they could explore at their own pace via play (Arment; "Friedrich"; "Friedrich", 2011; McGurk; Wardle). [Appendix 3.].

Fröbel's kindergarten was filled with toys because based on Fröbel's standards of childcare, it must be compatible with a humanistic and democratic approach to education so in a way, children could develop and flourish freely through self-directed play, ranging from dancing, singing, kinesthetic activities, art and drama, all under the guidance, not direction, of an adult (Downton, et al.; Hadeed; Raymond, I; Wardle).

The reason is that multiple learning styles tend to promote a healthy and enriched brain development for children (Bathla; Wardle). To cultivate a well-rounded child, the job of an adult, is not to teach the kid how a toy should be functioned but instead via guiding them through self-exploration, it can assist children to stimulate curiosity per se through interacting with nature and echoing Rousseau's theory since hands-on real-life experience will offer children a sense of wonder [Appendix 3.]. The fact that if educators solely make children follow instructions, they become merely a believer and follower, leading to the inability to live according to one's value or be inspired because only a rational inquirer can see a range of possibilities and add depth to one's conversation ("15 Lessons"; Arment; Bathla; Lane, Chris; Cranston and Duignan; Downton, et al.; Ellis; Emamzadeh; "Emile"; Gianoutsos; "Is Montessori"; Levine; "Life"; McGurk; "Nietzsche"; "Ready"; Taubenfeld; Terzian; Wachob).

This is how a child should learn—through trial and error in an authentic setting, not preassembled situations because accountability cannot be deliberately taught but acquired through encountering missteps

(Arment; Cranston and Duignan; Downton, et al.; Graveski; Hadeed; "Is Montessori"; Levine; McGurk; "Ready"; Taubenfeld; Terzian; "This", 2018; Wardle).

As mentioned previously, acknowledging failures and treating them as feedback will teach kids how to overcome downfalls by letting them realize their limits [Apollo's first maxim] and what they have done wrong, so failures are virtually showing how they can do differently. Only by fathoming the fact that possibilities are endless can one hone critical thinking skills and creativity, at the same time fostering qualities like patience, resilience and accountability (Arment; Bathla; Hadeed; "Is Montessori"; Levine; McGurk; "Ready"; Taubenfeld; "The 5"; "This", 2018).

On the other hand, it is undeniable that achieving success will bestow one with a sense of gratification whereas the downside of constant success—as one of the best selling US authors Robert Greene puts it—is merely a Midas touch or getting stuck in the Einstellung effect, a natural phenomena that occurs when one is **inure to** old ways of solving a similar problem and stubbornly becomes conservative and fixates on the only solution while ignoring other feasible options (Bathla; Haden; "The 5"; Taubenfeld). [Appendix 5B., 7G. &9.]

Current real-life examples of the Einstellung effect that readers can totally relate to are inevitably the ridiculous zero-covid and the mindless mandates of covid vaccines along with the booster shots [Appendix 5. & 6.]. Not to mention killing Mother Nature with a **puerile** mind that if one does not burn coal, fossil fuel and crude oil, the economy will collapse, without taking into account devastating the ecosystem pays a much higher price [Appendix 1D., 1E., 4. & 9.].

Adam Peaty, the gold wielder of the 2016 Olympics also champions the thought of accepting failures by telling others to see them as part of the process to self-improvement, which obviously includes, but not limited to, being an outcast, rejected by those who cling onto old beliefs and ridiculed for being different ("Carl Jung"; Hereford, n.d.a; "Life"; Peaty).

To put it simply, only when one does not follow the hackney norm will one see opportunities in getting to know oneself better.

## F) Education of the Heart

*"It goes like this: teaching is touching life." - Jaime Escalante*

After Fröbel's death, his legacy was not forgotten as Italian physician and educator, Maria Montessori, who enjoyed learning but hated the repetitive way school was taught, continued to uphold Fröbel's theory and inspire children to experience with their senses through giving them the freedom to explore and thrive as an individual without deliberate control (Arment; "Is Montessori"; "Maria"; Maunz; "Teacher of").

Montessori is an ideal role model for showcasing how by not being a stereotypical woman, who was forced to learn cooking and needlework during 19th century Italy, she discovered her interests in Mathematics and Biology ("Maria"; "Teacher of"). Even though her father did not agree with her career choice and she was constantly met with harassment from the boys in class, Montessori stood her ground and did not waver when she knew the path she was aspiring to go after ("Maria"; "Teacher of"). An ideal example to show Apollo's maxims stood

the test of time, not only in the 19th century but had also imparted wisdom on the present day women so they are free to craft their unrestrained path into the future.

By the same token, without following the norm like Montessori, former professional tennis player Tamaki Osaka, born under a Boomer father who not only restricted her with stringent rules but also put heavy emphasis on traditions, has been spent fighting for her own freedom (Hara). She had to bear any disparaging comments from her father when she ran away fathoming the salient fact that her father's unrelenting control was jeopardizing her own freedom (Hara). Still being a high school student at that time, Osaka had the **chutzpah** to break free from chains of constraints to endorse Apollo's maxim of knowing thyself. In her recently published book, her message to young women is to think for themselves and do whatever they want (Hara). An important concept to those who are living in an authoritarian or a totalitarian regime where certain egoistic **bumptious** leaders fail to perceive everything has its value but merely getting stuck in a deterioration of morals and the repression of freedom (Chan and Su; Devnani; "Don't Compare"; "Growing Discontent"; Grozovski; Lem, 2022k; Motamedi; Ng; Tan, CK., 2022b). [Appendix 1D., 1E., 1G., 4., 5..., 6., 7. & 9.]

Osaka is not the only woman who speaks her mind, but also deceased country music icon, Loretta Lynn, on the opposite side of the globe, whose country songs defy the norm that centered on male perspectives, but instead Lynn drew people's attention to the hardships that women often suffer yet thrown into oblivion (Hight). She stood her ground and was not apprehended of what real-life was about. No hiding behind smoke guns fuelled Lynn to be true to herself and equally encouraged her fellow women that freedom means to take control of one's life and be critical about injustice because there is no need to swallow any **draconian** control imposed by higher powers just to fit their ridiculous narrative that defies the truth (Bennett, et al.; "BRAVE"; Centerforhealth; Ghlionn; Grozovski; ; Hight; "How the 'Great'"; "Is the Mainstream "; Lem, 2022k; Schwantes, 2022a; Tavernise and Qin). [Appendix 1D., 1E., 1G., 4., 5., 6., 7. & 9.]

Similarly, owing to freedom, Montessori studied the way children could learn best in an unconstrained environment. Unlike traditional schools where teachers taught every student the same thing the same way by standing in front of the class to deliver the day's lesson, Montessori decided to observe and investigate the true nature of children by constantly being with them, like a loving mother bolstering a caring approach by noting down the child's responses, quirks and especially what makes them tick because when curiosity is piqued, engagement will follow suit

(Ferriter; Gershon; "Jeff", 2021; "Jeff", 2022; Lehtniemi; "Maria"; Maunz; "Teacher of"; "This", 2018; "Traditional"). [Appendix 3.]

This is particularly true in the case of the mentally disabled children in an asylum where Montessori discovered there was nothing to stimulate the senses of these neglected children (Arment; "Maria"; Maunz; "Teacher of"; "What is Montessori"). Instead of forcing disabled students to focus on a task at hand by making them sit, Montessori explains these students should be given space to move about because learning takes place everywhere, not merely within the four **vapid** walls, so students can, at the same time, acquire independence in regards to learning per se ("How We", 2018c; "How We", 2018d).

Take Helen Keller, a blind, deaf and mute person as an example on how stimulating the senses could augment a disabled person to acquire knowledge better. Initially, without realizing that every object had a name uniquely identifying it, the frustrated Helen could not draw any connections despite Anne Sullivan teaching her different vocabulary words. Not until one day when Anne took Helen out to a water pump and let her feel the cool liquid running between her fingers did a revelation finally hit Helen that she could connect the substance flowing in her hand as W-A-T-E-R (Pressman). It cannot be denied that physical activities help students synchronize the movement with the materials they are learning ("Maria"; Maunz; "Is Montessori").

Take a moment and recall Fröbel's *kindergarten* where children were plants. In any given garden, whether or not the flowers blossom depends on a number of aspects, namely the quality of soil, the amount of sunlight and water. Likewise, according to Montessori, children require mental nourishments from a carefully prepared environment filled with age-appropriate materials that present real and interesting challenges because anything too easy will cause children to feel bored as they can accomplish the task in no time whereas anything overly challenging not only will deplete their energy, but also make them feel dejected, being unable to accomplish anything given the time and effort (Cotter; HMS Administrator; "Maria"; Maunz; "What is Montessori"). Readers can recall the dopamine of success that the word guessing game Wordle can offer (Guskey).

In addition to that, like Socrates, Montessori equally denounced the idea that education means cramming information into children to make them regurgitate everything, equivalent to the input and output of data without being thoroughly engaged (Arment; Lehtniemi; "Maria"; Maunz). Instead, she encouraged questioning to enhance a deeper sense of understanding for she realized when children were given the freedom to make their own choices in learning, it would help them be accountable for their decision, build confidence, independence and self-esteem to inspire them for a lifelong learning experience, as well as through fathoming the importance of freedom, children would then learn to respect another person's space and

rights by not being disruptive and intrusive ("Is Montessori"; Lehtiniemi; "Maria"; Maunz; "Teacher of"; "What is Montessori").

It only takes one compassionate and **avuncular** teacher to change the life of a student. Both Anne Sullivan and Montessori did not give up on disabled children and Montessori handled each disabled child herself ("Teacher of"). Rather than criticizing children's short attention span or their disruptive behavior, Montessori created an environment with activities designated according to the age of the child: through training their motor skills to develop engagement.

The term psychomotricity or psychomotor education is to promote the development of the mind and body cognitively through fun and motion to achieve a comfortable ambience in learning rather than sheer logic (Acevedo-Duque, et al.; Braybrook; Camargos; "Psychomotor"; 佐伯 56, 57). Psychomotor aspects will contribute positively to the student's learning, especially those with disabilities, affirming laterality, developing balance and creating learning habits and social integration where playful games enhance a child's attention, cooperation and the ability to express (Acevedo-Duque, et al.; Camargos; "Psychomotor"; 佐伯 56).

A school of psychomotor education was developed by French pedagogists Bernard Aucouturier and Andre Lapierre who published "*La symbolique du mouvement. Psychomotricité et éducation*" [The Symbolism of Movement Psychomotricity and education] in 1975 (Acevedo-Duque, et al.; "Psychomotor").

Montessori knew her method was successful when children repeated the activities without forceful coercion: she explained the main factor for children to be initiative in their learning all boiled down to having an induce interest developed naturally through play, echoing the ancient Greek philosopher's priceless theory (Arment; Levine; Gianoutsos; "Is Montessori"; Lehtniemi; Maunz; McGurk; New Dream). [Refer to Chapter 5 for the Methodology in upholding the notion of play in learning].

People, be it students or teachers, are born free if they do not let ruthless indoctrination manipulate their decisions by employing the Socratic rational inquiry approach—to emphasize the concept of a more hands-on example: why let zero-covid haunt every individual living in that unrelenting country with an egoistic and **bumptious** leader who never listens or why let trial vaccines sabotage one's good gut bacteria when an individual has the right to seize control of one's own integrity [1D., 4A., 5., 6. & 7F]?

On the contrary, by igniting children's courage to seek out their unique path, they shine their light so bright that it will not be ignored or assimilated into someone's **malicious** agenda ("BRAVE"; Hereford, n.d.a; Peaty). Having said that, unfortunately, the educational culture of the modern day society is primarily indoctrinating students to learn as they memorize chunks of texts or rules, so, even though it is sad to say, getting students to continuously learn on their own once the imparting knowledge process is gone is definitely a pipedream (Bushweller; Garza, 2019b; Hernández; Kraft; "Marty"; NIS Admissions; "Rote"; "What is Montessori").

When teachers, who represent the authoritative figure at school, emphasize conformity over individuality, it will undeniably **stultify** creativity in students because students need space rather than a rigid system to thrive, based on Fröbel's theories of his garden for children (Arment; "Friedrich"; "Friedrich", 2011; "How We", 2018c; Levine; McGurk; Wardle). [Appendix 3.]

For instance, what good will it do to a class of primary 5, [ages 10-11] if the teacher introduces them to the word "spokes", not as a past tense form of "speak", but rather, a part of a bicycle (Bourke 48)?

To be honest, the writer had to look up the definition of the word "spokes" when one of her primary 5 students shared what she had been taught in class because admittedly, it was the first time the writer truly encountered "spokes" as a noun. Alas, according to Google, "spokes" represent each of the bars or wire rods connecting the center of a wheel to its outer edge.

Truth be told, how exciting is learning this word that has no significant meaning to the mindset of a primary 5 when they probably do not even know how mechanics works, let alone having an understanding of the definition of mechanics? How will quizzing this vocab make students feel they have indeed acquired the meaning and usage of the word when lessons are conducted inside a classroom where students may be slouching in the chair because of having endured an 8-hour school day?

Perhaps if teachers could put themselves in students' shoes, like how Montessori closely observed her students' responses and made changes in her pedagogical materials, it might dawn on teachers that most students are possibly more intrigued to learn how to ride a bicycle or simply to touch and feel a real bike. Just because a unit in a primary 5 textbook is introducing a certain part of a bicycle does not mean students are required to learn everything because according to Montessori's approach, age-appropriate materials mean, for example, at



ages 10-11, the child may just need to know the basic functions of a bicycle through hands-on experience, namely i. the sense of touch: feeling the roughness of the handlebars, ii. the jerky motion of pressing the brakes and iii. the circular motion on the pedals as their feet are paddling alongside ("How Schools"; "The New"). Therefore, only hands-on experience, as Rousseau frequently suggested, can motivate children to learn as naturally as possible and keep them coming back because of a deep interest in the learning materials they can explore with nuance movements (Acevedo-Duque, et al.; Camargos; Cotter; HMS Administrator; Lehtniemi; "Maria"; Maunz; 佐伯 56; "What is Montessori").

For that reason, it is not a **Herculean** task to incorporate games in a lesson or assessment but if generations before Gen Z decide not to hold accountability or do anything to rectify the **quotidian** situation infested with deep seated beliefs they have long created, the education sector is certainly lingering with stagnation, in which even farmers and gardeners both understand that when water is left stagnant, it is deprived of oxygen and the crop or flower will eventually end up having root rot, followed by the process of withering and dying (Helmont). To Fröbel, if readers still recall, children are plants and they need space to thrive and toys to be stimulated. Hence, pushing teachers into focusing more on testing will not only cause students to be on the verge of a severe nervous breakdown, which may lead to undesirable outcomes that readers can associate with the root rot and withering occurrence in the situation of a plant, but also it will deprive teachers of any innovative pedagogical options but to solely teach to the test (Arment; Garza, 2020a; Levine; McGurk; Tyre). [Appendix 2.]

Unfortunately, in the 1920s, with the rise of fascism, a movement that centers around conformity, created by Italian politician Benito Mussolini, who advocated violence as the ultimate way to put an end to problems, it resulted in about two decades of a devastated ordeal that mainly assaulted democracy in humanity, threatened the publishing industry, and not to mention in the education sector where children were forced to join a fascist organization called the Opera Nazionale Balilla (Araie; "Benito"; Corbis). Besides, equally deprived of freedom, teachers had to swear loyalty to the fascism regime and acknowledge the fact that conformity worked best for every individual ("Carl Jung"; "Benito"). Not only did this inevitably result in an echo chamber, delineated and orchestrated by Mussolini's propaganda to create an imitable feeling of belonging to a community and had it drilled into the mind of Italians so they were only allowed to see one side of the story which could be interpreted as the Einstellung effect—the one and only solution with no other way out in order for Mussolini to seize and consolidate power—and deprived others of alternatives because the truth would certainly go against the narrative of the regime (Goodall; Haden; Nelis; Ozaki; Shepp).

Current hands-on real-life examples of mass mentality in the 21st century under the chains of tyranny can be seen in how Boomer Bluffer, Boomer Bully and Boomer Bully Bolster with the first coercing young people to rote learn absurd ideologies that obviously do not tick the young vibrant minds, then the subsequent one threatening them to join homegrown neo-Narzi groups and last but not least, depriving them of basic human rights such as who is he to think how a woman should wear her outfits when he should have put put on one to see how it feels like (Araie; 程 and 吳; Grozovski; Hernández; Horvath; Lem, 2022k; Motamedi; "Putin's"; Renton; Treisman). [Appendix 1D., 1G., 2D., 4., 5C., 6., 7B., 7C., 7D., 7E., 7F. & 9.]

In fact, the fascist regime that Mussolini organized was also no different from groupthink, a term coined in 1972 by social psychologist Irving L. Janis, which simply boils down to the conformity of a group to avoid disputes; hence, this mode of thinking literally **stultifies** both the qualities of creativity and individualism (Goodall; Hereford, n.d.a). Hence, by promoting oneself, Mussolini practically demoted others and trashed the hallmark of how to be a reverend leader (Brown, 2017, 147; Browser; Nelis; Oberlin; Sinek; "Stop Wanting"; "The Psychology").

On the contrary, as a teacher who advocated freedom, the exact opposite of threats and imprisonment, Montessori did not settle for this Mussolini devastated world which obviously did not reflect her values and aspirations, so instead, she left Italy to continue spreading her teaching pedagogies in other countries like India, England and the Netherlands ("Maria").

Real-life hands-on examples of the migration of teachers and students away from being mindlessly brainwashed and indoctrinated can be seen in the case of Hong Kong, steering clear of Boomer Bluffer's tentacles (Chan and Su). Obviously any sane nationals would cut ties with a country whose leader is obnoxious for bluffing, bragging, lying and not to mention playing the blame game and laying the ape (Brown, 2021; Fu; Fukao; "香港"; "Japan, Fiji"; Kihara; Lin, 2013a; "Lithuania"; Poon; "Taiwan"; Quinn; Shi; Sytas; Wang). [Appendix 1D., 1E., 4A., 6., 7. & 9.]

In a nutshell, for educators to create a healthy relationship with students, Montessori clearly avoided coercion and suppression through **Procrustean** ideologies that Mussolini had done. Though Real-life is not much different with the Appendix having elicited about the **malicious** deeds certain **supercilious** and **bumptious** Boomers have been doing to repress public unrest and discontentment [Appendix 1D., 1G., 4., 6., 7. & 9.]. Instead, be observant and receptive to students' needs.

The subsequent example below may shower educators with insights that students are basically diamonds in the rough, waiting to be polished to bring out the optimal shine, so however crude the diamond is, a diamantaire never stigmatizes the value of it because it is the gemologist's job to make every piece sparkle with life.

Apart from Maria Montessori and Anne Sullivan possessing a humanistic approach towards nurturing their students, deceased American educator of the late 20th century, Jaime Escalante, did not give up on students who had already been labeled as unteachable by their school and district ("Jaime"). Instead, Escalante introduced them to "*ganas*"—a Spanish term that means a desire to do something ("Jaime", 2008; Navarrete; UW). Based on Escalante's teaching experience, he explained with hard work, students' desire to learn, as well as teachers who cease making up excuses of student failure, they can rewrite the destinies of any student so long as teachers fight the same battle alongside with students, making students feel humanistic that they are all in this together and it does not matter whether students are coming from mainstream schools or those with special needs ("Education", 2015; "How We", 2018b; "Jaime", 2008; "Jaime", 2022; Navarrete; UW).

Correspondingly, Ivania Delgado, assistant teaching professor at Florida International University, writes that everyone is equally a student as well as a teacher because when students can learn from one another, teachers can observe and gain insights by probing into what makes students struggle as they become each other's sources of knowledge during the academic journey (Delgado).

The writer could not agree more because despite her tutees acquiring knowledge from the writer, the writer is equally inspired by the way their ideas explode because of play [Refer to Chapter 5 Methodology].

Likewise, Escalante believed teachers had better understand they still had a possibility to make mistakes every year no matter how much teaching experience they had accumulated because students have diverse learning styles which may be shaped by the environment ("Ready"; "This", 2018; "The Future").

Regrettably, hardly do teachers find fault in themselves first when something goes wrong. Jenny Brown, author of "*Growing Yourself up*", examined when people find fault in others, they stop working on themselves; hence, causing one's growth to get stuck in the blame rut (Brown, 2017, 140; Browser; Hadeed; "Joe Rogan"; Oberlin; "Simon Sinek"; Sinek; "Stop Wanting"). Teachers may accuse students for being lazy or inattentive when in fact it may have been the teacher's **insipid** teaching that induces drowsiness in students.

Thereupon, by displaying humility and finding faults in oneself rather than in others can teachers truly reevaluate their long-standing pedagogical methods and let go of their ego to become students again to relearn in order to effectively teach and make students thrive better in the technological era ("3 Ways"; "Are You"; Brown, Brown, 2017, 140, 147; Browser; "Jaime", 2008; "Jaime, 2022; Maxwell; Oberlin; Sinek; "Stop Wanting"; "The Future"; UW). [Appendix 3].

Commensurately, according to Harari, one should not raise children as how their parents had raised them or make their children carry the weight of success from previous generations because the world has moved on and the past did not exist anymore (Danaher; "Life"; Neera; 岡田 11; "Ready"; "The Future"). Both Albert Einstein and Gandhi equivalently championed on how one's thinking must change in order to see the change in the world.

Thus, to stay relevant, one must reinvent oneself repeatedly; again, not by coercing or **hornswoggling** others to undergo changes to fit another person's goal or agenda. Harari further explains that adults ranging 40 to 50 are less motivated to change, just as the saying goes: "you can't teach an old dog new tricks" but it does not mean to resume the Einstellung effect that has proven nothing but utter stagnation (Haden; "If You Want"; "Life"; "Nietzsche"; "The Future"). To reiterate, nobody wants to get stuck in the pipedream of zero-covid except those who has not only created the impracticality but also eminently lacked in the compassion department and rotten to the core (Cheng, et al.; Cheung and Kihara; Chiang and Dou; Dodwell; Hong; Kiggins; Lem, 2022c; Ni; Tan, CK, 2022a; Tan, Y.; Yiu, 2022b). [Appendix 6].

### G) Compliance over Engagement?

*If you're teaching today what you were teaching five years ago, either the field is dead or you are. - Noam Chomsky*

Having comprehended the educational concepts from the 18th century Rousseau, along with the 19th century Fröbel and Montessori, readers are now entering the new millennium with the commencement of the innovative technological era. A constant influx of information circulating on the Internet, from the ongoing current events to the aeon of accumulated history, has made learning become undeniably **Sisyphian**; hence, a change of the traditional teaching approach is imminent and inevitable.

Even though past philosophers advocated the notion of play while allowing the child to be immersed in nature to reap substantial benefits, from fostering curiosity to building up resilience in the face of adversity, the efforts of philosopher Rousseau, enlightenment educator Fröbel and physician Montessori were somehow fallen into **desuetude** centuries later when teachers of the 20th century revisited the traditional teaching style of rote memorization, automatic drills and repetition as seen in the education systems back in ancient Egypt and ancient China (Arment; Levine; Kraft; McGurk; Rosman; Song).

Dr. Tony Wagner, globally recognized expert in Education, explains that because of a shift from the previous century of industrial revolution with minimal literacy and numeracy to the knowledge economy a century later, stuffing kids with the necessary information prevails (Dewey; Garza, 2019b; Wong). Not only due to the knowledge era starting in the 20th century, but one of the major reasons why the trend became in favor of the ruthless cramming of knowledge and information in kids is that when students had limited resources, who did they trust and rely on? Obviously their teachers, so instinctively, spoonfed information was, more often than not, welcomed by students; not only was it the easier option, but also because teachers had learned through experience that it worked for they once had been students per se (Amburgey; Corcoran, et al.; Garza, 2019b; Hernández; Lucantoni; "Marty"; NIS Admissions; "Rote"; "Traditional"). In addition to a lack of skills to either generate high order thinking skills in students or do analysis when perhaps teachers also lacked the pedagogies to cater individual needs.

Moreover, a deep-rooted belief that the more one knows, the better equipped the child is to presumably guarantee a fast track success in school advancement; thus, paving the way to a rosy future ("15 Lessons"; Arment; Corcoran, et al.; Ferriter; かいし; Levine; Marte; McGurk; Mears; Moriyasu; "Ready"; Renton; Rosman; Sliwinski; Tyre; Wong).

With university research done on the correlation between high grades and high paid jobs, in which, Sammy Hui, Associate Vice President and Principal Lecturer head of the Department of Curriculum and Instruction at The Education University of Hong Kong explains that the idea of gearing towards obtaining good results contributes to a better career prospect is rather strong in Asian regions like Hong Kong, Shanghai, Singapore and South Korea than in the West (Wong). It is inevitable for parents to treat it as a mantra so changing the mindset of parents is unquestionably a **Sisyphean** task but the writer is resolute in eliciting why age-old beliefs have to be **extirpated**; otherwise, the hope in incorporating technology in education is unlikely to occur when parents possess tendentious presumptions ("15 Lessons"; Ding, et al.; Ferriter; Marte; Mears; Renton; Sliwinski; Tyre; Wong).

Along the same lines is William Torrey Harris, the US Commissioner of Education in 1906, who advocated the importance of freedom, reason and self-direction (Arment; Danaher; Hlebowitsh). He said that 99 students out of 100 are automata, meaning these individuals have been manipulated to follow traditions fed by their teachers who had received the same practice from the teachers of a previous generation (Arment; Danaher; Hlebowitsh). He criticized that substantial modern education undeniably suppresses a child's individuality and promotes subsinuation. As a result, to steer clear of herd mentality, a revisit of Apollo's maxims is eminent to be aware of what one truly wants by performing in moderation because accumulating stress and burnouts from constant suppression cannot be disregarded.

Unsurprisingly, some may argue that not only does an elite individual who can perform like an automata will possess substantial knowledge and cognitive skills, but also an eidetic memory to recite  $\pi$  until the 70,000th digit after the decimal and bring glory and pride to oneself for accomplishing a formidable feat ("Guinness"). Nonetheless, frankly speaking, what does it genuinely say about the individual in terms of creativity and resilience in handling an unexpected circumstance?

Besides, according to NASA, one only needs about 39 to 40 decimal places of  $\pi$  to calculate the circumference of the simplest hydrogen atom but recalling Montessori's age appropriate materials, why is there a need for a student to memorize the formula of calculating the circumference of a circle when the child does not even know basically only engineers and architects use the formula daily ("Guinness"; NASA).

Truth be told, the writer has long forgotten the formula, let alone why squandering so much time studying irrelevant information when her interest as a student was watching Japanese anime, drawing *manga* and gaming.

This is what John Dewey, American philosopher, psychologist, and educational reformer describes as learning being segregated at the moment it is acquired and utterly disconnected from the rest of the individual's experience, boiling down to the inability to retrieve knowledge gained under the actual condition of life (Dewey). Let this sink in and fathom the fact why students are inevitably struggling immensely when being stuffed with page after page of long lists of information, only to be fallen into **desuetude** right after the test or exam is done because students can hardly associate the learnt materials with their existing experience any longer.

This phenomenon, according to Lithuanian-Soviet psychologist and psychiatrist Bluma Zeigarnik, is the Zeigarnik effect—memories will remain until the task is upon completion

and once the chore is completed, the psychic tension is relieved, so the prior recollection of information can be purged from memory forever (Dewey; "Finnish School"; Sci Tech).

Then, the question is: why bother teaching so much?

Simply recall the theories of Fröbel and Montessori, a child should know no other endeavor but be at every stage of development what that stage calls for (Arment; "Friedrich"; "Friedrich", 2011; "Maria"; Maunz; "What is Montessori"). Education is seen similar as something of the *present* and not just preparation and training for later; thus, teaching "spokes" (Bourke 48) or the formula of calculating the circumference of a circle, to name but a few, is highly segregated.

Besides, American school teacher John Taylor Grotto, who criticized modern education, said that in a fifth-grade math or rhetoric textbook from 1850, one will see that the materials written back then would be considered college level today while the continuing cry for "basic skills" practice is a smoke screen" (Goodreads; "John Taylor").

Therefore, no wonder students zone out in class and eventually become dropouts as they have no reason to return to a place they deem a prison (Fannin; "Friedrich"; "Friedrich", 2011; Holiday; Huang, 2017a; Leskin; Levine; Lhatoo; Renton). [Appendix Table A2]

A prison? "No way!" Because every single child has the responsibility to attend school; otherwise, they do not land on a job, period. Think again if any readers are championing the preceding statement.

Lo and behold, Steve Jobs, the former CEO of Apple, was not a straight A's student but a dropout like Mark Zuckerberg, the CEO and founder of Facebook, but this is not the end of the list as there are many more renowned companies with CEOs who, at the time when they were a student, felt school was not only a waste of time that caused them to lack interests, but also due to business grit, they instead found joy and motivation in pursuing a career in entrepreneurship (Arment; Fannin; Holiday; Leskin; Levine; Lhatoo).

Besides, Steve Jobs once said to have the courage to follow one's heart and intuition because they somehow know what an individual truly wants to become (Peaty). It is thereupon reiterating the notion of "knowing thyself". By fathoming what one desires rather than what another person wants to see, it is easy not to be influenced or manipulated by any outside force.

Relevant learning for today's students will naturally happen when they can connect the attained knowledge with the rapidly changing world beyond the school walls to solve problems, explore ideas, rally for a cause, or learn a new technical skill (Arment; Bushweller; Dewey; McGurk; "This", 2018). According to Socrates' philosophy from before, it is through examining life that one learns to acquire something important, not through teaching the individual a standardized answer because without exercising rational inquiry to challenge and provoke the unknown, hardly can one add depth to one's life or be stimulating and **piquant** in one's dialogue (Bathla; Chrysopoulos; Darkhorse; Garlikov; Hanselman and Holiday; Lake; Meyer; "Nietzsche"; Shrigyan; Taubenfeld; Terzian; "The Socratic").

The above dropouts had their own ideas and an extraordinary path they wanted to walk down even when they were teenagers. Thus, rather than merely following what the en masse was doing and learning in general at school, through being aware of one's self-alignment, acceptance and connection, as well as not being gullibly manipulated by groupthink and its associate, the echo chamber, these individuals have gone their own way that aligned with their values. Besides, not impeded by the confines of a school system led them to be fully engaged in their endeavors in a natural way, giving them the freedom to accomplish something that could make a difference in the world, whether social media Twitter, WhatsApp, cloud storage Dropbox or blog builder WordPress (Arment; Fannin; Holiday; Leskin; Levine; Lhatoo).

The freedom to explore is what gives these individuals a boost in navigating where their interests go and how they can contribute to the world that gives them happiness and a positive mentality rather than getting indoctrinated with dead flat school materials, utterly irrelevant to their aspirations.

Recapitulating Japanese poet Bashō and French philosopher Rousseau, change should occur naturally and will be attuned to the universe in harmony, so it is profoundly different from initiating change forcefully and inauthentically, whether in manipulating the weather, engineering a deadly virus or indoctrinating the study of ideologies ("Bashō"; "Bashō", 2009; Cranston and Duignan; "Emile"; Gianoutsos; Hanselman and Holiday; "Matsuo"; Terzian). [Appendix 4A. & 5D.]

In a similar manner, renowned and esteemed Roman Emperor Marcus Aurelius dittoed to their notion by highlighting that human nature encompasses both beauty and ugliness, so when there are ups and downs, one has to live with flexibility and cannot grudgingly think of changing others' behavior as every individual has their own will and by not going against nature, nobody should be passively controlled like a slave, be it parents or teachers wanting



their kids or students to achieve a high results to open up the faulty trajectory path of success in life (Brown, 2017, 140; Carl Jung"; Hanselman and Holiday; "Is Humanity"; Oberlin; Sinek; "Stop Wanting"; Wong).

By the same token,, Chinese philosopher Confucius' golden rule is "not to impose on others what you do not wish for yourself [己所不欲，勿施于人]. Hence, by acknowledging the significance in perceiving things from diverse perspectives, and in addition to doing things in moderation based on Apollo's maxims, one will understand that nature's default position is change, so through initiating change on *oneself*, not on others, it unfolds opportunities for growth and development (Brown 140; Dewey; "Joe Rogan"; Oberlin; Sinek; "Stop Wanting"; "The 5"; "The Future"; "The Psychology"; "大肥"). **Bumptious** leaders who do not even comprehend such common sense will only cause others to suffer [1D., 1E., 1G., 2F., 4A., 5B., 6., 7., 8., & 9.].

Thus, rote memorization with no in-depth profundity of what is being crammed into the brain undermines the individual's ability to tackle real-world problems. To put it simply: American author and speaker, Seth Godin, explains it is of utmost importance not to take orders and follow rules like a puppet (Caitlin and Schumann-Stoler, 2017b; Garza, 2021b ). Otherwise, creativity and imagination will end up being history when everyone can be replaced by an AI robot that is able to input over trillion digits of  $\pi$  (Caitlin and Schumann-Stoler, 2017b; Neera; Simon, C.).

Besides, based on Dewey, he explained this kind of rote action can hardly promote and return growth, meaning it simply shuts off the continuity of growth and any opportunities for development in other avenues (Dewey). Not to mention, learning that is based on one's living experience has a relatively deeper and expansive quality than following the patterns of a traditional education routine ("Carl Jung"; Dewey; "Is Humanity"; "Life"; "Nietzsche"; Simon, C.; "Why Public"). Therefore, being unique and original is what makes a person grow to adapt and thrive in any situation.

### i) The Reevaluation of Success Goals

*"The old system where every child was locked away and set into nonstop, daily cut throat competition with every other child for silly prizes called grades is broken beyond repair." - John Taylor Gatto*

To most parents, it has been a popular tacit belief to assume a child's success is undeniably possessing a remarkable portfolio that is lined with a myriad achievements, nothing less than obtaining a distinction in grade N piano examination or even like the example in the preceding paragraphs where the individual holds a Guinness record of reciting the most decimal places of  $\pi$ . An unrelenting mantra as such has been churning in every parent's mind for decades or even centuries.

However, the real question is: "Is accomplishing the above seen as a tribute to reflect a child's genuine success?" When parents have lived by this creed since their own parents also followed the same beliefs decades ago, then like on autopilot, the same set of principles are passed down from one generation to the next without a doubt (Arment; Danaher; Dewey; "Do Schools"; Levine; Garza, 2019a; Garza, 2021b; "How to"; McGurk; "Ready"; Rosman; "We Have").

On the other hand, by endorsing Apollo's maxims, one will attain true values and tend not to let the instinct-driven autopilot surreptitiously slip into all aspects of life for, without a doubt, it is going to come at a cost with the individual immersing in the Einstellung effect, impeding flexibility when conforming under a parent's wishful thinking, which kills a child's individuality, on par with letting AI algorithms decide one's decision and becoming unthinking individuals ("Freedom"; "Hacking Humans"; Haden; Harari, 2020; Hereford, n.d.a; "Is the Mainstream"; "Jonathan"; "Kenneth"; "Mark Zuckerberg"; M. Martin; Reuters, 2022d; "Most Leaders "; Sauer, M., 2022a; Sauer, M., 2022b; SBS on Demand; Simon, C.; "The Christmas"; "The Future"; "This", 2018; Thompson, 2019; "What Happens"; "Yuval").

As a result, blindly holding onto the formula of "high grades = a successful life" does not seem to ring true in either the 20th or the 21st century. In fact, five prominent figures from different walks of life equally consent to the fact that sheer numbers and figures do not determine success.

## What is Success?

Albert Einstein said, "Everything that can be counted does not necessarily count; everything that counts cannot necessarily be counted." It simply boils down to the fact that skills are not measured by the skills learnt from textbooks while results are not from completing countless homework and tests, but by how one handles real-life situations. To Einstein, imagination is more important than knowledge because knowledge is limited and not to mention the past assembly line of education no longer works when students were practically molded out of past pedagogies devoid of individualism and creativity.

Henry Wadsworth Longfellow, 19th century American poet, wrote a celebrated poem about how life should not be based on numbers and figures because life is not all about compliance because acting like a "driven cattle" who is pushed by others to achieve meaningless facts and statistics will not do the individual justice but a defacto mistake to view and live one's life solely broken down into flat numerics.

His poem illustrates how only the experience of furthering the lives of others and overcoming challenges in one's life have a much priceless value.

Bob Chapman, one of the world's best CEOs, who puts employees before profits, says that success is not measured by how much one earns, but the way they touch the lives of other people.

Echoing the equivalent notion is Seth Godin who explains successful people make a difference by beginning with a small niche, impacting a small group of people whom they can solve a problem for, to make the small tribe feel valued. Note here the definition of impacting a group of people does not mean using coercion to make them comply [the exact opposite of Appendix 7F.].

Neither does appearance nor where the person goes to school contributes to success because only by being authentic, having accountability and keeping promises will it lead to more people's trust and eventually solving problems in the world, By curing one's self-consciousness, self-doubt and the worry of having a presentable social status, which is a mere title before the name, one can still become something great provided that individuals have the courage and the eagerness to change *oneself* by viewing the world from all perspectives.

The late Queen said she knew of no single formula for success, meaning the deep-seated belief of:

"High grades = Success"

does not exist and she denounced the fact that focussing on numbers or figures would grant anyone success because of many factors, including but not limited to i. efforts, ii. talents, iii. insights and iv. enthusiasm, contributed to success (Olson). [See below for elaborations]

[Table 2.2]

(Arment; Arora; Baldwin; Berggreen; Bryant; "Do Schools"; "Freedom"; Garza, 2019b;; Garza, 2021a; Hadeed; Hanselman and Holiday; "How to"; Leibs; Levine; McGurk; "Most Leaders"; Neera; "Ready"; Sinek; Taubenfeld; "This", 2018Strauss, 2019; "We Have").

Qualities that can contribute to success:		
i. Efforts	=	Fortitude that embodies willpower and persistence
ii. Talents	=	Aptitude, but raw abilities or innate potentials are not the sole markers for a rosy trajectory path because an analysis carried out between two groups, where Group A consists of PhDs, lawyers and physicians whereas Group C with cleaners, clerks and technicians, found out that on average their measured IQs were the same.
iii. Insights	=	Being a rational inquirer instead of unthinking complacency to attain self-actualization.
iv. Enthusiasm	=	The possession of passion and being engaged.

[Table 2.3]

("Carl Jung"; Everly; Hanselman and Holiday; "Jeff", 2021; "Jeff", 2022; "Life"; "Michelle Obama's"; "Nietzsche "; Olson; "The Christmas").

In addition, by shunning false uncertainties, an individual can acknowledge what one knows, what one can do and vice versa, based on Apollo's first maxim of "knowing thyself" (Bates; "Carl Jung"; "Is Humanity"; "Life"; Quintana; Robertson; "Socrates's Concept"). Success does not mean the sheer ability to regurgitate memorized facts, getting straight A's on a report card or attaining the illusionary perfectionism, which literally does not exist, whether attending a Japanese tea ceremony, a ballerina on stage, a Barbie Doll or Earth per se (Bryant; Goel; Lutz; Wild; Wells). [Appendix 6.]

Instead of perfectionism, the trend is to aim at being a completionist: the art of getting the ball rolling instead of worrying how everything is not perfect, which is merely an excuse not to look at the bigger picture (Genovese; 川勝). If readers still recall the theory of Japanese poet Bashō from the 1600s, he would prefer his readers to appreciate their perfectly imperfect selves "侘寂" [*wabi sabi*], because it is unnecessary to go against nature to deliberately stress oneself so as to morph something into perfection when the act of stressing out per se is already hinting imperfection.

Stress, unhappiness and mental breakdowns are some of the adverse result of pursuing the unachievable, so what is the point of putting oneself in a detrimental circumstance when simply putting aside one's ego can automatically view the extraordinary and unique features of the world, according to artist, John Ruskin (Ruskin). [Appendix 6.]

As readers read on, they will encounter an Italian anthropology graduate, who can showcase the said quality of putting down one's ego and presumptions to embrace the uniqueness and

hidden treasures of the world without labeling what is deemed "good" or "bad" because nothing in this world is perfect (Tyan). Readers can also refer to Marcus Aurelius's theories from the above that making progress by changing one's attitude will grant the individual ability to achieve happiness and then success (Hanselman and Holiday).

Besides, prolonged burnout and stress can trigger inflammatory responses, which tend to put people at risk of heart diseases, several cancers and Alzheimer's disease, to name but a few (Buettner, 2022).

Furthermore, the aforementioned Indian spiritual guru Sadhguru encourages people to adopt a change of mindset so one had better dedicate to one's life rather than going after somebody else's lifestyle because it will inevitably result in enslavement; thus, inducing suffering and cravings ("Don't Compare"; Kiderlin). Yuval Harari equally warns that one's expectations may possibly be derived from others' influence so hardly does one truly explore what one wants but mimicking other people's success and assuming their happiness is one's happiness ("If You Want").

Fathoming the importance to connect and relate to one's 生き甲斐 [Ikigai—purpose in life] through Γνωθι σεαυτόν [knowing thyself] will help an individual to find one's true self (Frankel; Gunderson). Being engaged and persistence in what one is doing can generate more joy by living a life with genuine purpose than mimicking a lifestyle that does not speak true to one's principles and values.

Therefore, similar to the concept mentioned earlier on by Belgian surrealist painter René Magritte, whose images of Treachery allow viewers to raise their awareness beyond what is physically visible, he encouraged viewers to confront their preconditioned status and be conscious about their surroundings that everything is unique and has its value (Kiderlin; Pound; "What Is the Treachery").

## ii) What Is True Happiness?

*"To argue with a person who has renounced the use of reason is like administering medicine to the dead." - Thomas Paine*

From Queen Elizabeth II, Bob Chapman, Albert Einstein and Henry Wadsworth Longfellow, even if readers forget everything in this paper, one key point to keep in mind is that success does not equate to metric measures because it does not reflect the individual's genuine

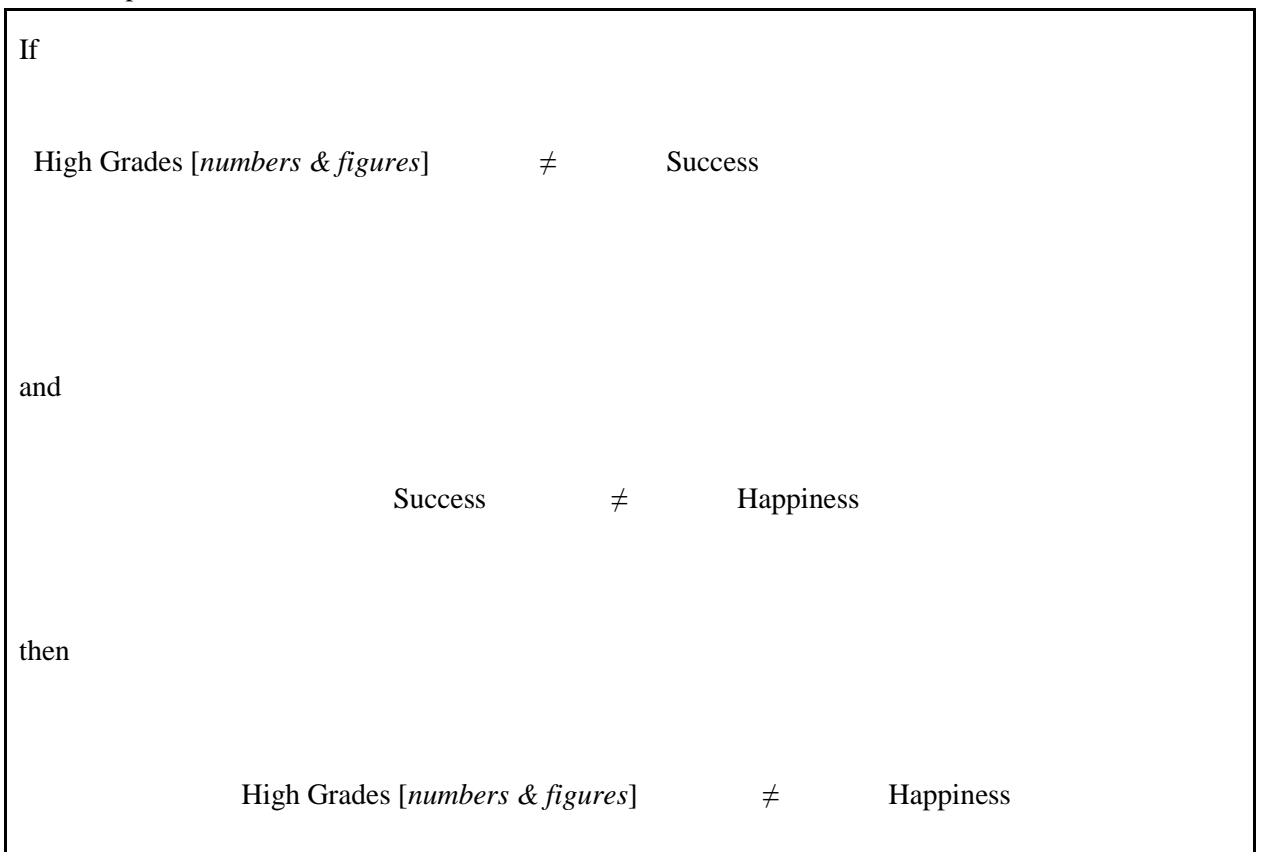
character but more often than not, it represents another person's aspiration that is irrelevant to the individual's life. Summarizing the above will derive at the following formula:

High Grades [numbers & figures]  $\neq$  Success

Then, from Sadhguru and the Japanese theory of *生き甲斐* [Ikigai], happiness does not come from imitating someone else's successful life because each individual possess different interests and values. Besides, American author Shawn Achor already elicited that success orbits around happiness in his *Happiness Advantage*, so the message behind is that by pursuing happiness [perform anything with passion] success will follow suit (Frankel). It simply boils down to:

Success  $\neq$  Happiness

The interpretation of the above transitive formulas:



(Arora; Baldwin; Berggreen; Frankel; Gunderson; Komatsu, et al.; Leibs; "Most Leaders"; Strauss, 2019)

[Table 2.4]

And s a result, the ramification of high-stakes testing is virtually to deplete a child's natural instinct to ever wanting to learn because modern education kills creativity with formality and subsinnation that inhibits a child's freedom to explore one's identity, the sense of purpose—*生*

き甲斐 [ikigai] and values (Colagrossi; Huang; Lam, 2016; Salaky; Tyre). [Appendix 2., especially Table A2]

To be honest, standardized testing is ubiquitous in countries like the UK, the US, South Korea, Japan, India, China and Hong Kong. The purpose of having high-stakes exams is to determine if students are qualified to move onto high school or university (Colagrossi; Huang, 2017a; Lam, 2016; Salaky; Tyre). [Appendix 2.]

Obviously, apart from in-school exams, there is something called PISA, The Programme for International Students Assessment, which is held every three years to assess a small portion of 15-year-old students in terms of their Science, Math and literacy abilities, but it is equally a bias as it does not truly test students' readiness, be it for higher education or the workforce ("15 Lies"; Arment; Chiang and Dou; "Do Schools"; Ferriter; Garza, 2021b; "How to"; Levine; "McGurk; "Ready"; We Have"; Wong).

The reason is simply straightforward: who seriously wants students to merely regurgitate information passed on by teachers or obtained from textbooks when obviously an AI robot can do the same, as if exam results are the sole marker to determine the fate of students, how shady?

It is a miserably inevitable fact that almost every country's education system is predicated on the idea of academic ability through blindly testing students in terms of facts but does not bestow them with an opportunity to highlight other factors and achievements in their applications, which include but are not limited to the big C's that embody creativity, critical thinking, communication and collaboration, as well as handling emotional intelligence and mental stability; otherwise they may end up as the *doppelgänger* of certain egoistic Boomer leaders, wrecking excruciating havoc around the world all due to the deficiency in the empathy component as all of them put their self-interests before people's well-being ("15 Lies"; Bendzsa; Bisnaow; "Do Schools"; Greenwood; "How Schools"; Isabel; Neera; "If You Want"; ; Palmisano; Quirk; P. Sauer; "What Are"; "Yuval Noah"). [Appendix 1D., 1E., 1G., 2F., 4., 5., 6., 7., 9B.]

Besides, many factors, such as genders, motivation and incentives, are necessary to be taken into account. For instance, 15-year-old 9th graders in Japan are already cramming for their high school entrance exams nationwide [Appendix 2B.] and undoubtedly no one can undermine the stress level these kids have been piling up since their parents prepped them when they were a mere kindergartner for an entrance exam that they would be writing a decade later ("Getting into"; Kittaka; Tyre).

Thus, with the additional PISA being held simultaneously, it is undeniable that 9th graders in Japan may not find it relevant and meaningful, possibly leading to a plunge in motivation in completing the PISA assessment when the result of it does not affect their chances of getting into their prospective high school that their parents have signed up for them. Conversely, some students may put more effort in the test or just simply by being active in class participation if monetary incentives are provided or additional grades are counted towards their regular classes (Hernández; "How Much").

In fact, the inconvenient truth is that despite students from Hong Kong and China achieving a significantly higher score than the other countries in PISA [Table 1.5], Hong Kong and Chinese students are, in fact, downright unhappy according to a survey conducted in 2017 by OECD [The organization for Economic Cooperation and Development] on 15-year-old students' well-being and happiness.

It does not come as a surprise that apart from Hong Kong and China, other East Asian countries or provinces like Japan, Korea, Taiwan and Macau are, to a certain degree, located at the bottom of the scale. Is it not ironic that education powerhouses that threaten students to undergo hours after hours of gruel drilling in homework and cramming for a couple "destined" standardized testing rank bottom in happiness? [Appendix 2., especially Figs. A2a & A2b: the graphs show the staggering gap between the rankings in PISA and students' **malcontent**]

What contributes to a student's happiness, according to the polled students, is something like a sense of purpose in life, self-awareness, affective states, emotional strength, resilience, self-efficacy, hope and optimism (Komatsu, et al.). To put it simply, one cannot overlook the salient qualities of Apollo's first maxim and the Japanese theory of *生き甲斐* [*Ikigai*] (Adetunji; Bates; Buettner, 2010; Mogi; Quintana; A. Raymond; Robertson; Socrates's Concept).

Bear in mind the brutal truth is always hard to accept but will become an eye opening experience and a priceless "aha" moment for everyone to maintain a level of healthy skepticism to free and isolate oneself from the masses whose behavior is instinctively fashioned and dictated via a lack of morals and individualism, i.e. "Study hard or you won't get a good job" ("Carl Jung"; "Haden; How the 'Greater'"; "Is Humanity"; "Life"; "Nietzsche"; "Why Public"). Or another hands-on experience of "get your vaccines or you can't come to work" [Appendix 2. & 5.].



Self-proclaimed professional troublemaker, Luvvie Ajayi, puts it this way: to fix any major problems that are happening in the world, people have to get uncomfortable, but for the greater good of the world and as part of the path to better develop and reinvent oneself, it is inevitable to get prickly and odd in conversations ("3 Ways"; "Are You"; Brown, 2017, 140 147; Browser; "Joe Rogan"; Oberlin; Schiller and Schuman-Stoler, 2018; "The Future"). [Appendix 9.]

Unlike certain Boomer leaders who coerce, initiate retribution, incite hate speech and in opinionated denial of any **malfeasance** but blatantly deflect the truth, this paper is demonstrating their deliberate change on others inevitably results in a lack of trust due to being unaccountable, apathetic and the inability to take in genuine criticisms to reinvent oneself, including but not limited to destroying Rousseau's naturalistic learning environment, zero-covid or how a woman should dress like (Brown, 2017, 168 176; Cheng, et al.; Cheung and Kihara; "Growing Discontent"; Grozovski; Horvath; Lem, 2022k; Motamedi; Ng; Ni; Oberlin; Ozaki; "Putin's"; Tan, Y.; Treisman; Umeh). [Appendix 1B., 1D., 1E., 1F., 1G., 4A., 5A., 5B., 5C., 6A., 6D., 7. 8. & 9.].

Because at the end of the day, understand that being in discomfort will not kill except pollution (Balakrishnan, et al.; Carlin; Gerbis; Murugesu; Schiller and Schuman-Stoler, 2018; Simon, M., 2022b). [Appendix 1. & 4.]. The writer can genuinely verify how by stepping out of one's comfort zone will one be granted with eye-opening experience that conformity is obsolete and acquiring the merits of being skeptical allows one not end up being a pawn in someone's game [Appendix 10.].

In a similar manner, deceased American comedian, Betty White, whose profound life had delved into at least 8 different careers taught the young ones to be adaptable because technology is advancing at an unprecedented velocity, which means whatever has been planned today may not be well-suited for the vibrant and ever-changing world of tomorrow if stubborn teachers and parents are too blind to see that high grades are not the defiant solution to set the trajectory path for a child (Andrews, et al.; Coughlin, 2022; 岡田 28). [Appendix 2.]

Therefore, instead of providing kids a presumed "better" life, frankly speaking, adults may have undeniably wrecked a havoc in the life of a child topped with childhood trauma that consists of perpetual hours of studying, a packed cram school schedule that cut back on chillout time, leading to a significant amount of stress and eventually ending up doing something tragic [Appendix Table A2].

To sum up, obtaining high grades does not offer genuine happiness but rather possessing diverse ways of thinking and being different may have more weight in contributing to happiness (Andrews, et al.; Komatsu et al.).

This is the reason why the Dominican Republic ranks top is that teenagers who feel part of a school community and enjoy good relations with their parents and teachers are more likely to perform better academically and be happier with their lives void of conformity (Frankel; Fuerte; Gunderson; Komatsu, et al.; Morrison; “Top 10”).

Participated Places	PISA 2018	World Happiness 2022; out of 146	Student Happiness 2017; avg. 7.3
China	1st	82nd	6.8
Singapore	2nd	32nd	6.5
Hong Kong	4th	75th	6.5
Japan	6th	55th	6.8
South Korea	7th	61th	6.4
Finland	10th	1st	7.9
Sweden	16th	7th	7.3

("A Unique"; Goshwami; Hunter; Komatsu et al.; "Singapore"; "Sweden") [Table 2.5]

Moreover, in terms of relevance, even though PISA states that the questions asked assess how students apply the materials they have studied at school in *real-life situations*, readers may undergo the Socratic rational inquiry method in determining if the following sample Problem-Solving question from PISA does indeed demonstrate a real-life situation: A, B and C live in different areas and they decide to meet up but none wants to travel for more than 15 minutes. [For real?] So where should they meet ("Explore")?

Firstly, should students consider A, B and C to be Gen Z like them? Because different generations travel differently, whether overseas planning *or* daily commuting, namely bussing, walking or taking the subway, and not to mention, the weather condition is unknown in the question (Simmons; "Study").

Besides, if none of them wants to sacrifice any time to meet up with their buddies, then they should all meet up in the metaverse, especially when this will soon become the norm [due to hazardous environmental issues, ranging from air pollution to heat wave, so heading out is a fatal move but lobbied and **venal** politicians disguised as **sophists** simply care less for

burning coal is a lucrative business and they keep on subsidizing it] [Appendix 1B.,1C.,1D., 1E., 1F., 1G., 4A.,7C.,7D., 7F. & 9.].

Hence, Metaverse inevitably saves all commuting time-related issues and unnecessary hassles of adverse weather conditions ("Air Pollution"; Braun, et al.; Chamarro; Glaveski; Huddleston Jr; Kaiser; Lal; Pandey; Rice; "Russian Ministry"; Sample; Sharma; Simon, M., 2022b; T.; Steffen; Temple; "The Philosophy").

Also, when big tech companies are exploring the dimensions of a Metaverse, along with celebrities gradually meeting up with fans via this platform, the 21st century is definitely moving into a more virtual setting (Enomoto and Nakamura; Murray, 2020; Murray, 2022)

Therefore, should students be granted extra points for thinking out of the box of suggesting the Metaverse, Zoom or Skype? In addition to that, further critical thinking skills will be fostered if they can continue to examine the idea, argue its validity and weigh opposing views to uphold the Socratic bantering between questions and reasonings, something like taking into account the diverse backgrounds that A, B and C are brought up in because those from underprivileged families may not be able to afford advanced technology, according to the OECD measurements of students well-being globally (Komatsu, et al.).

Therefore, have readers now grasped the slightest idea of how *realistic* and *relevant* these assessments truly are if exam makers are reluctant to think like Gen Z but adhere to their past experience passed down from the previous generations?

### **iii) The Truth, the Ugly, the Denial**

*"The most terrifying words in the English language are: I'm from the government and I'm here to help. - Ronald Reagan*

#### **(1) The Truth**

A meaningless task reflects nothing but gives rise to enraged teachers, parents and students who criticize the purpose of it because without reevaluating the success goals in the current age of technology, PISA results are not a predictor of a country's future economic success or the trajectory of a student's future life but a society devoid of imagination, entrepreneurship and empathy (Andrews, et al.; "How Schools"; Huang, 2017a; Lehtniemi; Komatsu, et al.; McGurk; Renton; Whipple; Wong).

The CEOs who became dropouts have proven this precisely when nothing at school aligned with their values. Had assessments been a motivation for students, obviously any tricky problems would have long been solved, period. Notwithstanding, since that is not the case and will hardly ever be unless an element of play is integrated with learning to trigger students' physical movements, leading them to be more engaged. [See Chapter 5 Methodology, Figs. 5.8 & 5.9]

The reason that contributes to disengaged people, according to Jeff Bezos, founder and former CEO of Amazon, is that young people lack passion in whatever they are undertaking (Jeff, 2021; Jeff, 2022). In other words, learning is not about how much information can be crammed into a child's brain, but how much the child enjoys learning because if they do, they will keep learning beyond the bounds of school and come back for more positive experiences (Arment; Dewey; "Finnish School"; Green and Leong; Lehtniemi; Lodge-Scharff; "Maria"; Maunz; Morgan; "What is Montessori"). [Appendix 3.].

Hence, it is crucial to empower students to let their contributions be known and valued. To put it simply, it is equivalently saying "Go ahead and use your own way to connect school learning" because to them, the process will become a more meaningful context and they may not give up learning easily when empowerment ignites their engagement and enthusiasm (Lagorio-Chafkin). [Refer to Chapter 5 for the Quantitative Findings]

## (2) The Ugly

Truth be told, if students are merely intimidated to put their nose to the grindstone, it is inevitably impairing one's curiosity to generate hypotheses to experiment with, as well as inhibiting personal growth and development (Browser; Brown, 2017 140, 147; Danaher; Dewey; Hadeed; Oberlin; "Ready"; Sinek; "Stop Wanting"; "The 5"; "The Psychology"; "大肥").bret

By accepting the fact that no one can possess absolute knowledge, not even AI when the world, according to Leonardo da Vinci and Albert Einstein, is such a vast place to explore for lifelong learning so one must not stop questioning as curiosity has its own reason for existing, and not to mention seizing the opportunity of being skeptical at times will one enjoy the fruits of being extraordinary, unique and individualistic by not following the norm entailing the Einstellung effect, groupthink and an echo chamber (Bates; Bathla; Browser; Haden; Hereford?; Quintana; Robertson; "Socrates's Concept"; Taubenfeld). [Appendix 7D.& 7E.]

To err is human so it is downright obvious that "perfection" like zero covid, just to reiterate, is something of a unicorn and does not exist (Hadeed; Kempton; Sinek; "The Future"; "This", 2018). [Appendix 6.]. It is thereupon of utmost importance not to let others define what success is for any individual. There is an urgent need for educators, parents and students to stop chasing the elusive ideal of perfectionism because it does not say the least in regards to a child's creativity in devising new ideas or putting that idea into an innovation (Hadeed; Sinek; Wells). [COVID-19 Vaccine mandates and excessively adhering to crude oil are yet other hands-on real-life examples of the ridiculous Einstellung effect—Appendix 5. & 9.]

Along the same lines, Sato Fujiwara, founder of Learning Creator's Lab in Japan that helps teachers to be creative and less top-down, says humans acquire knowledge better, faster and more deeply when they are interested and connected to the material, just like what psychomotricity proposes where play is the main focus to pique students' interest, allowing them to be expressive and acquire social skills naturally through cooperating and interacting with other players (Acevedo-Duque, et al.; Camargos; Garza, 2021b; 佐伯 56; Tyre).

Do not forget Jeff Bezos has already championed the association between passion and being engaged. Correspondingly, the substantiation of the CEOs dropout group agreeably points in the same direction, only the academia is being too obtuse and dense to take a hint from the reality. Just like the mass mentality of assuming vaccines, a de facto political lobbying technique, are the sole marker to recovery ("Bret Weinstein"; "Freedom"; Health and Lin; "Steve James"). [Appendix 5.].

### **(3) The Denial**

Oblivious to the ramification of relying on rote memorization and immersing in the triad of the Einstellung effect, groupthink and an echo chamber can be interpreted as follows: if one day went without any fixated regulations and protocols to adhere to, students with neither creativity nor curiosity would probably end up being disoriented when confronted with a completely foreign circumstance ("Carl Jung"; Dewey; Haden; "Ready"; "This", 2018).

Fujiwara further explains when unfortunately students are not used to learning this novel way with more freedom and autonomy, what they will do is simply resuming the traditional approach of learning, in other words, they will wait for the teacher to tell them what to do because students assume teacher's decisions will never go wrong, utterly defeating the purpose of granting students the freedom and autonomy to explore where their curiosity leads them (Tyre). This is something that will be brought up again when readers approach the Methodology chapter.

As an alternative, one had better enjoy the process of undergoing a task and the result will follow naturally as the universe has intended. Take writing up this paper as a hands-on example of not going against the universe because all supporting evidence to counter conceited and **bumptious** leaders came effortlessly to the writer when those highly impaired **maladroits** committed one misdeed after another without being accountable. There is literally an unnecessary need to dig deep into the Internet for proof when every front page has enlisted their appalling coercion and repression that only makes others suffer instead of making life better for them. Seriously, why bother studying dead flat thoughts to end up being a pathological liar just like those said **sophists** and leaders who do not only deny the authentic truth, but also fabricate their own narrative and demean other cultures while they have never given thought that their abominable selves equally cause people to nauseate [Appendix 1D., 1E., 1G., 2F., 4A., 5C., 6D., 7 C., 7D., 7E., 7F., 8. & 9.].

Solely chasing after an unachievable goal that does not spark joy, enthusiasm or motivation can hardly generate fruitful experience to live on for subsequent experiences which may be an indication of an **inchoate** state of lifelong learning (Dewey; "Is Humanity"; "Life"; Sinek).

As mentioned previously, creativity, not perfectionism, is the number one skill that CEOs from across the globe are scouting in new recruits (Bendzsa; Greenwood; "How Schools"; Levine; Neera; Palmisano; Quirk; "Ready"; Simon, C.; Tyre). Below are 2 empirical proofs that have revealed the inconvenient truth:

A research by the University of California, Los Angeles, was conducted on two groups of participants with one group consisting of highly creative individuals while the other group mainly highly intelligent people with graduate degrees. Their MRI scans were examined as they were engaging in a task. Results showed that highly creative people possess brain connectivity that stays off the beaten path, meaning these people can generate unique alternatives to free them from getting stuck and dwelling on the same solution, aka the Einstellung effect, which may not derive any applicability or usefulness (University of California).

Whereas another research is done on perfectionists and completionists conducted at the University of Ottawa in Canada where the results explicitly show that perfectionism lacks flexibility and curiosity because to them, incorporating new ideas may deem unacceptable and will ruin the illusionary perfect image (川勝; Watts). On The other hand, creative people or completionists who strive for excellence instead of perfection, have an increase in spontaneity

and adaptability, so the Einstellung effect hardly surfaces to hamper creative people's ability to draft up a uniquely creative alternative to a complex task.

Besides, creativity can lead to personal fulfillment and positive learning experience as in the case of students where they may have successfully conveyed their message via effective collaboration and communication with their peers while in the case of teachers, creativity can contribute to professional outcomes in which teachers acquire flexibility and tolerate more possibilities, as well as, novel ideas so they will pivot away from any one-size-fit-all models (川勝; University of California; Watts; Weir).

It simply boils down to the fact that with creativity and the openness to treat every situation as an opportunity, devising Montessori's age-appropriate materials is within one's reach. Also, having engaged students in class will come by easily.

#### iv) **Let's Welcome Apollo Again**

*Ἐγγύα πάρα δ'ἄτη [Surety Brings Ruin]*

*The Temple of Apollo, Delphi*

Performing anything to the extreme, i. whether **importuning** students to study highly irrelevant materials, thinking it can train concentration or ii. the equivalent of mandating trial vaccines, assuming it will save the day by eradicating the virus, has not only flouted Apollo's second maxim of "nothing in excess" and as a matter of fact, it has equally violated his third Maxim ["Ἐγγύα πάρα δ'ἄτηα"], which can be interpreted as "a pledge is a curse" or "surety brings ruin" ("5,554"; Bates; "Coronavirus"; Quintana; Robertson; Tan, CK., 2022a).

[Appendix 2., 5. & 6.]

According to ancient biographer Diogenes Laertius and philosopher Socrates in regards to Apollo's third maxim, anyone who reposes an individual's trust firmly will lead to one's own ruin because that person is blinded by false certainties, for instance, not recognizing one's ignorance has actually induced sufferings on others [Appendix 9B.]. By eschewing the notion of maintaining an attitude of healthy skepticism to make peace with the unknown, lone is inevitably stuck in the Einstellung effect (Bates; Quintana; Robertson; "Socrates's Concept").

[Appendix 5B., 5D., 7D., 7G. & 9.]

For instance, pushing a country's Covid19 vaccination rate, like a one-size-fits-all model in education, apparently does not correlate to any decline in covid cases because they are still surmounting each day, rendering the vaccination mandates futile, especially when lobbied

politicians simply bypass the Hoskins' Effect (Health and Lin; Reina). [Appendix 5., Figs A5.1 & A5.2]

Therefore, by upholding the spirit of Socrates' rational inquiry approach, Da Vinci's enthusiasm towards exploring the unknown and Einstein's attitude of keeping the questions coming, one will instantly realize not only the education system but the medical system and the climate crisis are equally depriving one's ability to perceive plausible alternatives [Appendix 5., 6., 7G., 9.]. This is the reason why Sir Ken Robertson mentioned in one of his TED talks that modern education has driven creativity out of students attributed to rote learning. Despite German political scientist Hartmut Rosa not referring the following statement to education, the fact that she says the more humans cram, the less those experiences register in their minds and memories, leading to a profound sense of alienation, is absolutely true when too much of one thing—rote memorization, mundane repetitions and indoctrinated compliance—stultifies enthusiasm ("Do Schools,"; Cummins; "Is Humanity"; "We Have"). Hence, the triggering of the Zeigarnik effect is highly inevitable.

#### **v) Actions Speak More Than Words**

*"Human beings are a disease, cancer of this planet." - Agent Smith, 'The Matrix' (1999)*

Children from Gen Z and Gen Alpha cannot be blamed when educators are insensitive and less reciprocate to students' diverse needs. Australian philosopher Roman Krznaric explains that it is the responsibility of every generation to imagine what their successors might need, not to mention, according to Equity Generation Lawyers David Barnden, people in power must not harm younger people by their decisions, including but not limited to the aforementioned rote learning dead flat thoughts, the participation in high-stakes testing, the compliance with vaccine mandates and also ignoring the dire climate issues that devastated Rousseau's naturalistic learning approach [Appendix 1., 2., 4., 5., 6., 7. & 9.].

Hold it right there! How can the environment be blamed for a student's inattentiveness or anxiety when obviously it must be students being sluggish that leads to a deterioration in school grades, no? Or perhaps shifting the blame to technology is a more convincing excuse for the cause of distraction and a decline in cognitive skills (Allen; Dore, et al.; Greenwood; Gupta, 2022c; Hinata; Nield, 2022a; Nield, 2022b; Palmai; Puri; Stokel-Walker; "This", 2018).

Honestly, is getting a good result in Geography having a more significant weight than implementing feasible changes to really make the Earth a better place for the future



generations and beyond without further harming the planet and making one's children, grandchildren and great grandchildren suffer [Appendix 1. &4F.]?

Come to think about it: which of the following 15-year-old is more impressive: getting rank 1 in PISA or turning school acquired knowledge into an awareness raising campaign to stop lobbied and **venal** politicians from further sabotaging the planet?

When the rest of the world is drilling students on irrelevant information, as well as depriving them of technology because of presumed addiction, a 15-year-old climate activist launched a "School Strike for Climate"

outside the Swedish Parliament in August 2018. It spoke out loud and clear to the world that has unfortunately failed her and Gen Z, but to be precise, she was criticizing the **bumptious** world leaders, who merely **bamboozle** young people with empty **bombastic** words that possess no real alternative on the horizon (Anderson and Stoddard; Crouch; Kraemer; "Teen activist").

Greta Thunberg, not intimidated by the grand scale of the UN conference held in New York where she sailed in a zero-emissions yacht, showed to the world, especially the world leaders the real meaning of "actions speak louder than empty words" because they tend to set unprecedented goals on cutting carbon emissions but end up being a reneger, utterly devoid of morals (Clark, 2010a; Clark, 2010b; Ghlionn; Kraemer; Rezvani; "Ship Tracks"; Simon, M., 2022a; "Teen Activist"; Wang). [Appendix 1B., 1D., 1E., 1F., 1G.,4A., 7C., 7D., 7E., 7F.,8. & 9.].

For a similar reason, "Nobel of the Environment", Tyler Prize winner, Sir Andy Haines, did not show up at the awards ceremony in California for he did not think it was appropriate and highly sarcastic to travel halfway around the world from the UK to pick up the climate change prize (Barber; Clark, 2010a; Clark, 2010b; Grove, 2022b; "The Truth"). [Appendix 1B.].

Even the late Queen of England delivered a poignant message to leaders of different nations who had gathered in Glasgow for COP26 where she said "The time for words has moved to the time for action" because her late husband Prince Philip in 1969 had already foreseen the climate crisis getting worse, resulting in the Queen to urge leaders to rise above the politics and achieve true statesmanship that they answered the call of those future generations and be "good ancestors" by being responsible (Mills; Steffen 191, 194).

Unsurprisingly, the reason behind why lobbied politicians have been lagging in tackling the climate issues is that there have been 1,100 **sophists** who blatantly claimed not to have any climate crisis and spilled forth absurdly **spurious** fraud [Appendix 1B., 1C. & 1F.]. Similar

to AI algorithms where people are fed with false uncertainties that can result in groupthink and an echo chamber, crippling the reimagining department to initiate robust conversations and generate creative approaches to envisioning solutions and innovations to get to the root of the problem (Beres; Steffen 205).

Some **castigated** Thunberg's actions as being emotional, hurling disparaging remarks including but not limited to, "go back to school", "she had better manage her anger" and "misinformed" [Table 2.6], but that is exactly what irresponsible adults do when they want to shift the blame onto others by not being accountable (Kraemer; "Teen Activist"). Disappointingly, when those who possess power are exploiting nature to create a lucrative business out of it, one can anticipate why the academia is reluctant in incorporating technology because to create a lucrative business in education means endless students studying at the institute and to sustain a schools reputation, what else is better than brushing up the grades of each student to perfection?

However, recalling Escalante, Not only did he say every teacher is capable of making mistakes no matter how much experience one possesses, which can equally apply to adults of all walks of life, but also he warned not to make excuses for student failures, so by evaluating an individual's pedagogies, one then becomes a student to start learning again; this is equivalently saying to better know thyself, one had better be humiliated so as to comprehend how little one truly knows and be more willing to open up to multiple perspectives (Browser; Brown, 2017 140; Hadeed; "Joe Rogan"; Oberlin; "大肥")?

It is candidly not doing kids justice when adults pathologize them, labeling them as emotionally driven because read on and decide which of the following scenarios is more aggressive and emotional: Thunberg or her accusers?

Who	Situation
Thunberg	Criticizing leaders at a conference for their negligence in tackling the severity of global warming when they had decades to implement a change.
Boomer #1	Was upset about a certain year's voting result and incited a riot at the Capitol at the beginning of a certain year.
Boomer #2 [the Bully]	Accusing others' military exercise unnerved him and initiated an attack on his neighbor Sunflower near the beginning of a certain year. [Appendix 1D., 1G., 4A. & Table A4]

[Table 2.6]

Let the above astounding events sink in ("Capitol Riots"; Kadlec; Kraemer; Le Corre; Reuters, 2022b). Having performed the dialectical banter of Socrates, is there anybody who still wants to label Gen Z as emotional? Or should it be the "Baby" Boomers, as the name implies, who should sign up for some anger management courses or therapy sessions for their inability to solve a problem except through violent means ("Why Are")?

In fact, a survey done on Gen Z, between 16-25 years old, across 10 countries, is found to have more than three-quarters of the young people not trusting the government and politicians because who will seriously put faith in "The Boy Who Cried Wolf" when they have failed them and not made any radical changes in tackling the disastrous climate with 60% experiencing "climate anxiety", a notable term, in fact, epitomized Collins' 2021 Top 10 words; it is a noun that refers to people's growing concerns about climate change and the perceived lack of action to tackle it (Browne; Cummins; Gupta, 2022d; Harrabin; Monaghan; Ray; Thompson, 2021). [Appendix 1. & 4.]

It is not an understatement to say when big corporates lobby or have influence on the government behind closed doors, it is more or less trying to meet the demands and interests of companies to secure profits and along with think tanks to convince everyone what these companies are doing are ethical and moral by operating without any accountability, the same as i. threatening students to cram as much as they can to obtain some meaningless A's and ii. blindly mandating vaccines without taking into account the Hoskins' effect and other plausible alternatives that will not harm the good gut bacteria ("Bret Weinstein"; Buddle; Carey; "Freedom"; Grove, 2022c; Health and Lin; "Is the Mainstream"; "Laura"; Philipp; "Pfizer, illegal"; Reina; "Steve James"; "Tale of COVID"; Trigos, 2022a; Trigos, 2022b; "Vaccination"; Wood, 2022). [Appendix 2., & 5.]

Moreover, Professor Ray who studies climate anxiety at Humboldt State University in Arcata, not only mentions the negative effect that climate change has brought upon Gen Z, but she further explains that her Gen Z students, who have chosen environmental studies, came to a revelation that the interconnectedness of the world comes with a surge of carbon footprints, including but not limited to the continuous construction of power plants for more coal-burning, the automobile industries, and not to mention the consumption of meat, which unquestionably adds up and accelerate the dooming of their future (Anderson and Stoddard; Brown, 2021; Cummins; Ghlionn; Ray; Schiffman; Wang). [Appendix 1., 4. & 7.] This inevitably drives depression and despair into her students, which causes them to shut down and skip classes altogether despite acknowledging the fact that they may not pass the class (Browne; Gupta, 2022d; Ray).

It is no rocket science that with depression, one can hardly work at their best, let alone concentrating but possibly having violent thoughts like making a move to inflicting harm on

oneself or others or simply vandalizing public properties (Cheng, et al; "Depression"; Huang, 2017a; Lavelle; Robertz). With a broken education system attributed to the unreceptive academia and lobbied politicians who put profits before the well-being of students, it is easy to fathom the fact why the former CEO of Apple, the current CEOs of Facebook, Fitbit and Spotify, just to name but a few, had inevitably become dropouts.

The essence of learning from the past philosophers who emphasized a diverse perspective is a way to maneuver out of the echo chamber of discrepancies of information. Hence, there is a good reason why Gen Z has lost faith in adults from the previous generations because not only have they not been responsible for the dire climate change, but also they are equally inept in dealing with the outbreak of COVID-19 pandemic when there are obviously more natural solutions that lobbied politicians either deliberately ignored or are incompetently aware of [Appendix 1., 4., 5., 6. & 7.]. Learning to listen and be humiliated has its merits so these **bombastic** adults will refrain from **bloviating** further (Hanselman and Holiday).

As a result, if the root of the problem is not resolved, no amount of **importunate**, intimidation or accusation is going to **propitiate** the anxiety that Gen Z has been undesirably accumulating.

Besides, being tasked with heaps of homework, performing perpetual assessments and fulfilling absurd expectations from parents will not make them forget the climate crisis, let alone pathologizing them for being emotional and irrational (Harrabin; Kraemer; Schiffman).

## H) Learning + ? = Engagement

*IBM's long-standing mantra is 'Think.' What has always made IBM a fascinating and compelling place for me, is the passion of the company, and its people, to apply technology and scientific thinking to major societal issues. - Ginni Rometty*

Stepping into the saliently overwhelming cutting edge technology of the 20th and 21st century, which includes but not limited to "crypto" investments, AI robotic cafes, AI beer brewer, VR in housing estates and VR fitness at home ("360° "; "A Blockchain"; Albrecht; Alphr; Savoie; Steen, 2021a; Steen, 2021b; "Supernatural"; Yoshifuji). When a variety of business sectors have been investing in advanced technology, why, then, are schools lagging behind unless they are utterly clueless that many software programs in the market can turn an innovative idea into an intriguing gameplay ("Create Stories"; Neil; "What Is Ren'Py)?

### **i) The Truth (Part 2)**

The engagement in learning can be achieved on the condition that educators guide and encourage but not deliberately instruct students, then they will become who they meant to be (Arment; Hadeed; Levine; "Teady"). Try to recall the previously mentioned demerits on how Foley said museums are mostly front-loading visitors on what they *should* think rather than giving them the liberty to be their own curators. In addition to that, since readers are now stepping foot into the IT era, this section is going to shower readers with words that have been considered new in the 21st century to be well transitioned and assimilated smoothly into this exotechnology inclusive era because what Gen Z think matters (Brandvoice; Laguardia; Sandel). As a Millennial, the writer may appear too "cheugy" for trying too hard trying to speak on the same level as Gen Z but according to Rousseau, Fröbel and Montessori, learning is carried out through trials and errors so it is a good opportunity for the writer to explore the unknown territory of Gen Z to understand them better, so as not to become certain despicable Boomers who probably only have coercion, exploitation, manipulation and threats in their dictionary (Monaghan). [Appendix 1D., 1E., 1G., 2F., 4A., 5B., 6., 7., 8., & 9.].

One inconvenient truth is that according to Florence Ashley, a legal scholar, bioethicist, and doctoral candidate at the University of Toronto explains that since everyone on Earth, probably except those from totalitarian and authoritarian regimes when only one interpretation of things is allowed, thrives on and even fetishizes innovations, she believes the majority will not think that something new is bad if being inclusive is the key to bring everyone together, whether Gen Z, Boomers, Black or White (FP Explainers; Hickey; Longley; McRaney; Stokel-Walker; Yuko). [Appendix 7B.]

Despite Ashley speaking the sounding truth, still ironically, opposing voices from institutions and academics will highly defy and criticize the act of changing the status quo of introducing technology and play in the lesson, as well as not imposing rote learning on students because to successfully leave one's comfort zone and deep-rooted traditions, it requires an open mind and the willingness to relinquish control and long-standing beliefs in order to seek out better outcomes for students,

In addition, one cannot neglect Apollo's second maxim of nothing in excess because incorporating technology without boundaries may invite cyber attacks. It is undeniable that taking things to the extreme is surely going to backfire, as in burning coal without taking into account the consequences and not to mention, the signature zero-covid that brought constant stress and a sense of demoralization, just to emphasize (Cheng, et al.; Cheung and Kihara;

Chiang and Dou; Hong; Kiggins; Lem, 2022a; Lem, 2022c; McRaney; Penn; Ni; Tan, CK., 2022a; Tan, Y.; Teachmint; Weldon; Yiu,2022b). [Appendix 6. & 9.]

Successful people do not call themselves successful by merely obtaining straight A's because the prior group of CEO dropouts thoroughly echo this sentiment. A creative mind does not derive from hardcore facts that are being indoctrinated and beaten into the brain. As William Harrison, the ex-JP Morgan CEO, puts it: by working in unfamiliar and difficult environments, it helps to stimulate more brain activity in the frontal cortex that is associated with memory and judgment and he gained a wealth of knowledge that propelled him to a highly successful career simply because he got out of the comfort zone and grapple with the unfamiliarity (Constantino). Leaving one's comfort zone is equally celebrating the maneuvering away from the Einstellung effect in order to generate novel ideas.

## **ii. The Denial (Part 2)**

Teachers who have been in the teaching industry for at least 20-30 years may have dubious thoughts in regards to the effectiveness of utilizing advanced technology and may in turn inhibit a student's growth in the creative department. Thereupon, without acknowledging one's wrongdoings, whether the implementation of technology or tackling the dire climate crisis, nothing is plausible unless one has learnt how to display humility, which can be translated as the ability to simply admit "I was wrong." (Browser; Brown, 2017, 140 147; Hale; "Joe Rogan"; Maxwell; Oberlin).

Obviously, some may argue that their schools have been utilizing technology like the lifesaver PowerPoint slides that teachers from the late 20th century could finally let out a big sigh of relief for not having the need to write all the notes on a transparency anymore, which may eventually end up in a roll of slide carousels of trash (Searles; "Traditional"; Velarde). With this new kid in town, PowerPoint slides can include sound effects and timing diagrams. By incorporating animated graphics, teaching with PowerPoint slides does seem more appealing, does it not? Unfortunately, not many students may agree if teachers decide to utilize technology in a rather apathetic way, as in reading out the typed notes directly on the screen. How exciting and creative is that? Xeroxing and pasting a whole chunk of text from the book onto the PowerPoint slides is definitely not original and creative enough to sustain students' interest in class or make them feel engaged when they can simply read the same text right from their textbooks that they simply do not bother reading because it does not spark joy or induce motivation.

For teachers to sustain students' interest in learning, only forcing them to undergo something that students consider tedious is definitely going to backfire in a tragedy ("1989"; Hernández;

"History"; Huang, 2017a; Pomfret; S and Sugawara; "Student Suicides"); [Appendix 8B. & Table A2]

It is already undesirable to make students suffer, whether mentally due to climate change or academically due to high-stakes testing [Appendix 1., 2., 4. & 9.].

Without any concrete solutions inevitably leads students to feel teachers lack the ability to socialize with students on the same channel or simply be more human. Recall both Fröbel's and Montessori's relevant and age appropriate materials to stimulate a child's senses so as to be more engaged. Moreover, do not forget Escalante's inspiring lessons—as teachers, they need to fight the same battle alongside students to make them feel humanistic that they are in this together. Or another way of viewing a humanistic and **avuncular** teacher is simply being the child's Anne Sullivan because the caveat is that a humanistic teacher is the child's best expert (Arment; McGurk; "Ready"). She accompanied Helen Keller through ups and downs until her deathbed (Google Arts).

Then, an even newer kid in town, Smartboards, demonstrates what technology can really do; it is more than a traditional whiteboard as it comes with a touch screen, bringing immense interactions in class when students can drag things around on the board, collaborate in teams and let their creativity guide them ("6 Best"; Cox, 2019).

However, a lesson, conducted in a classroom where a Smartboard has been installed, can equally turn into a rather **torpid** and unfortunate scene with the teacher, for example, ineptly introduces a poem and has it shown on the board while writing annotations next to certain stanzas, as well as urging students to jot down and highlight any keywords that will appear in the exam. Why, then, does the teacher not simply stick with the traditional blackboard? Hence, this emphasizes the fact that having advanced technology like a Smartboard makes not much of a difference when compared to teachers before the late 20th century where they wrote notes on a transparency and placed it on an overhead, or even before that with blackboards and chalks. The reason is that teachers' unrelenting tenacious grip on traditional delivery approaches has handicapped them to use technology with creativity.

On the other hand, if students are allowed to play interactive games like "Pictionary" in a language lesson or "Jeopardy" and "Who's a Millionaire" in History or any lessons via using the Smart Boards in a creative way, surely by asking students to get in teams can foster their collaborative and communication skills, as well as stimulate their five senses when they are physically engaged and interacting with one another through hands-on learning experience [Refer to Chapter 5 Methodology, especially the Qualitative Findings].

Using technology in a classroom wisely that encompasses good pedagogy, staff expertise and student feedback are undeniably inducing more fun and stress-free moments than promoting yawning and eyes-rolling scenes (Jarvis; Penn).

Then, soon enough, conducting lessons on "Zoom" and Google Classroom has been the norm starting in 2020 due to the untimely coronavirus pandemic that has inevitably wreaked a "hellacious" havoc around the world since the end of 2019 with lockdowns, social distancing and self-quarantines, or "quaranteen" ("10 New"; Brandvoice; Danaher; Laguardia; Sandel).

While it cannot be helped that a deprivation of face-to-face physical lessons has caused everyone to resort to online learning. However, do not forget conducting a lesson through the lens should be completely different from broadcasting news via the lens on the camera because anchors are expected to read out the prepared script as viewers are anticipating before the screen. The question is: "Are teachers hardwired to read notes directly from the textbook or the PowerPoint?"

### **iii. The Ugly (Part 2)**

Obviously a big no-no! With close to every Gen Z possessing one or more smart devices that they can swipe and filter those they deem uninteresting or "cheugy", they can then associate themselves with others via social media, so hardly any of them grow up watching news on TV at six with mum and dad (Kunova; Monaghan). It does not take a genius to figure out that social media platforms like TikTok and Instagram focus on lighthearted visual content, such as dance videos or memes, but this creative media often does not come naturally to journalists trained in more traditional news reporting that has not evolved in more than 50 years (Goolnik and Nettleford; Ketch; Kunova).

With the rapid development of technology, it is breaking down the premise of traditional society and values, so retrieving news from around the world does not limited to TV where Gen Z may find it hard to associate with when there are other intriguing platforms like Twitter and YouTube to get their updated news in a more "chillax" way.

To reiterate, in order to establish a more inclusive environment for Gen Z who are already shaping the world and whose interests tend to be more or less revolving around social media platforms and technology as a whole, unnecessary coercion, along with groupthink, an echo chamber and the Einstellung effect will only fuel more discontentment that inevitably puts stress on their mental health because the root of the problem has yet to be solved. [Appendix 1., 4., 5., 6., 7., 8. & 9.]



Thus, it is understandable why Gen Z find news presenting in the traditional way boring—the anchor merely reads from the autocue in such a **quotidian** way that undeniably does not cut it with them (Kunova; Laguardia; Sandel).

All is not lost when one UK award-winning broadcast journalist acknowledges what is needed to attract the eyeballs of 16 to 24. He took up the challenge by launching a project called "Need to Know" to deliver impartial, quality news fit for the digital generation with its channel first published on Snapchat and then currently migrated to YouTube where it is open to the general public rather than monopolized by TV stations that determine how or where the public get their entertainment (Goolnik and Nettleford; Ketch; Kunova; Okada 50).

This simply comes down to the fact that despite kids noticing regular news can be derived from TV, they clearly will not force themselves to watch something they do not enjoy while media like "Need to Know" is possibly right up their alley. What is more, there are bright colors, flashing lights and banners for a total sensory overload in a good way since it helps to highlight and repeat important points that could otherwise be missed in the fast-paced clips; this distinctive style speaks to Gen Z, like it belongs there (Goolnik and Nettleford; Ketch; Kunova; Laguardia; Sandel).

Furthermore, for a more intriguing experience, Warren Nettleford prefers incorporating his funny and whimsical presentation in delivering the news so this can precisely translate to the everyday life of young people that anything is better so long as it is not on par with the teacher's **vapid** delivery at school (Goolnik and Nettleford; Kunova; Sandel).

Traditional news has an air of gravitas that Gen Z probably do not crave as much because they are more inclined towards innovative and interactive contents that constitute an important impact to them, be it tips or advice for taking action against climate change (Ketch).

Similar to what Thunberg has been doing since her first solo protest outside the Swedish Parliament in 2018. Her action has caused a snowball effect which encourages other Gen Z to stand up to protect their future from the **machinations** engineered by **malicious** adults when they failed to acknowledge the late Queen's message in regards to exhibit an air of statesmanship to make their words mean what they say (Kraemer; Laguardia; Mills; SBS). [Appendix 1B., 1D., 1E., 1F., 1G., 2F.4A., 7.& 9.]

Another significant example can be seen on the twitter account of a 19-year-old Gen Z who used technology to initially track the jet belonging to the richest man on Earth but when one

of the aforementioned Baby Boomers, [see Table A4, and Appendix 1D., 4A., 7A. & 7B.], became cynically paranoid and started attacking his neighbor Sunflower in February, 2022, Jack Sweeney then turned to track the jets of the oligarchs and he has invited others to help bolster the amount of planes that can be tracked (Valinsky). It is distinctly clear that Gen Z make decisions that reflect their values and push for change on societal issues when they realize adults are not always conscientious and morally right, meaning they are inept to comprehend whether an action will make another suffer (Brandvoice; Hanselman and Holiday; Laguardia; Sandel; Slavoj Žižek; "The Pervert's"). [Appendix 1B., 1D., 1E., 1F., 1G., 2F., 4A., 5., 6., 7. & 9.]

If watching news like the above "Need to Know" can be this compelling, why does learning at school in the 21st century seem nothing but **pabulum**?

Hold it right there, some may reasonably argue that even without an innovative news channel designated to a younger audience in one's country, ICT (Information and Communications Technology) lessons at school would have been a more intriguing subject than reciting grammar rules in English or memorizing facts in History, because by definition, a computer lesson means students get to use the computer and write some programming codes to test out if it works, does it not? Well, it would work only under the condition that the computer teacher does not cling onto the textbook like a Holy Grail would the above scenario prevails. Similar to what the point is for learning "spokes" on a bike when students are not allowed to ride on the real thing, so in regards to an ICT lesson, it is technically more practical for students to learn and acquire the skills in ICT where they can make use of software programs like "Movie Maker", "Scratch" or other available tools ready for users to dive in and investigate the functions, which could be something like editing music clips or cropping photos in a video or devising simple games to try out on the computer ("Create stories"; "Free Video"; "What is Ren'Py").

When students are allowed to get involved physically, according to Montessori's theory, they will then be automatically engaged and come back for more positive reinforcement due to their intrinsic motivation to learn, eliminating the tone of **asperity** from teachers. Only when teachers are willing to empower students with more hands-on learning experience will students develop an equivalently lifelong acquiring experience. [Appendix 3.]

Even though Plato's philosophical theory has elicited play being the mitigation to children's learning, including the theories by Rousseau and Montessori who both emphasize on activating the five senses in children to foster better learning experience and Fröbel's garden

built for children to experience the notion of play with trial and error, why, then, when dwelling in this highly technological era, play seems like a taboo?

Alas, to parents, when play is associated with children, more often than not, the image in mind is perceived as a kid holding either a smartphone or a gaming console in hand, which is then translated as Red Light Alert because technology addiction corresponding to a child is seen a crime; hence, parents of elementary students technically restrict their child's screen time when they view technology and electronic devices as nothing more than a **malefactor** in the hands of a child (Allen; Dore, et al.; Greenwood; Gupta, 2022c; Hinata; Nield, 2022a; Nield, 2022b; Palmai; Puri; Stokel-Walker; "This", 2018).

On the contrary, has anyone given thought to the matter that adults can be in the same boat? No? Because adults, especially if they are professionals, have self control and discipline so they are not susceptible to fall into the technology trap the same as a **puerile** kid.

Unfortunately, this is yet another real-life echo chamber where adults are being immersed in misinformation without taking into account discrepancies in information, depriving the opportunity to embrace different angles, so they end up perceiving things with only one interpretation, primarily centering around the fabrication of fake news without arguing about the truth on how technology is affecting everyone but not merely children (Bates; "Carl Jung"; Glaveski; Goodall; Hereford, n.d.a; "Life"; Ozaki; Quintana; Robertson; "Socrates's Concept").

Truth be told, whether a doctor or a politician, they can equally be succumbed to gaming and technology, but making up excuses like "I have accidentally clicked on the link that displays porn" is similar to a kid saying "I didn't mean to but I accidentally looked at my neighbor's answer when the paper landed on my desk." (Gupta, 2022c; Powell; Puri; SCMP Reporter, 2009; Solon).

Hence, who is the more **puerile** one? Having revealed a frivolous side of adults, can kids nowadays still have faith and place their trust in them when these so-called grown-ups also commit an **insidious malfeasance** that they *want* kids to avoid doing? Does this not echo how Gen Z, Greta Thunberg, felt when lobbied politicians failed to listen to scientists concerning the dire climate change when they probably had their head up in the clouds, utterly impairing proper judgment of what is more urgent at hand?

#### iv. The Reevaluation of Utilizing Technology

*"We are addicted to our thoughts. We cannot change anything if we cannot change our thinking." - Santosh Kalwar*

Below is to debunk the bad vibe of technology: a research done by The Frontiers delved into the associations between children's media use with language and literacy skills since parents and teachers have a tendency to associate technology addiction with deteriorating school results. With all the data collected, Frontiers realized there was an inconsistency whether children will result in a detrimental in language and literacy with the use of media (Dore, et al.). Thus, to avoid labeling technology as a **malice**, adults should start perceiving it from a different point of view. It cannot be denied that children, in fact, can learn from high-quality educational media that supports the domain of language and early literacy skills while there is also evidence that active video games with sports elements can increase children's physical activity and fitness, something like *Wii Fit*, *Dance Dance Revolution* on *Playstation* or *Supernatural* on *Oculus*; even multiplayer games like *Warcraft* and *Minecraft* may also have the potential to promote creativity and collaboration as there is no one and only way, meaning the Einstellung effect, to play the game when the game world is an open endless space to explore (Chilton; Dore et al.; Haden; Hayward; Jones; Savoie; "Supernatural"; "Throwback Thursday"; "Wii Fit").

John Miller, a 7th-grade history teacher described how he modeled a medieval England via *Minecraft* for students to experience peasant life while each student created their own story of surviving the Middle Ages, entailing uniqueness and a different interpretation from others (Hayward; Jones). According to a *Minecraft Mentor for the Education Edition Community*, he says that students will contribute more when they are empowered, given the freedom to demonstrate their understanding, rather than producing the same answers under the same top-down approach (Hayward; Jones).

Moreover, another study reveals gaming does not impair children's cognitive abilities, but that playing video games can actually help boost intelligence because video games make them rethink how to tackle tasks they do not normally encounter in their day-to-day lives, which requires active strategizing, planning and executive decision-making, evidence of a beneficial causal effect of video games on cognition (Allen; Gupta, 2022c; Nield, 2022a; Nield, 2022b; SBS on Demand; Thompson, 2022). In fact, one kid was so creative to the point that he pranked his mom, who was new to gaming, on *Minecraft* via another computer in the house, breaking the horrible mood she was in and both mother and son were engaging in belly-laugh (Allen). Think again if gaming is all deleterious to a child or can in fact foster

better family relationship and mental health because truth be told, certain potential culprits that may lead to a cognitive decline including but not limited to air pollution, especially a pollutant called PM2.5 (Carlin; Forrest, 2022b; Simon, M., 2022b; Steffen; Temple). [Appendix 1F.] .

To further support that gaming is not all **insidious malice**, another study carried out by the University of Glasgow, UK, equally echoed video games can develop the brain in the department of communications, resourcefulness and adaptability when the game requires players to stay curious and creative in finding multiple ways of accomplishing a task (Chilton). At the end of the day, Dore and her research team concluded that societal fears around children's media use may have been exaggerated but it is also a way to let children hold accountability for their action in regards to time management if they were given the freedom to play (Allen; Chilton; Dore et al.; Hayward; Jones; SBS on Demand).

By the same token, Dr Sharon Horwood, a senior lecturer in the School of Psychology at Deakin University, echoes technology reliance is inevitable, but the ramification on one's cognitive function cannot happen in a single generation (SBS on Demand). The bottom line is that everyone should try to do things in moderation and not via the act of coercion in demanding what a kid must or must not do since adults are not very good at keeping the urge of gaming at bay either. Whenever one tends to go overboard with anything, remember Apollo's maxims have stood the test of time.

Owing to the above findings and evidence, there is an urgent need to put technology back in the equation but to do that, the crucial factor is the need to dislodge electronic devices being a **malicious** object if placed within a child's premise. Adults should not fabricate any more excuses to literally cover up their own addiction.

This is the reason why if educators do not want to become certain **sophists** who are reluctant to let go of **spurious** and misleading concepts of technology despite the elicited research findings, they had better tap into the salient use of technology to arouse students' interest and rekindle their fire in learning.

Even though both climate anxiety and boredom at school may cause students to play truancy, the truth is that education is actually the fundamental human rights, so the suspension of schools due to the pandemic and wars alike already deprives children of their freedom to be educated (Kariyawasam; "Laura"). [Appendix 1., & 4B.]. Empower students and be inspired by their creativity, just as the aforementioned History teacher who let them learn for learning's sake.

Nevertheless, by endorsing Apollo's second maxim, despite the research on gaming seems positive, it does not mean getting one's face glued to the screen 24/7 can have all the benefits because regardless of the fitness games, other video games do require players to sit and by definition, a sedentary activity may result in a couch potato, contributing to high blood pressure, obesity and muscle loss, to name but a few (Harvard Health; Nield, 2022a; Nield, 2022b; Thompson, 2022).

From the above findings, researchers concluded that video gaming helps improve intelligence and cognitive functions as kids look at things from a diverse perspective. However, many parents are still likely to assume gaming will distract kids, causing them not to focus on their schoolwork and that learning from gaming is utter nonsense (Dore, et al.). Their one-sided assumption has involuntarily gotten trapped in the Einstellung effect. The reason is that, to ADHD children, video games may, in fact, be a cure to their distracted soul for their focus is diverted mainly on the game and by utilizing AI algorithms, they help track the progress of the ADHD child and adjust the level of difficulties as the child advances (Gupta, 2022; Palmi). Obviously, some will rebuke that to improve concentration in ADHD kids, being among nature and doing exercise will abate the condition, but, unfortunately, these individuals have neglected to factor in air pollution. Therefore, can going outdoors with heavy smog, severe heat waves and lethal wildfires that emit even more toxic gasses still hold the same salient benefits ("Air Pollution"; Carroll; Grove, 2022b; Harvard Health; Kaiser; Simon, M., 2022b; Steffen; Temple)? [Appendix 1., 4.& 7.]

Besides, according to UNESCO, novel teaching and learning tools coupled with the use of modern technologies will play a pivotal role in educating affected youth in the aftermath of wars and natural disasters or even the current pandemic that has inevitably reformed face-to-face meetings to online distance-learning (Green and Leong; Kariyawasam; Signé; Tait). In fact, by seizing the day through nuance empowerment, Andrew Afonin, the vice-dean of the National University of Kyiv-Mohyla Academy from Sunflower, empowered students to build online tools not only to help civilians via the chatbots, but also to aid the country's defense by hacking Boomer Bully's country (Farnell; Upton, 2022c). Not only does it let the younger generation know their contributions are useful and that their skills acquired can be put into good use and real-life practice, utterly different from learning "spokes"—a part of the bicycle—but not knowing if it will ever be of any use.

On the other hand, if technology is used in a stigmatized way, namely hacking based on personal interest or malice, it does come with a range of ethical issues, so one may argue how to decide where an individual stands ethically because if both the principal and superintendent are supportive of teachers having a TikTok account to upload videos of lessons whereas other

teachers are showing disapproval towards those who go overboard and post videos with students' voices, faces and schoolwork on social media, is it considered beneficial due to better teacher-student relationships and more interactive activities or causing pitfalls such as infringement and security issues (Hu and Klein, 2021c; Phippen; Tait)?

Computer scientist Andy Farnell said it was uneasy to tell what kind of ethical dilemmas one will meet during one's lives (Farnell). Try recalling the late Queen's Christmas message: people who are not mindful and hardly go through any profound thinking in deep thoughts are susceptible to immoral principles, which by definition refers to corruption, dishonesty, greed, injustice and violence (Hanselman and Holiday; "The Christmas").

It is unquestionable that technology is a double-edged sword—abstaining from it will not make students feel engaged in a lesson while overdoing it may cause one to become a couch potato or worse yet, get involved in cybercrime due to moral error and dignity deprivation (Danaher; Farnell; Tait).

Here is another eye-opening truth. When gaming or using social media is associated with socializing, homo sapiens cannot neglect the fact that primates such as themselves included, apes, chimpanzees and orangutans live in social groups; hence, the evolutionary instinct of humans for socialization is logically justifiable ("Coronavirus: Irish"; Dupuis). Smartphone apps tap into the human desire to connect with others, especially owing to the stringent measures to curb Covid19, face-to-face interactions have been restricted, so relying on technology to keep in touch with friends has become inevitable (Dupuis). Micheál Martin, leader of Fianna Fáil in Ireland, also comprehended the fact that "humans are social beings and stated that Irish are more social than most; therefore he eased the measures in early 2022 to let his people be themselves again ("Coronavirus: Irish"). A complete contrast to zero-covid where the leader's self-interest not only induces unnecessary burnouts in the local people but also causes stagnancy in the economy on account of flouting Apollo's third maxim—surety brings ruin [Appendix 6.].

Last but not least, even a study from Harvard University illustrates that meeting up fulfills a deep human need because man is a social species (Jay). Nonetheless, with frequent lockdowns and quarantines or "quaranteen", is relying on technology to fulfill basic human needs and rights considered a violation just because some stubborn adults may not use, let alone agile enough to swipe the screen and acquire the countless functions on a smartphone, does not mean they have a just reason to ban the young ones from enjoying their device ("10 New"; ("15 Lessons"; Allen; Dore, et al.; Greenwood; Gupta, 2022c; Hinata; Nield, 2022a; Nield, 2022b; Palmai; Phippen; Puri; Reuters, 2021; Stokel-Walker)? The urgency to reinvent

themselves is inevitable when it is obvious that the younger generation does not buy into coercion or threats (Cheng, et al.; Grozovski; "Growing Discontent"; Lem, 2022k; Motamedi; Renton; Reuters, 2021a; Reuters, 2021b; Tan, CK., 2022b; Tan, Y.). [Appendix 9.]

It is undeniable that people normally come together in small groups at regular and frequent intervals, and in larger “tribal” gatherings from time to time based on record history (Jay). But in the worst case scenario, resorting to social media for socializing with like-minded people, nurturing communicative skills in interacting with people from diverse backgrounds and all walks of life can forge new bonds and create one's own unique identity (Sauer, M., 2022b).

#### **v. Actions Speak More Than Words (Part 2)**

Recalling the section on The Reevaluation of Success Goals, the writer hinted readers will soon encounter yet another awe-inspiring Gen Z who has acquired the skills of being humble and humiliated, definitely something any conceited leaders [mentioned extensively in the Appendix] can absolutely learn from. [Appendix 1D., 1E., 1G., 4A., 6., 7C., 7D. & 9A.]

To prove that both technology and human interactions can break the ice on the condition that one must be inclusive, the following young Gen Z can demonstrate that with the help of technology, it accelerates his endeavors.

In 2018, Daniele Ventola, an Italian anthropology graduate, embarked on a feat of trekking the ancient Silk Road on foot, observing at close proximity how locals socialized with one another, not only through languages but nuance gestures of a positive attitude, warmth and hospitality (Tyan). [Definitely unlike someone who threatened to shoot the House Representative down, wreaking the hallmark of what it takes to be a good host when probably he does not even possess any manners per se.] (Dawson; Li, 2022).

Therefore, not only has Ventola demonstrated to Boomer Bluffer how just walking and getting to know the other party with an open mind can truly connect [different from his faulty linking the West with the East claims from Appendix 7D that has inevitably put developing countries in a fatal debt trap.], but also by truly reducing carbon footprints with concrete actions instead of bluffing and shifting the blame, Ventola walked the Road on foot (Tyan) [unlike someone's empty promises in giving false hopes to developing countries to carry out said Bluffer's **machinations** entailing the destroy of Rousseau's naturalistic learning environment and raiding resources, as elicited in Appendix 7.]



Ventola explains that to break the walls of xenophobia and hostility among countries, he shared his stories encompassing the people he had met during his 600-day walk and his genuine observations on the local life in each nation that he had left a footprint on social media with eager followers inquiring his whereabouts (Tyan). Apart from the help of social media to spread messages across the vast world, connecting strangers whom he had not known but offered him benevolent actions from sponsoring his meaningful journey to providing him hospitality, but also his understanding of putting aside one's own culture, he could easily approach any culture without presumptions (Tyan).

Unsurprisingly, Ventola is not the only Gen Z fathoming how to be inclusive but popular K-pop boy band BTS too (Debusmann). [Appendix 8.]

#### **D) Viable Solutions to Be Contemplating about**

*"All governments suffer a recurring problem: Power attracts pathological personalities. It is not that power corrupts but that it is magnetic to the corruptible." - Frank Hubert*

Truth be told, how can a country improve its education system by introducing technology when adults are the primary culprits, prominently setting up bad role models with deceitful and **venal** politicians who do not hold accountable for their words and actions, instead, they pathologize Gen Z, hacking emails posted on the web by leading climate scientists and hiding concrete proof of the crisis for fear of losing power, which is exactly a mirror reflection of the coronavirus pandemic, which includes both engineering the **malignant** virus and the unethical coercing of covid vaccines without delving deep into examining the complications ("Broad"; "Bret Weinstein"; Buckley; Campbell; Carey; "Chinese virologist"; "Doctors: Nervous"; He; Kadlec; Kraemer; Lewis, 2020; Lin, 2013b; Markson, 2021a; Suzuki;"Tale of COVID"; Stein; "Steve James"; Temple; Trigoso, 2022a; Trigoso, 2022b; "Viral"; "Virologist Dr."). [Appendix 1., 4., 5A., 5B. & 5D.]

##### **i) Be Humiliated**

Therefore, to prevent the already broken education from further deteriorating, leaders, lobbied politicians and educators had better reinvent and reevaluate themselves through being accountable to one's sayings and actions, as well as displaying an air of receptiveness because they have all inevitably violated either one or a couple of Grice's four Maxims of conversation, crippling their ability in delivering a truthful, informative, relevant and clear message via Grice's conversational maxims ("Grice's Conversational"; "Grice's Maxims". (Arment; Browser; Brown, 2017, 140, 147; Dewey; Hadeed; Levine; McGurk; Oberlin; "Ready"; Sinek;

"Ready"; "Stop Wanting"; "The 5"; "The Psychology"; "Grice's Conversational"; "Grice's Maxims"; "大肥"). [Appendix 1E., 5C. & 9.]

Instead of **vilifying** and **pontificating** in a **dogmatic** manner, leaders should have first learnt from Roman Emperor Marcus Aurelius for he said "the best revenge and the noblest kind of retribution is not to be like your enemy." Even the world's wealthiest man has a similar concept of not dwelling in the past, and he moves on to become successful (DePaulo; Johnson). Despite the fact that not everything he says holds the genuine truth because do not forget to be skeptical, especially when business is associated with morals and ethics, it is easy for corporations to put profits before people's mentality and trust, just to name but a few (Ghlionn). [Appendix 1., 4., 5., 8. & 9.]. Merely sticking to "an eye for an eye" proves how narrow-minded and immature a particular individual is, leading to the devastation of any faith from the future generations is certainly inevitable. [Appendix 1D., 1E., 1G., 4. & 7.]

### ii) Lead according to Virtue

According to Dewey, i. individual freedom, ii. decency and iii. Kindliness contribute to a higher quality experience rather than through coercion (Dewey). Thus, coming back for more positive experience and being engaged due to intrinsic motivation can be effortlessly achieved [See Table 2.6].

<b>Dewey's proposed qualities to a higher quality experience</b>	<b>Hands-on examples</b>
Individual freedom	Instead of attending school that did not contribute to raising the awareness of the hazardous climate change, Thunberg skipped school in 2018 and launched a campaign.
Decency	Unfortunately, the exact opposite of what Boomers #1 and Boomer Bully did on 6 Jan., 2021 and 24 Feb., 2022 respectively since neither took into account civilians' safety but rather, put the life of everyone involved at stake. [Refer to Table 2.6]
Kindliness	Yet again, the exact opposite of what Boomers #1 and Boomer Bully had done so when they hurled an <b>acrid</b> remark [by flouting Grice's maxims of quality, quantity and manner] on Thunberg after her visit at COP26 Summit without being accountable for their words and actions because obviously with <b>supercilious</b> leaders like them, pushing humanity to the precipice of extinction can hardly be overlooked. [Appendix 1B., 1F., 1G., 4A. & 9.]

[Table 2.7] ("Capitol Riots" Kadlec; Kraemer; Reuters, 2022b)

Dewey further emphasized that with mutual consultation and conviction, persuasion can be reached, rather than through fascism, pressure or intimidation (Araie; Dewey). Educators who fail to be responsive or open to students' ideas will, more often than not, cause negativity in students who may inflict violence onto oneself or others to protest the hardships ("1989"; Cheng, et al; "Depression"; Huang, 2017a; "History "; Lavelle; Puri; Renton; Reuters, 2022a; Robertz; "Student Suicides"; S and Sugawara; Tong, 2017). [Appendix 8B. & Table A2].

The astounding negativity of the school environment that Dewey had significantly warned about would result in nothing other than vexation because a rigid routine handed down from the past without hands-on authentic experience to motivate creative and critical thinking, how can one be engaged in learning and return for more positive experience (Arment; Dewey; "Is Montessori"; Levine; Maunz; McGurk; "Ready"; Rosman; "What's Montessori")?

By the same token, even Slovenian philosopher Slavoj Žižek mentions everyone possesses a margin of freedom in deciding how each individual constructs one's own universe but not to subjugate others, such as brainwashing others with ideologies ("The Pervert's"). [Appendix 7D.& 7E.]. To clarify, having freedom does not mean one can inflict harm on others solely based on self-interests [appendix 1D., 1E., 1G., 4A., 6., 7. & 9.].

Similarly, even though students may understand they need to go to school but those who employ critical thinking skills and rational inquiry may not be convinced that quizzing on certain batch of words, such as "spokes" in particular unit has anything to do with them because as Montessori puts it, learning materials must be age-appropriate and relevant to a student's life. Besides, whether considering an action is deemed good or bad seems vague, so it is better to ask if the action induces sufferings, like going to school is natural, but **importunate** students to do homework or coerce them into rote learning is galvanizing them to a disastrous outcome [Appendix Table A2].

Reinventing the setting of a rapt 21st century classroom demands avant-garde ideas to cultivate an array of skills that can not be acquired in a traditional textbook. Superintendent Stephen Chang advised teachers to move out of the didactic top down approach where information is transmitted one-way from the teacher to the student because in this digital era, students are likely to obtain information online, so instead of forcing students to undergo rote memorization or merely regurgitate facts like in the 19th and early 20th centuries, the rise of the technological era, as well as treating the Covid19 pandemic as a catalyst can propel every individual to take on a new perspective and reinvent oneself, whether doing businesses or teaching and learning as a whole (Green and Leong; Lucantoni; Whipple). The job of an educator is to mold students into becoming curators and investigators to handle their own

research that will eventually enhance their knowledge acquiring skills, leading to lifelong learning (Garza, 2020a; Garza, 2020b).

### iii) Counter Pathological Liars the Same as AI by Being Self-Sufficient

To counter those who **castigated** Thunberg for not going to school, she responded learning facts at school being futile because when Boomer Bluffer bluffed at the United Nations General Assembly in September, 2021 in regards to not building anymore coal power plants while being **malice** in the next minute by not only constructing extra coal power plants, but also decided to be absent at COP26 in October when Thunberg was there to criticize world leaders who merely **bloviate** in a **bombastic** manner [Appendix 1E.]. How convenient it is not to be accountable or humiliated by admitting "I was wrong", so as to be accountable for one's action (Bisnow; Isabel; "Why Are"). Thus, leaving the mess for someone else to clean up, in other words to make the future generations fix whatever the present generations have committed proves a leader's ineptness and the inability to demonstrate statesmanship as the late Queen caveated (Mills).

Therefore, egotistic leaders and lobbied politicians alike had better return to school and study Geography because same as Thunberg, a student [grade 9] told the writer that she was clueless as to why she had to study this subject when the content is basically intended for the government officials to prevent from exploiting natural resources (Chau, et al. 59). Equivalent to what book director Yoshitaka Haba from Children's Book Forest had mentioned [Appendix 3.]: it is rather sarcastic to force a student to study something when the so-called adults are not doing the righteous thing for the environment they have inevitably inflicted substantial damage and shamelessly denied [Appendix 1., 2., 4., 5., 6., 7., 8. & 9. Tables A4 & 2.6] (Chau, et al., 59; Steffen; Stein; Toyofuku).

To set up a good role model and not let leaders disguised as pathological liars take advantage and exploit others' trust, be skeptical and question to substantiate the data as what Socrates and Apollo had suggested so leaders at the United Nations General Assembly would not have taken at Boomer Bluffer's **turgid** words easily because obviously none of them know Bluffer well enough that he has a tendency to censor everything that goes against the story he fabricated from weather manipulation, engineering a virus to **bowdlerizing** history (Cannon; Carey, 2021b; Lin, 2013b; Markson, 2021b; McDonald). [Appendix 4A. & 5D.]

On the contrary, leaders of Central and Eastern Europe, as well as the Pacific Island Nations have finally come to their senses in early 2022 in uncovering Bluffer's false promises and **insidious** ambitions [Appendix 7D].

Correspondingly, it is similar to how one must confront the manipulation of AI algorithms by understanding one's vulnerability and not letting it target humans' emotional side; otherwise, gullible individuals are highly capable of carrying out impulsive actions, trusting too quickly that undermines the quality of knowing oneself.

In other words, manipulators, like Boomer Bluffer, rarely, if ever, take responsibility for their actions to their victims so they will simply adopt a self-righteous attitude with their victims, often centered on how they have been “wronged” by that person in some way, in which, they may walk away but return to trample over and punish those they have a grudge against (Cannon). [Appendix 1D., 4A., 5C., 6D., 7C., 7F., 8. Tables A4 & 2.6]. To sum up, their golden rule is simple: "If you don't give me what I want, I am entitled to treat you any way I choose." Because of their overwhelming conceitedness that causes them to have a revolting impulse to literally "win" every game (Cannon). [Appendix 1D., 4A., &6D.].

#### **J) A Savvy Tangible Efficacious Meta Education**

*“In every real man a child is hidden that wants to play.” - Friedrich Nietzsche*

To begin with, from the section—The Reevaluation of Utilizing Technology—UNESCO has already explained that utilizing novel technology can bring a new air to students who are fed up with the traditional teaching style that does not speak on the same channel with them.

Besides, from History teacher John Miller's point of view on incorporating Minecraft in his history lesson, he complimented on how creative his students were when they had been bestowed with the freedom to explore the game world fused with history elements.

Then, recalling Rousseau's and Montessori's theories, stimulating a child's five senses is important and adults need not instruct them for children were born to learn naturally if given the right tools, meaning by developing child-friendly teaching and learning materials, not to mention using games will take learning to a whole new level (Arment; Kariyawasam; Levine; "Maria"; McGurk; "What is Montessori"). [Refer to the Qualitative Findings in Chapter 5 Methodology]

The reason is that when adults value conformity over individuality, as well as, rote learning over enthusiastic exploration, it is easy to neglect play time where according to Plato is the most efficient driver of learning for children because play means to engage in activity for enjoyment and recreation rather than a serious or practical purpose (Camargos; Gianoutsos; Levine). [Appendix 3.]

Through upholding the theories by past philosophers, the introduction of STEM Education commenced in the late 20th century. It emphasized on the importance of how educational programs can prepare students to participate in the workforce and compete in the global economy (Hallinen). Acquiring the merits of executing everything in moderation, schools carrying out STEM [or later STEAM] education that embodies Science, Technology, Engineering [Arts] and Mathematics will give students the motivation and autonomy to learn through exploration, especially when it is centered around unstructured play (Hallinen; Mayobre). This term is defined as to be in touch with one's curiosity and creativity by exploring new places, similar to History teacher John Miller's Minecraft gameplay where students could explore medieval England at their own pace (Hayward; Jones; Levine).

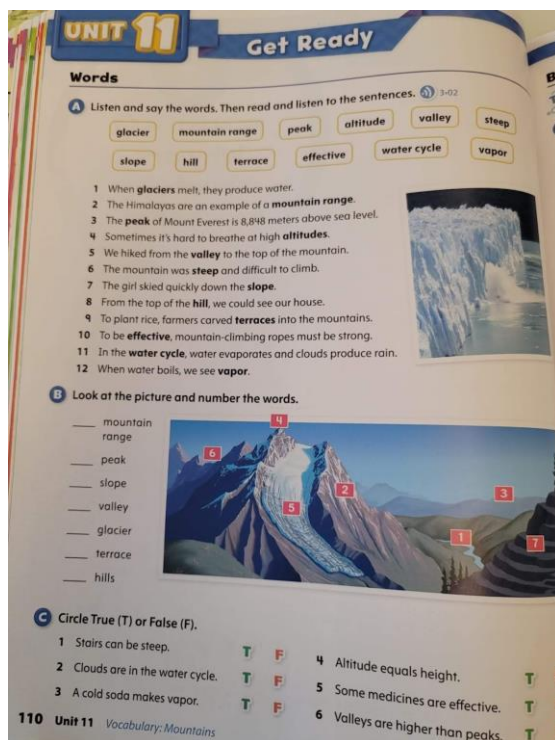
Through finding alternative ways to tackle a problem, students can naturally cultivate the attitude of barring the Einstellung effect. It can hardly be denied that unstructured play has a **salutary** effect on children's social and emotional development when they are engaged in a **piquant** task (Flanigan).

STEM or STEAM approach inclines towards a student-center that favors putting classroom learning into real-life practices to make learning more intriguing and engaging, so students become more independent and have the freedom to explore the matters at hand in-depth (Hallinen; Mayobre). Besides, STEM or STEAM education emphasizes on the integration of the STEM or STEAM subjects across the curriculum, making students be curious enough to relate classroom concepts with practical applications ("Composing"; Dailey; Hallinen; Mayobre; Neera).

For instance, upon incorporating Arts in Mathematics, like what Global leader in STEAM Education, Sachiko Nakajima, refers to display how Mathematics and Music are an international language to connect people because both require imagination for there is no one way in deriving an answer in Mathematics while music interpretation varies according to different people, personalities and how one feels inside ("Composing"). Readers have already read substantial information regarding YouTuber Cateen's medley of music. Imagination is endless if one does not put a boundary around it.

In addition, STEM or STEAM approach is more inclusive than traditional high-stakes testing that might have put minorities and students with special needs at a disadvantage because these are students whose potential is undoubtedly not being realized under a traditional, purely academic, exam-based curriculum (Lodge-Scharff; Morgan). Therefore, focusing on vocational subjects like coursework rather than the written exams will enhance students' opportunities to further in their pursuit of lifelong education instead of being penalized for a dissatisfactory result in standardized testing ("Finnish School"; Green and Leong; Lodge-Scharff; Morgan).

Along the same lines, Debbie Dailey, an assistant professor of teaching and learning at the University of Central Arkansas, has been a strong proponent of STEM not only because she has been both a high school science teacher and a coordinator for STEM starters, but also her reason for supporting STEM is that she notices in the elementary sector, focuses were put in English and Language Arts while science was rarely taught in elementary schools and when it was taught, it was often through reading about science as opposed to actually doing science (Dailey). Another way of looking at it is similar to teaching kids the meaning of a mountain range that includes glaciers, The Himalayas and Rocky Mountains from Canada, but how much will students take in when everything is in a 2D format with words from a textbook passage accompanied by colored photos of the so-called mountain range (Bourke, 112-113)? [See Fig. 2.1]



[Fig. 2.1]



[Fig 2.2]

Why are students still being sedentary in a classroom while learning places from another country, especially from a different latitude. When VR equipment like the "Oculus Quest 2" can take users to travel around the world, despite being unable to genuinely mingle with the locals to foster communication skills and understanding. Still, the learning experience is undeniably far better off than "flip your textbook to page 112."

Nevertheless, it may seem absurd for schools to supply VR equipment to every student as the budget can be accumulated to an astronomical amount. Still, learning the culture of a different country does not have to be confined in a textbook with overcrowding words and very few images [Figs. 5.3 & 5.4].

Through inhibiting the Einstellung effect, teachers can think of using Google Arts and Culture to empower students to explore any historical sites, ranging from The Acropolis Museum in Greece to the Malian culture where students can easily access the area by clicking "Tap to Explore", walking around the heritage site and occasionally coming across an artifact for a detailed inspection ("Acropolis"; "Discover Malian"; Neil; "The Great"). In case of studying the aforementioned unit on The Himalayas and Rocky Mountains from Canada, students can equally explore the glaciers by swiping the screen [See Fig. 2.2].

3D and VR experience must not be overlooked if teachers are planning for an immersive and engaging experience that gives a sense of place, scale and 3D structure (Neil). A virtual geology field trip to experience a far-off space and take measurements/virtual photos may soon be a viral topic among students whose teachers are tech-savvy (Neil; Tait).

As readers arrive at the revelation, learning does not have to be a mundane task in the 21st century when by utilizing advanced technology in moderation can bring immense joy and entertainment. In addition, there are toys integrated with STEM elements in the market. For instance, "LittleBits Gizmos and Gadgets" is a circuit building kit that kids can learn the easiest to prototype with electronics and may aspire to be future engineers, definitely far better than merely beating the word "spokes" into the brain with no effective hands-on experience ("LittleBits"). As there are no set rules, kids are free to assemble the interchangeable components, building one idea over another one to create a brand-new invention that is capable of executing an action for fun. The possibilities are endless so long as individuals deviate away from the Einstellung effect. Who does not want to be engaged in a fun activity that not only challenges one's creativity but also brings boredom to a minimum?

Along the same lines, "KiwiCo" is yet another company that puts children first as their designs are always tested out by kids before placing them in the market. Similar to LittleBits,



by empowering kids with hands-on projects, Sandra Oh Lin, one of the founders of KiwiCo, hopes the problem solving skills and creative confidence that kids gain today will help them tackle the challenges and opportunities of tomorrow ("Is School Slowly"; Lin, S.).

When there is a team of KiwiCo kids ensuring the quality of the projects being fun and engaging, the same mechanism is apparently and unfortunately tough for publishers that publish textbooks for schools to, in fact, seek a child's opinion in regards to the contents that are about to be printed in a textbook because too much, say interests, cultural backgrounds and motivations, has to be factored in. It is highly unlikely that each student from the same class can get a different textbook based on their interests and personalities.

Conversely, one cannot undermine Montessori's concept of employing age-appropriate materials to successfully pique students' interest in learning and to be engaged. ("Maria"; Maunz; "What is Montessori"). Hence, at the end of the day, educators have to be receptive and creative enough to hook students' attention so they will come back for more fruitful and encouraging experiences.

Hardly anyone is unfamiliar with the American inventor, Thomas Edison, who repeatedly failed in his experiments but possessed the persistence to dismiss any traditional models, again, the Einstellung effect; thus, Edison's inventions, one after another, never failed to put people in awe (Furr).

Achieving fruition did not wane Edison's urge to invent through continuous failures and reflections until accomplishing something worthy for public use. The act of being innovative requires a lot of trial and error and the ability to build on previous results (Furr; Glaveski; Quora).

Now is merely at the beginning of the 21st century where educators can obviously do better than that of the previous generations in eliminating any anachronistic and old-fashioned models since they can take advantage of cutting edge technologies to make learning fun via a sense of play in moderation. In order to embrace the notion of "knowing thyself", empowering children will enable them to make choices for themselves and be accountable for their decisions. On the other hand, adults had better be open to new ideas and technology as the world does not wait for those who are rooting for stagnation. The world is much of a vast sphere to venture into and explore the unknown. Neither one single being nor an electronic device has all the answers because knowing all is a unicorn theory. What fun is there if everything has been discovered and answered?

In the following chapter, readers will thereupon be reading about how different education systems from across the globe mix and match past theories to foster needed qualities in students and how certain fixated ideologies backfire.

## 6) Chapter 3: A Malady vs. Soundness of Education

Take a moment and give the following scenario a thorough rumination: in a classroom where the teacher is delivering the day's lesson, a student suddenly rises from her seat, requesting to be dismissed so she can work at the school cafe. Without any queries, the teacher gives this student a green light (Sales).

Perhaps many questions are spinning around the head of the reader, including but not limited to something like "How can the teacher allow her student to do such a thing?" or "Is the student being mischievous or **contumacious**?"

It seems rather common to come up with questions like the above. However, before anyone jumps into a farcical conclusion, read on and be prepared to be struck by a mind-blowing epiphany.

Lo and behold, according to the English etymology, the word "school" comes from the Greek word "*scholē*", which means "leisure." Hold on a second! Rewind and reread that phrase: school means *leisure*. It is incontrovertibly a major shocker because educators nowadays are so used to schools being a definite place of instruction that they are oblivious to or not to mention, hardly know the original meaning that "school" carries: spare time, leisure, rest, ease and idleness. A big "No way!" is definitely anticipated in the background.

Likewise, to many students, if they are reading this passage, it is obvious that their immediate reaction is an incredulous look of disbelief, which will quickly turn into an utter denial of how schools can be associated with leisure when they are constantly bombarded with barely achievable expectations from unrelenting parents, as well as the **importunate** school assessments which are basically part of a cutthroat curriculum that focuses on high-stakes testing with long-standing beliefs that are deep-rooted in the Asian culture, including but not limited to Chinese, Indians, Japanese, Singaporeans and South Koreans (Chiang and Dou; Ding, et al.; Moriyasu; Spencer; Wong). [Appendix 2.]

Nevertheless, by recalling the prominent messages delivered by the late Queen, Bob Chapman, Sadhguru, Albert Einstein and Henry Wadsworth Longfellow, success and happiness are not derived from being tasked with tests and exams [Reread Tables 2.2 & 2.3]. This chapter is going to delve into how the school systems from around the world have followed or rejected the past pedagogical systems to bring out the best in students or to unintentionally wreak havoc on their physical and mental health. Upon scrutinizing the pros

and cons of each school system, readers can decide how to strike a balance out of all systems to reach Μηδὲν ἄγαν [nothing in excess], so no one will be left with a **Hobson's choice**.

### A) An Arcadian School System?

*"Every living organism is fulfilled when it follows the right path for its own nature." - Marcus Aurelius*

- Short school days so kids have their own time to socialize and catch up with their friends.
- About 10 weeks of summer holidays because of "*lagom*"—all work and no play makes Jack a dull boy.
- Minimal homework to emphasize play as a part of learning.
- No standardized exams until reaching upper secondary since grades do not determine individual skills acquired.
- Free university education to offer an inclusive high-quality education system for both national and international students.

[Table 3.0]

("A Very"; Colagrossi; Coughlin, 2016; "Finnish Education "; "Finnish School"; "Homework: Finland"; "How to"; "How We", 2018a; LAB; Lehtniemi; Morrison; O'Shaughnessy; Salaky; "Top 10"; Välimaa; "Why Norway"; Zhekova)

How appealing are the above perks to an average student? Some students may be indifferent to the free university education when they have already developed an animosity towards studying at school owing to the fact that the education system in their home country is basically overwhelmed with high-stakes testing, causing teachers to teach to the test without taking into account students' comments coming from Asia and the US all crying out on how stressed out they have been and how they all would prefer moving to the above Arcadia (Arment; Buettner, 2022; "Finnish School"; "Finnish Education"; Garza, 2020a; "How to"; Levine; McGurk; "Ready"; "We Have"). [Appendix 2.].

Worse yet, in regards to recess or break time, teachers probably view it as a luxury that had better turn into more teaching hours, and not to mention, summer holidays are a high time for supplementary classes to impart students with more examination skills (Concordia; Levine; McGurk).

i) **Half Of My Energy Wasted On Random Knowledge**

*"Work in classrooms isn't significant work; it doesn't contribute to solving any problem encountered in actual life." - John Taylor Grotto*

On the other hand, truth be told, the third bullet point—"Minimal homework"—may be welcomed by a great number of students because spending at least 5 hours or more a week on homework is not an understatement in Asian countries like China, Russia and Singapore since many believe that assigning students with a hefty amount of homework can potentially improve the educational performances of students, though apparently, at the expense of students' well-being, such as soaring stress level and a plummet in happiness index, but hardly any adults would care when the reputation of the school held a more significant position for more students enrollment means more tuition revenue (Arment; Levine; McGurk; Rimer; Wee; "What Science"; Zammit). [Appendix 2F.]. This is precisely another real-life example of violating Apollo's second maxim of nothing in excess. Doing some homework may help with consolidation but being overwhelmed by a sizable amount of homework is downright discouraging, similar to an overdose of antibodies, mandating Covid vaccines in particular: with a defective immune system, it is like unlocking the doors for pathogens to invade as they wish (Davis; Drummond; Feng, et al.; "Gut Microbiota"; Readman; "Make-up"; Wilkinson). [Appendix 5.].

The mental health of students has been a disastrous hazard since the 1950s; thus, the urgency to raise the awareness of the education sector to be more sensitive, tolerant and supportive to the suffering and vulnerable students is eminent (Corcoran, et al.; Crook; Farnell; Green and Leong; Phippen; Renton). Again, the way to tick Gen Z is undeniably, as what Escalante had explained, to fight the same battle with students so as to let them know their teachers are also in this altogether ("Jaime", 2008; "Jaime", 2022; Navarrette; Phippen; UW).

Despite teachers regularly assuming "the more assignments students do the better they become", Harris Cooper, a professor at Duke University, conducted a meta analysis between the amount of homework and cognitive development, in which he found out homework has no value for children in elementary school and neither is the cognitive value, so he suggested working on no more than 10 minutes of homework for young children while junior high students should not exceed an hour of homework because the benefits will drop, causing exhaustion and worsening memory consolidation, rendering the task of assigning homework utter futile (Levine; "What Science").

Doing heaps of meaningless homework obviously will not create a second Albert Einstein for readers should be very familiar with what he had said about knowledge not being the true sign of intelligence but imagination is [Refer to Table 2.2]. Even psychologist Janine Bempechat suggests the importance of assigning quality homework that is engaging and relevant to students' lives [think of Montessori's age appropriate materials and Dewey's caveat on segregated learning], so instead of instructing them step by step, allow students to learn and do what interests them may in fact empowering them to initiate the change they want to see in their life with self-directed projects or project-based learning that will lead to more in-depth research, resulting in a natural process of instilling a work ethic to prepare them for higher education and be accountable for what is beyond their education (Arment; Ferriter; "Finnish School"; Garza, 2021b; Gershon; Green and Leong; "Jeff", 2021; "Jeff", 2022; Lehtniemi; Lodge-Scharff; Morgan; Neera; "This", 2018; Tyre).

This will result in students pouring their hearts out to have a genuine dialogue with the teacher and be more productive when they possess passion for they know their voices are going to be heard, unlike the mandating of covid vaccines where only one **Hobson's Choice** [the authoritative one] is available by filtering feasible alternatives to strengthen natural immunity ("Bret Weinstein"; Carrol, et al.; Crook; "Doctors: Nervous "; Forster and Gainty; Garza, 2020a; Green and Leong; Hernández; "I Team"; Rimer; "Steve James"; "Tale of COVID"; Trigos, 2022a; Trigos, 2022b; "Woman Dies"). [Appendix 5.].

With empowerment in moderation, students will feel they are in control of their learning by creating an optimal learning condition aligning to their principles and values (Delgado). In other words, achieving Apollo's first maxim by truly understanding what one wants will avoid ending up as a "driven cattle", only to accommodate what teachers want to see in students [See Table 2.2].

in a nutshell, let students want be seen and especially heard, so educators had better pine away from upholding a culture of punishment via grading practices and biased behavioral expectations under the guise of academic rigor ("A Unique"; Bathla; Crook; Delgado; Garza, 2020a; Lem, 2022a; Neera; 岡田 11; Renton; "The Future"). One key takeaway is that coercion and threats will not tick Gen Z and Gen Alpha, so if the old want to speak on the same level with them, there is an urgency to be receptive by reinventing themselves that their old obsolete way of teaching and learning is revolting to the point it literally bores students to death. Try to recall the merits of the news channel "Need to Know".

Besides, according to Gallup World Poll CEO Jim Clifton, he says every voice counts because leaders and decision-makers have the need to understand the hopes, dreams and

behaviors of the people they serve ("Understanding"). Therefore, teaching to thrive means putting relationships and connection first so when someone forces others to perform an action, whether attending classes or chasing after the unicorn of perfectionism that getting A's will guarantee a prospective future, they are morally wrong (Delgado).

Project-based learning means students are allowed to employ technology to undergo their interest of research, not to mention in enhancing digital communication by collaborating with other classmates via social media platforms, such as Instagram or Twitter, to name but a few, because apparently they are a commonplace for Gen Z to express their concerns and stress as they can share and find resonance with one another that they are not alone in this. Even though burnouts and mental sickness may possibly be abated, regulations on cyber abuse and harassment must be taken into consideration to eschew flouting Apollo's second maxim (Dupuis; Farnell; Hu and Klein, 2021c; Phippen; Tait). Refer to the previous chapter on The Reevaluation of Utilizing Technology to steer clear of cyber attack or fallen prey on underground market scams.

## **ii) E Stands for Endless Perdition (Part1)**

*"The only thing that interferes with my learning is my education." - Albert Einstein*

the irrelevant heaps of homework, another nightmare that causes students distress is nothing more than high-stakes testing that may occur annually when approaching the end of an academic year that readers have already read a significant portion in the previous chapter on The Reevaluation of Success Goals [Appendix 2.].

If stressing out students mentally is not a big deal during their development, then what about imprisonment or being fined attributing to the above problems? Impossible? Incredulous? Well, parents are hardwired to protect their children and help them whenever they are in trouble so it pains a parent to see the child suffer. This can even be perceived in fairy tales, as well as in the animal world; parents will go to extreme lengths to provide what their child deserves ("Ariel"; "@catmilk"; "Donna").

Uh-oh! Did readers just pick up the word "extreme"? Definitely not a good sign when one decides to flout Apollo's second maxim because so far, whoever has performed such an act as illustrated in the paper apparently does not end well [Appendix 6.]. Does it not say something amiss in terms of the education system centering around high-stakes testing that forces affluent parents to pay or bribe someone to sit in and write the test for their kid despite

fathoming the fact that it is a crime? Parents will still do it unconditionally (Associated Press, 2022; C. Martin; Pratt; The Associated Press, 2022a).

It is now back to the question on why one test has to determine a student's trajectory path of the individual's future without taking into account other qualities like determination, goal-orientation, self-efficacy, integrity and empathy, something that the enrollment team can mull over because an inevitable latency in student development may be overlooked ("15 Lies"; Andrews, et al.; Bendzsa; Chiang and Dou; Greenwood; "How School"; Huang, 2017a; かいし; Renton; Neera; "If You Want"; ;Palmisano; Quirk; Soika; "What Are"; Wong; "Yuval Noah").

Having said that, although some colleges and universities are still bolstering the requirement of SAT in undergraduates, nearly 2,000 colleges and universities in the US have publicly announced that they will not require SAT for admission starting in fall 2022 (Peters; Sultan).

Correspondingly, Singapore had once been part of the bandwagon in emphasizing high-stakes testing, but because it realizes the detrimental effects affecting students so drastically that since 2019, Singapore has, in fact, abolished ranking Years 1 and 2 students in the hope of encouraging students to develop their learning progress and take accountability for putting lifelong learning in their own hands (Richman-Abdou; Wood, 2018).

Will this be the first step in acknowledging that future leaders need more than rote memory and dead flat knowledge to survive in the fast-paced ever-changing technological 21st century [See Table 2.2]?

### **iii) Sitting Is the New Smoking!**

*"All this Sitting Is Killing You." - Parley Anderson*

In regards to the first perk under the Acadia School System, short school days may be a longing in education powerhouses where it is not an exaggeration to say a student needs to attend at least 8 subjects a day in secondary school.

Thought-provoking takeaways derived from Alexis Wiggins, a US teacher with at least 15 years of teaching experience, may be an eye-opener for readers, especially those working in academia.



Wiggins shadowed two students for two days which bestowed her with an aha moment of why students are acting the way they are and she hoped to have rectified everything for every class she has taught before (Strauss, 2014). From her observations, Wiggins commented on how exhausting it was to be sitting for the entire school day that caused her to keep yawning but she also realized students rarely spoke because 90% of the time was absorbing and digesting the teacher's notes. Unfortunately, without empowering students with the autonomy to make decisions, how can they be accountable for their own studies and be productive in a fast-paced world where globalization connects everyone even more so with an influx of information that travels faster with advanced technology? Wiggins was taken aback when the student she had shadowed told her a typical lesson was like this; hence, the reason why she wanted to rectify everything. Some of Wiggins's significant takeaways are as follows: for instance, teachers, who make students sit in class and forbid them from asking questions because it is either seen as challenging the authority or dragging the entire class behind, may reflect on whether keeping the tradition of "teachers are always right" can fully harness students' curiosity and deviate away from the Einstellung effect as a crucial step for creativity that may ultimately cause students to be accountable for a deeper learning (Amburgey; Choi; Gershon; Haden; Tyre).

In fact, a study shows that being sedentary in class directly impacts mental and cognitive functions as well as students' experiences, academic performance and behaviors because when oxygen becomes stale due to inactivity, it induces a loss of concentration, brain fog or a cognitive decline and in layman's term: students dozing off in class (Braybrook; Harvard Health; Strauss, 2014).

To rectify the problem of an undesirable sedentary school life, according to Wendy Suzuki, a neuroscientist at New York University, her research was about the effects of exercise on attention and memory. By exercising regularly, BDNF [Brain-derived neurotrophic factor] is released, which plays a pivotal role in the growth of new neurons in the hippocampus, the part of a brain where memory is stored, retained and retrieved (Braybrook; "Dr. Wendy"; Harvard Health; "Wendy Suzuki").

Thus, exercise is the most transformative thing that one could do for the brain to have a better mood, meaning to promote an increase in neurotransmitters, such as dopamine [the feel good hormone], serotonin [the level of happiness] and noradrenaline [the response in reflexes] ("Dr. Wendy"; "Wendy Suzuki").

Similarly, this is equally echoing the benefits of psychomotor education elicited in Chapter 2 under Montessori's educational pedagogies, where children, whether having disabilities or not,

will learn much better in terms of their cognitive development, reflexes and social interaction when engaging in play, obviously a physical activity that rids of boredom arising from memorizing dead flat thoughts (Acevedo-Duque, et al; Camargos; "Psychomotor"; 佐伯 56).

Therefore, do teachers still want students to sit for 45 minutes per lesson and for a total of eight lessons a day? Probably an exception has to be made to those from the totalitarian or authoritarian regime because they are obnoxious for executing lethal **draconian** control on students (Hernández; Lem, 2022d).

#### iv) Revisiting "*Scholē*" (Part 1)

*"The fact is, we need prisons that are more like schools, and schools that are less like prisons." - Salvatore Striano*

Well then, having exemplified so much about the illusive purpose of assigning homework and not to mention accompanied by the stress-induced high-stakes testing [Appendix 2.], which is correlating to a decline in happiness, here comes the real question: in regards to the perks listed at the beginning of this section [See Table 3.0], does such a utopian education system truly exist because it seems too real to be true with short school days, minimal homework and no more than one standardized test? Deep down, is it not every student's unspeakable dream?

Well, lo and behold. Such an Arcadian education system does exist—the Scandinavian region in Northern Europe, encompassing Denmark, Norway, Sweden, Iceland and Finland possesses a different education system than the Education powerhouses that leave students with nothing but a **Hobson's choice**, namely memorizing dead flat thoughts, writing exams that absurdly determines their life and death, because theoretically the mantra claims that they will land on a high paid job but after debunking both the success goals and happiness formulas [Tables 2.4, 2.5 & Appendix 2, especially Figs. A2a & A2b], readers may want to check out what the Scandinavian region has up its sleeves. Not only are these countries often ranked at the top of being the happiest country on Earth, but also they may have some of the extraordinary education models because the Scandinavian learning approach is prioritizing outdoor *play* time in an array of weather conditions, whether rain or shine (O'Shaughnessy; McGurk; "Why Norway"). Take a moment to let it sink in, especially those from the education powerhouses because prioritizing playtime is equivalently saying cutting back on teaching hours, which leads to falling behind the cutthroat curriculum, which then results in students not prepared for university entrance exams, so in the end, more supplementary classes must be conducted to catch up on teaching hours missed because of yielding to playtime. Then the whole purpose of play, advocated by ancient Greek

philosopher Plato and German educator Fröbel, is completely defeated. Be inspired by the following real-life example: to Swedish mom Linda Åkeson McGurk, her version of play can sometimes be carried out in the rain or lay in the mud to build dams, or perhaps climbing trees and catching frogs to acquire cooperation and communication skills in an authentic hands-on situation. Theories proposed by

- i. Plato—*elements of play*,
  - ii. Rousseau—naturalism,
  - iii. Fröbel—more *play* and
  - iv. Montessori—the *stimulation of all senses* through physical activities,
- should be circulating in the mind of readers.

McGurk has an ingrained appreciation of nature since this is how she was raised as a child in Sweden but when she wanted to create the same naturalistic experience for her two daughters in the US, not only was it impossible owing to the fact that everyone was too used to their comfort zone that more often than not, McGurk generally received strange stares and empathy for not having a car when she was seen pushing her baby pram in the rain (McGurk).

Still, acknowledging Rousseau's theories, McGurk fully supports and encourages parents to immerse children in various weather conditions to learn in a naturalistic way. Unfettered access to nature can forge a connection between people and the surrounding nature, which fosters empathy in people as they take time to appreciate using all their senses and care about nature, which offers positive effects, such as reducing stress and making people happier (Arvay; Crimaldi, et al.; Duncan; Fitzgerald; Gupta; Haridy; Harvard Health; Li, 2018 2, 5, 231; Rocchio; "香り"; Sotolongo; Wachob; "Why You Should").

As a matter of fact, the reason why Finland [*1st*], Denmark [*2nd*], Sweden [*7th*] and Norway [*8th*], to name but a few, are considered the happiest countries in 2022 is that according to Jeffrey Sachs, a Columbia University economist, he reported that social democracies that include social support, healthy life expectancy, the freedom to make life choices, the absence of corruption in government and the business world and generosity, of the Scandinavian region is what makes people feel secure and have faith in the government for its credibility, honesty and mutual trust ("A Very"; Bloom; Coughlin, 2016; "Education", 2015; Korpela; Matthews; Strauss, 2019). [A complete opposite of Appendix 1A., 1B., 1E., 1F., 1G., 4A., 4 B., 5C., 5D., 6A., 7C., 7D., 7E., 7F., 9A. & 9B.].

While traditional schools around the rest of the world normally work within the confines of government regulations and routine algorithms, entailing official curriculums, along with

high-stakes testing that stifle students' creativity ("Do Schools"; Ferriter; Garza, 2020a; Gershon; "How to"; "How We", 2018c; Neera; "We Have").

The exact opposite can be seen in Boomer Bully's country where not only is students' well being undoubtedly at stake because they are living in a polluted realm [Appendix 1G. & 4A.], but also the young ones are not empowered to let their voices be heard as anybody who voices their opinions in Boomer Bully's country will be cracked down, silenced and stifled free speech in broad daylight, such as the dissent over the bullying incident on Sunflower [Appendix 4B] (Cannon; Ellyatt; Grozovski; Ozaki; Rainsford; "Russian Diplomat"; Shepp; Sills; Volobuyev). Unless more people possess the spirit of **moxie** like Alexei Navalny and Mikhail Khodorkovsky, anti-Bully critic and former oligarch respectively, to be self-aware and demand the respect of personal autonomy; otherwise, a lifetime of confinement under repression, coercion and fake news from state media is inevitable [Appendix 4B., 5C., 7D. & 7E.].

In the Scandinavian region, the rule of thumb is that no compliance is necessary because unlike authoritarian and totalitarian countries like China and North Korea that put emphasis on rote memorization and meaningless homework at the expense of students' well-being and free time, the way to raise healthy, resilient and confident children is to let them learn through trial and error—try to recall Rousseau and Fröbel —meaning by learning from failures per se will lead to a revelation towards the fact that challenges are ubiquitous (Carroll, et al.; Glaveski; Lem, 2022c; Rimer; Wee; “What Science”; Zammit). However, what matters most is how they learn to respond to unexpected outcomes and build resilience because perfection does not exist as illustrated thoroughly earlier on ("A Very"; Arment; Carroll, et al.; "Finnish Education "; "Finnish School"; Levine; Korpela; McGurk; "Ready").

Based on Rousseau's theories, through not being afraid to make mistakes is a natural way in one's learning process so one can delve deep into knowing oneself, whether strengths or weaknesses and be open to skepticism by ridding false uncertainties, the same as how one should employ technology without letting AI algorithms dominate an individual's mindset (Adetunji; Bates; Quintana; Robertson; "Socrates's Concept"; "The Christmas").

In the Arcadian School System, learning is everywhere and not merely limited to the school grounds, the act of possessing autonomy allows children to explore themselves, developing friendship and learning more essential skills, including but not limited to, socializing and cooperative skills ("A Very"; "Education", 2015; "How We", 2018a; "How We", 2018b; Korpela).

How the Scandinavian region portrays this notion of learning outside the four walls can be attributed to Vittra School and Ørestad Gymnasium in Sweden and Denmark respectively. They are schools undeniably attuned to the 21st century qualities embodying technologies, real-life experience, creativity and flexibility because without any walls, students do not feel trapped and can move around the campus via the staircases, doing exercise that will simultaneously enhance one's focus [Wendy Suzuki earlier on already explained how by moving regularly will boost cognitive function] (Braybrook; "Dr. Wendy"; Harvard Health; Samson, 2019; "School with", 2012; School with", 2015; "Schooling"; "Wendy Suzuki").

According to designer Rosan Bosch of Vittra School, she explains the vast **commodious** space stimulates creativity and curiosity in children, making them more engaged because it is like immersing in a playground as students learn at their own accords while rector Allan Kjaer Andersen at Ørestad Gymnasium describes that students who come here are not merely consuming knowledge but also being producers of knowledge, highlighting Socrates' theories of not treating students as a repository of information because to acquire knowledge in the most natural way without the teacher standing and dictating is by being a rational inquirer (Samson, 2019; "School with", 2012; School with", 2015; "Schooling"). With pertinent to questioning and exploring into the unknown, students learn on their own depending on the environment.

In addition, the Scandinavian region also upholds yet another theory of Rousseau in regards to discouraging conventional measurements of achievements, so tests are futile as both the parents and teachers know what level their children and students are at respectively, in addition to that, parents do not want very long school hours so kids can fully immerse in self-awareness play ("A Very"; Coughlin, 2016; "Finnish Education"; "Finnish School"; Korpela; McGurk; "Rousseau").

Forging a strong bond of trust among one another is crucial in developing an inclusive education system where children's needs are always the major focus with teachers encouraging and guiding them. The aforementioned Vittra School in Sweden not only had walls demolished in 2012, but also in 2010, it eliminated the grading system because each student has their own curriculum and they are taught in groups which are adjusted to suit their achievement level (Samson, 2019; "School with", 2012). It is not an understatement to say inclusiveness and empowerment cause a student to feel valued and cared for, so they will want to return to school for a learning experience entailing more fun and freedom. [Think Montessori]

Correspondingly, Elizabeth Gruner, a US teacher with more than 30 years of teaching experience says that she regretted the fact why she had not stopped putting grades on her students' work sooner (Gruner). Some of her takeaways include how she notices students primarily focus on the grades instead of her comments, which should have a more important role in helping students to improve, so the urgent need to eliminate the distracting grade can divert students to pay attention to what is more important; besides, grading is full of discrepancy because underprivileged students may not come to the lessons prepared, unlike their peers who may have the luxury of attending tutorial classes or possessing the equipment for advanced research (Bushweller; Delgado; Gruner; Neera).

To be specific, the Finnish education is inclusive, meaning the planning of the curriculum does not exclusively land in the hands of the government but schools actually take the lead in curriculum planning under the supervision of municipal authorities ("A Very"; "Finland"; Korpela; Strauss, 2019). Every Finnish teacher develops the curriculum, so by combining government policies with local needs, teachers have a say in the curriculum as they exercise their freedom and autonomy in trying out new things to bring out the best in students so they are learning for learning's sake while parents can equally contribute to developing the vision of the school since it is where their kids are studying and obviously by creating a student-centered approach can nurture kids to be responsible for their own learning ("A Very"; Coughlin, 2016; "Education", 2015; "Finland"; "How We", 2018d; Korpela; Strauss, 2019; Tyre).

Hence, this gives them the autonomy to explore where their interests lead them for they will not know until they get on their feet and start exploring all possible avenues, make mistakes and learn from them. This is the reason why having an inclusive education system is essential, whether rich or poor, disabled or normal, all students should have the same opportunity to be educated under an inclusive system because *scholē* is a relaxing place ("Finland"; "How We", 2018b; Korpela; Strauss, 2019).

### **(1) Why Rush When There's No Hurry? (Part 1)**

Another thing to note about the northern European school system is that Finland does not start education until children reach the age of 7, which means when their counterparts are busy drilling the multiplication table into their brain to prepare for an upcoming Mathematics test, children in Finland are off developing friendship and sampling activities to better understand their own selves, something that the Delphic Oracle would approve when Finnish children are

trying to embrace the know thyself concept ("A Very"; "Finnish education"; "Finnish School"; Korpela). It is not an understatement to say students from education powerhouses spend about 90% of their time studying under the Spartan style, leading to a deprivation in building friendships or enjoying school life (Ding, et al.; かいし; Renton). Does anybody recall what *scholē* should have been?

The reason why there is not a need to rush a child at the expense of enjoying their childhood because this is actually building the foundation of self-awareness and understanding of one's values so as to be unique from the other kids, as well as to alleviate any unnecessary stress (Arment; Buettner, 2022; "Carl Jung"; Emamzadeh; "Life").

Besides, the encouraging atmosphere—a friendly and relaxing relationship between students and teachers reinforces an efficient learning environment. ("A Very"; "Finland"; "Finnish Education"; "Finnish School"; Korpela). There is no competing for the first place in school but focusing more on supporting one another, with encouragements rather than punishments and simply treating students with a humanistic approach instead of resembling an assembly line with students trained to perform specific tasks, namely to recall memorized facts in order to score 'perfect' in a test (Arment; Delgado; Korpela; Lehtniemi).

## (2) Why Rush When There's No Hurry? (Part 2)

Not only do children in the Scandinavian region begin school at a later age, but the first lesson of the school day also starts late to prioritize teens' sleep with Finnish high schoolers in the city starting no earlier than 8:30am Why is that? Is it not "the early bird gets the worm"?

According to Swedish doctoral student Hans Teke, he points to evidence from an American study at the University of Minnesota, in which high school kids who were allowed to sleep 50 minutes longer had better attendance and grades (Roden; YLE News). hence after some Swedish schools implemented the change, the headteacher of a primary school in Stockholm reported that 40% more pupils achieved the grades required to progress to university as a result (Roden).

Obviously, some will argue that simply by cutting back on a child's screen time can in turn make a kid sleep early, but like what book director Yoshitaka Haba from Children's book forest said if children do not see their parents do the same, it can hardly force kids to follow suit [Appendix 2.]. Besides, do those who argue about making kids sleep early or cutting back on screen time realize that severe heat waves, caused by global warming, have an inimical effect on one's sleep cycles, resulting in the individual having low-quality rest (Weiss)?

Therefore, do not blame students when they are dozing off in class because there are **supercilious** and **bumptious** leaders, who **bloviate** and make empty promises, not to mention the 1,100 **sophists** who deny the severe climate crisis [Appendix 1E., 1G. & 2.].

When these adults are **puerile** enough not to take into account the damaging consequences that have led to today's high temperature, contributing to drought, heatwaves and wildfires, utterly no point in coercing and intimidating what they want to see in kids, including but not limited to getting high results, cutting back on gaming, fighting for the country because of an egoistic leader's selfishness ("Air Pollution"; Balakrishnan, et al.; Brink; Carlin; Carroll; Gerbis; Grozovski; Lal; McCarthy; Murugesu; Nilsen; Rice; "Russian Ministry"; Simon, M., 2022b; Steffen; Stein; Temple; "The Truth"; Weiss). [Appendix 1., 2., 4., 7. & 9.]

To reiterate, this is precisely what historian Yuval Harari describes as the menacing gap between the grasp of power and one's limited knowledge of whatever is happening around the world due to conceitedness that they are inept to live in harmony with the rest of the world (Glaveski; Hanselman and Holiday; "Peter Singer"; "Slavoj Žižek"). [Appendix 1D.]

In fact, California middle and high schools decided to start class later at either 8:30 am or 9am beginning 1st July, 2022 because of what scientists from The American Academy of Pediatrics say: students are wired to stay up later than at other ages because of a later release of the sleep hormone melatonin, so intimidating kids to sleep early does not work in their favors (AP).

#### v) **The Absence of Coercion and Unnecessary Constraint**

*"Freedom is not worth having if it does not include the freedom to make mistakes." - Mahatma Gandhi*

From the words of Dai Siyang, an international student from Shanghai studying at the University of Amsterdam, she highly recommends studying in Europe, not only because of the quality of education [Definitely different from what is elicited in Appendix 2F.] but also having the opportunity to be encouraged to be the kind of person she wants to be (Dai).

In addition, she points out that because of rigid traditions, exploring options in a totalitarian or an authoritarian country like China is utterly impossible, something that will be delved into under its education system later on in this chapter with extreme repression everywhere (Brunnstrom; Dai). Not only is the academia feeling suffocated under an unbending regime, but entrepreneur Chen Quanhong equally champions Dai's remark on the regime's myriad



human right abuses and because acknowledging what is being at stake, Chen has officially renounced his ties to the regime that did not make him feel like a human [6C] (Fu; Song, 2022).

Furthermore, according to Finnish educational practice, children need time and space to grow and develop. This is echoing the past philosophers and educators that learning occupies a sensitive period in children's lives and they should learn for learning's sake which encourages their thinking and creativity but not learn to only write a test and then hit upon the Zeigarnik effect—the ability only to recall unfinished tasks but perish those unnecessary memory to free up space for more cramming ("A Very"; Dewey; "Education", 2015; "Finland"; "Finnish Education"; "Finnish School"; Korpela; "Sci Tech"). The education system in Finland may actually be upholding the original meaning of *scholē*.

#### vi) **B<sup>4</sup> and Resume *Shinrinyoku* [Forest Bathing]**

*"One touch of nature makes the whole world kin." - William Shakespeare*

In other words, instead of a traditional classroom where teachers frequently impose rules and principles on students in terms of what to do and what not to, the Scandinavian region embraces a completely different approach in learning that may do wonders in a classroom. For instance, resuming Rousseau's proposed learning in nature. Not only do the Nordic countries have a close relationship to nature, but also the Benelux region, which includes Belgium, the Netherlands, and Luxembourg, grants free access to nature because in Europe, it is a human right (Sotolongo; McGurk). [The unfortunate opposite of what Bluffer has done to Tibet as elicited in Appendix 7F.]

Take Luxembourg and the Netherlands for example, despite both being relatively small in size, the former encourages families and children to disconnect from their hectic lifestyle to reconnect with nature through exploring the first European cross-border nature reserve and have fun with hiking, rock climbing and treasure hunting [*the element of play*] while about 10% of the latter consists of woodland ("Belgium"; "German-Luxembourg"; Li, 2018 35; "Protected"; Rocchio). Not to mention, the country that Luxembourg and the Netherlands border has 103 nature parks, comprising about 27% of the total land area of Germany ("List of Nature").

Owing to abundant nature, young school children in Finland will normally visit the school garden after school work because learning does not have to be done within the 4 walls (Korpela; Lehtniemi). According to Anneli Rautiainen, head of the Basic Education Unit of

the National Board of Education, pedagogical practices will change so that children no longer need to sit down quietly in one place, but can instead choose where and how they study—learning will happen everywhere ("How We", 2018c; Lehtniemi; McGurk). The aforementioned Vittra School and Ørestad Gymnasium are exactly doing that.

Besides, being close to nature can activate the five senses as proposed by Rousseau that there is a symbiotic relationship between human and nature, as elicited in Chapter 2, be it literally walking in a forest, as in Forest Bathing or *Shinrin-yoku* [森林浴], tending a plant at home, looking at images of nature, smelling the natural essential oil of, for example, the native Japanese tree, *Hinoki*, or listening to the rustling leaves or branches crunching underneath one's feet can have a significant impact in the brain area associated with empathy, altruism and a reduction in cortisol (Arvay; Crimaldi, et al.; Duncan; Fitzgerald; Gupta, 2022b; Haridy; Harvard Health; Li, 2018 2, 5, 231; Rocchio; "香り"; Wachob; "Why You Should").

How "wholesome" and **salubrious** does it feel to be thoroughly immersed in a forest can be precisely answered by @loveisatrip, a TikToker whose loving father had built her a suspended tree bed in the middle of a lush forest, drawing envied followers who were incandescent about the serene activities she could do from napping to reading and from painting to watching bees (Pellet). Who does not want to have a carefree and laid-back moment just to be close to nature and reap substantial benefits?

Not only that, but readers may not know their nose has a significant role in keeping the brain balanced and improving one's memory when the sense of smell is activated (Crimaldi, et al.; Li, 2018 231; Tani; "香り"). In most cases, many people merely rely on their senses of sight and hearing to perform the majority of the daily tasks but it is only focussing on the cerebral cortex which is associated with intelligence and reasons, meaning the feelings that arouse emotions in the brain are neglected and may result in a digital life fatigue such as frustration and stress (Crimaldi, et al.; Li, 2018 231; Rocchio; "香り").

Furthermore, by sharpening the sense of smell, it will reach the limbic system and the hippocampus, responsible for intuition and memory respectively (Crimaldi, et al.; Tani; "香り"). Even hotels in Singapore know this trick by having natural fragrances like white jasmine or white tea wafting through the air to make travelers' memories last longer when emotions are tied to smell (Tani).

Therefore, to acquire a natural boost of memory capacity, immersing oneself in nature is far better off sitting and getting confined within the four walls of a classroom, cramming

irrelevant materials into the brain that may eventually induce stress and fatigue due to the fact that the limbic system has yet to be stimulated.

It is undeniably obvious that with an abatement of stress due to nature's power, people will become happier and less depressed, as seen in the Nordic countries topping the World Happiness Ranking [Refer to Table 2.5]. The Benelux region can equally rival the Nordic countries with the Netherlands ranking 5th, followed by Luxembourg at the 8th while Germany and Belgium occupying the 13th and 20th places respectively (Goshwami; Hunter).

Researchers from Denmark's University of Aarhus found that childhood exposure to green space—parks, forests, rural lands, etc.—reduces the risk for developing an array of psychiatric disorders during adolescence and adulthood (Rocchio). The study could have far-reaching implications for healthy city design, making green space-focused urban planning an early intervention tool for reducing mental health problems so one can **extirpate** the myth that technology is the only **malefactor** that causes mental health issues because air pollution is, in fact, the culprit ("Air Pollution"; Balakrishnan, et al.; Brink; Carlin; Carroll; Gerbis; Lal; McCarthy; Murugesu; Rice; Rocchio; "Russian Ministry"; Simon, M., 2022b; Nilsen; Steffen; Temple; Weiss). [Appendix 1., 4., 7. & 9.]

Thus, aspiring after a holistic and healthy way to achieve balance is considerably a better solution than adhering to artificial man-made products that may induce side effects like the covid vaccines in such an unpredictable world ("Bret Weinstein"; "COVID-19"; "Doctors: Nervous"; I-Team; "Laura"; "Steve James"; "Tale of COVID"; Trigoso, 2022a; Trigoso, 2022b; "Woman Dies"). [Appendix 5.]

When the Nordic countries are enveloped in nature, immersing in it is one of the best strategies for children to learn and cultivate curiosity and creativity. Learning the way how animals interact and react in nature, alongside their habitat can never feel more real than witnessing the true beauty with one's own eyes, especially when being in nature allows children to obtain firsthand information in terms of how the dire climate change has inevitably affected not only the habitats of innocent critters, but also the decline in crops production all because of advanced technology and the reluctance to transition to eco-friendly energy resources, and not to mention certain 1,100 **sophists's spurious** claims on how climate change is not an emergency issue because they do not hear "mass displacements of people in many parts of the world due to the disasters caused by the "silent" crisis ("Against"; Beres; "Air Pollution"; Crouch; Guterres; Hosokawa and Kidera; Kaiser; Kelin; Lafrank; Marizco; Milan; Nilsen; ロイター Simon, M., 2022b; Simon, M., 2022c; Steffen; Stein; "The Truth"; Temple; "Water Supply"). [Appendix 1., 4. & 9.]

In other words, hands-on experience is more profound than staring at words in a textbook as textbooks have limitations and can only do so much but nature, on the other hand, can offer a lot more to a child's experience. Conforming children by drilling them with the necessary information merely to write a test is killing the joy of genuine learning and being curious about one's surroundings (Cranston and Duignan; "Emile"; Gianoutsos; "Homework: Finland"; Terzian). Learning will never be for learning's sake if academia does not reinvent itself and the wishful thinking of attaining *scholē* will hardly be accomplished until hell freezes over.

In addition, Dr. Sanjay Gupta, CNN correspondent and neurosurgeon, stresses the importance of immersing in nature to reap substantial benefits like inhaling phytoncides that have antimicrobial, antibacterial and antifungal properties derived from plants (Duncan; Gupta, 2020b). The aforementioned *Hinoki* is found to possess the highest levels of phytoncides, strengthening the immune system with an increase in natural killer cells whose function is to attack pathogens (Arvay; Duncan; Gupta, 2022b). Does anyone still want to get a "double-vaxxed" or "vax-a-thon" to end up in a death bed due to an overdose of antibodies that annihilate all good gut bacteria in the body, ultimately being a *good* host in welcoming all sorts of pathogens to have a rave party in the vulnerable body (Monaghan; "Vax")? [Appendix 5.]

In a nutshell, when people, ranging from young to old, accumulate stress not only from school and work respectively, but also from the prolonged Covid19 pandemic that has undesirably disrupted everybody's usual routine, it then constitutes a lower effectiveness in immunity, causing people to be more susceptible to diseases. However, if there is a harmless, natural and effective method to strengthen one's immunity, why are there stubborn politicians who simply enjoy getting stuck in the Einstellung effect, groupthink and an echo chamber by putting profits before people's wellness? [Appendix 5.]

#### **vii) Students' Feedback**

*"Take good heed not to judge me ill, because you would put yourself in great peril." - Joan of Arc*

Perhaps, students would like to head outside and learn without bounded by any walls after reading about the benefits of immersing in nature, but without factoring in air pollution that constitutes climate change, leading to heat wave, wildfires and fatal deaths, the future generations may need to rely on VR technology to assist learning in the wilderness, not until

lobbied politicians , the 1,100 **sophists** and certain Boomers acknowledge their conceitedness and poor leadership are smothering the future with:

i. Not only has Boomer Bully been assaulting Sunflower merely based on his self-interests as an excuse—to denazify a Jew when Bully per se has homegrown Narzi groups at home [How ironic? The thief who cries thief] (Horvath; "Putin's"; Treisman), but also imprisoning former US Marine Trevor Reed for an invalid reason of endangering the *life* and *health* of an officer in Bully's country when according to all the evidence compiled in Appendix 1D., 1.G, & 4A, it does not take a genius to figure out someone is impaired enough to deny the truth.

ii. Boomer Bluffer not only playing the ape at the UN General Assembly by faking not to build coal power plants [Appendix 1E.], but also fooling others again with the same **exiguous** words that his sham "Bluffer Raiding/ Ransacking Innocence" **machinations** [Appendix 7.] is going to link the West with the East when he blatantly neglect other cultures by undergoing genocide [Appendix 7G. & 8.], as well as oblivious to the damage that is devastating the environment and sinfully luring undeveloped countries into debt traps.

iii. 1,100 **sophists** who blatantly deny any urgency in the climate crisis [Appendix 1B., 1C. & 1F.]. Are they saying the late Queen and King Philip had been wrong when they already notified the world about the deteriorating climate change back in 1969 (Mills)?

What would Rousseau say when he realized an ideal environment for students to activate their senses to reconnect with nature has been destroyed with brutality and nonsense?

Severe air pollution contributing to "climate anxiety" that constitutes a lack of motivation to do anything cannot be downplayed, let alone studying or learning because taking a breath of the suffocating air may aggravate the lungs, on par with Covid (Braun, et al.; Browne; Carlin; Chamarro; Gupta, 2022d; Lal; Pandey; Ray; "Russian Ministry"). [Appendix 1G.]

Unsurprisingly, there is not a *clear* future for future generations [do not mind the pun] [Appendix deaths corruption]?

It is of utmost importance to let the young ones comprehend the truth because their growth and development are built on trust and being safe around those who care for them. Without a good relationship, it is an onset for an upheaval. [Appendix 1D. &4A.]

How can students thrive well when truthfulness is muffled and they are being fed with bogus news instead (Ellyatt; Ozaki; Rainsford; Shepp).

That is why Boomer Bully's country is ranked 76th in Happiness while Bluffer's is 82th (Goshwami; Hunter).

**viii) No Nature →Go VR?**

*'Conceited people never hear anything but praise.' - Le Petit Prince*

With corrupted people succumbing to power and ignorant people getting their heads up in the clouds [1D., 1E., 1G., 4A. & 9.], perhaps the imminent use of technology is at hairsbreadth because soon enough if everybody fails to see Bully going berserk on shelling [Table A4.] and Bluffer's devastating **skulduggery** [Appendix 7C. & 7D.], not only the renowned *Infiorata* Festivals in Italy will be perished but also Armenia's Herbs and Flowers Festival ("Armenian"; Schwartz).

Apparently, investing in AR and VR is inevitable because of the hazardous environmental issues that heading out means having a foot in the grave. [Appendix 1. & 4.].

Future generations definitely need to rely on VR and AR to witness again the picturesque pedal roads at *Infiorata*. Better yet, perhaps incorporating 4D would allow future users of VR and AR to truly immerse in nature thoroughly with the activation of both the audiovisual and olfactory senses when pollution outside is downright lethal with toxic gas including but not limited to carbon monoxide, benzene, formaldehyde and PM2.5 all thanks to frequent wildfires, attributing to climate change that causes a rise in temperature, in which the root of the problem of burning coal and fossil fuels have yet to be tackled because 1,100 **Sophists**, [Appendix 1B. & 1D.], have engaged in groupthink so as to deny climate change being an urgent matter (Carroll; Rice; Simon, M., 2022b; Steffen; Stein; Temple). [Appendix 1C.]

Children are the leaders of the future only when adults see it this way and stop doing anything to harm the next generation (Cummins; Laguardia; Ray; Sandel).

## **B) From *Scholē* to a Ticking Time Bomb School System?**

*"To fight against mass-mindedness, one must emphasize and increase the value of the individual." - Carl Jung*

A miracle school using old train coaches as classrooms existed during World War II with a uniquely flexible curriculum that valued unorthodox concepts. For instance, students were nurtured not only to live with both confidence and individualism, but also to inspire them to experience with their five senses, similar to the Scandinavian education approach, a revisit of the highly valued concept by both Rousseau and Fröbel (Kuroyanagi, 5, 13, 29, 37).

### **i) Revisiting "*Scholē*" (Part 2)**

*"All grown-ups were once children... but only few of them remember it." - Le Petit Prince*

Raising a child, disabled or not, makes no difference because every child was born with good qualities and everyone can equally learn well inclusively with the integration of the element of play. In addition, individuals, from young to old can thrive well under eurhythmics, the rhythmic education, a unique technique to awaken one's imagination and promote creativity (Kuroyanagi 13, 37, 97, 105).

Eurhythmics education was devised in about 1905 by Swiss musician Émile Jaques-Dalcroze, who was convinced that the conventional system of training professional musicians was radically wrong ("Emile Jaques"; "Eurhythmics"). Recapitulating that too much rigidity kills creativity, especially in an artist—try to recall past poet Bashō, Romantic composers Chopin and Liszt, as well as modern Japanese pianist, Hayato Sumino—in which all of them devised new forms in their presentation so as to get away from the old and suffocating system with sheer traditions.

The focus here is freedom because what fun is there to mimic others, which in a way loses one's identity and individualism, in other words, one simply ends up becoming another mundane sheep in the herd.

Dalcroze's unique approach focuses on naturalness where participants have the freedom to move according to their own understanding and desire; it does not solely apply to musicians but anybody from young to old because eurhythmics can improve participants' concentration through listening to how the rhythm changes, prompting them to adjust their initial movements and improvise new ones to align with how the rhythm flows, as well as enhancing

the connection between the brain and one's spontaneity so as to strengthen cognitive skills, harness body movements and be fully engaged ("Dalcroze"; "Eurythmics"; Kuroyanagi, 37, 105; Marthaler).

Besides, Dalcroze did not emphasize on assigning drilling tasks to musicians to improve their skills but focussing more on the ability to move as one wishes to harness the qualities of being extraordinary and expressive. As a matter of fact, this is resuming the psychomotor education introduced earlier on where participants develop the mind and body cognitively promoting through fun and motion.

Famous dancer Gillian Lynne, who choreographed "Cats" and "Phantom of the Opera" struggled with attention issues as a student, but through movements, she could manage her ADHD symptoms and gained creativity while on the "move" (Braybrook; "Do Schools"; Harvard Health), An utter stunningly meaningful insight for parents and teachers to ruminate over why kids are not hardwired to sit still in classrooms, reciting or cramming useless ideologies [Reread "Sitting Is the New Smoking"].

Different from Latin Dance where there are specific steps and sequences to learn and follow, there are no set rules in indoctrinating how a body should move with the rhythm in Eurythmics, so every participant is encouraged to display their uniqueness and experience free expression ("Dalcroze"; "Eurythmics").

Besides, simply moving the body, whether Dalcroze's Eurhythmic, Psychomotricity or Latin Dance helps promote brain health, contributing to a boost in cognitive skills (Forrest, 2022a ).

In other words, regarding the Zeigarnik effect first introduced under Compliance Over Engagement, it simply implies that taking breaks while working on something strenuous will increase one's ability to retain information, which means students who take breaks from their revisions—anywhere from five minutes to an hour—to do something completely different tend to retain their focus better than those who try to cram their learning all into one session by merely sitting, resulting in brain fog (Sci Tech).

Likewise, adults who work a regular nine-to-five are found better at bouncing back from their morning fatigue after a 5-minute microbreak, which entails discretionary activities like having a snack, chatting with a colleague, stretching, or working on a crossword puzzle (Shipman).



Nonetheless, how willing are teachers in passing students the baton of autonomy in terms of taking microbreaks when they are needed? A study which included 98 workers in the United States and 222 workers in South Korea, found that when having the autonomy to take microbreaks, Sophia Cho, assistant professor of psychology at North Carolina State University, explains that it helps employees effectively manage their energy and engage in their work throughout the day, particularly beneficial on days when one is already starting out exhausted (Shipman). Does it not speak the same for a student? It is definitely not doing children justice if the 5-minute-break intermission is merely the right of an adult.

Try to associate the above brain fog and a loss of concentration to a smartphone where it has been performing endless tasks from surfing the web to video watching and from typing up emails to gaming. Then perhaps out of the blue the phone will experience lagging due to low RAM but with cleaning apps, they may prompt users to get rid of caches to free up space for a smoother performance; therefore, when a gadget also needs to take a break before being assigned more tasks, homo sapiens had better not overestimate their cramming ability just because of a top-down approach with a **draconian** control and **procrustean** measures that everything must be committed to memory.

As a result, students cannot be helped for snoozing in class, not until teachers are willing to incorporate physical movements into each lesson will there be an alteration to students' attention, such as the takeaway from Wiggins, the teacher who shadowed 2 students, she suggested building in a hands-on, move-around activity into every single class day or simple do a mandatory stretching exercise halfway through the class to get some fresh air into the lungs so as to keep the brain alert (Braybrook; "Dr. Wendy"; Forrest, 2022a; Forrest, 2022b; Harvard Health; Strass, 2014; "Wendy Suzuki").

In the same way, the Eurythmics theory implemented by the miracle school had given students a well-rounded development, striking a balance between school work and replenishment, as well as endorsing Apollo's second maxim because students may end up feeling exhausted if the entire lesson consists mainly of movements. However, with enough intermissions to offer students wisps of fresh air can do magic in helping them be more engaged in class because according to Montessori's theories, physical activities can activate the 5 senses while the prior Forest Bathing or *Shinrin-yoku* [森林浴] has proven how participating in sensory activities—audiovisual and olfactory senses— can strike a balance between the cerebral cortex and the hippocampus, responsible for making decisions and retaining memory respectively (Crimaldi, et al.; "香り").

Apart from the unique rhythmic approach employed by the miracle school to cultivate concentration in students naturally [rather than beating into them by sitting still and performing **quotidian** tasks like rote memorizing irrelevant materials], another thing that might possibly cause traditional schools to jaw drop is that there were no fix timetables, let alone a fix seating plan for students because they had the freedom to choose wherever they enjoyed sitting and socializing with different classmates daily (Chira; Kuroyanagi 11).

In a similar manner, without a fixed schedule, students had the freedom to start with any of the subjects they preferred after the teacher had made a list of problems and questions in the subject to be studied that day (Chira; Kuroyanagi 12). This helped students to acquire the ability to think for themselves when allocating the day's subjects according to their own likings, similar to being accountable in formulating and mastering their own life choices, as well as being self efficacy without becoming a herd animal that was suppressed by groupthink and an echo chamber (Adetunji; Bates; "Carl Jung"; Emamzadeh; "Is Humanity"; "Nietzsche"; Quintana; "Ready"; Robertson; "Socrates's Concept"). Just because someone wants to do Math first thing in the morning does not mean everyone has to follow suit due to their personal preferences.

In a nutshell, students naturally acquired Apollo's first maxim without having it deliberately taught in class since a deprivation of an authentic sample, students might not be able to associate whatever at hand with their own experience.

It is very clear that the truism of the school was to let children play and have fun while learning [Plato's keywords] because hands-on experience, like what Rousseau and Fröbel had proposed, is priceless—students at this school had outdoor walks every day upon the completion of the subjects learned at school and during these walks, students could learn about nature in an authentic way by smelling the flowers [stimulating the olfactory sensors for a better memory], feeling the coldness of the stream and learning about the areas surrounding the school (Kuroyanagi 16). Everything happened very naturally without a preassembled contrived setting. Readers may now experience another *deja Vu* or an "a-ha" moment as they simultaneously associate the miracle school mechanism with the Scandinavian pedagogical approach from the above Arcadian system; nevertheless, neither was the miracle School School from any of the Nordic countries nor Europe in general

ii) トモ工学園 [Tomoe Gakuen]

*"It was essential for them to learn how to get up in front of people and express their ideas clearly and freely without being embarrassed," - 窓ぎわのトットちゃん*

Surprise, surprise! In 1937, トモ工学園 [Tomoe Gakuen], a Tokyo elementary school with unconventional values was founded by Sasoku Kobayashi, an anarchist headmaster who deplored contemporary education that emphasized on written word because merely sitting in a classroom listening to teachers talk deprived students of any sensual perception of nature (Kuroyanagi 105). Having traveled to Europe during his lifetime, Kobayashi was definitely in favor of the theories by Rousseau and Fröbel in terms of learning through naturalism (Kuroyanagi 36, 55, 99). Similar to Rousseau who denounced conventions and the grading system, Kobayashi was equally skeptical about authority and unnecessary protocols which might seem harmful to students' overall development, yielding undesirable outcomes with the quality of know thyself being the first one to be at stake because a lack of self-knowledge leaves one open to accident and mistaken ambitions that may mislead one to repeat unhealthy patterns (Adetunji; Bates; "Carl Jung"; Emamzadeh; "Is Humanity"; Kuroyanagi 97; "Nietzsche"; Quintana; "Ready"; Robertson; "Socrates's Concept").

The reason is that under herd mentality, a deprivation of creativity and curiosity, as well as the ability to foster critical thinking skills is eminent.

(1) **Herd Mentality**

For example, countries that are highly authoritarian and totalitarian, namely China and North Korea, fundamentally enforce compliance so students are obliged to *sit for long hours* in class [uh-oh bad sign] and listen to tedious political talks, in order words, **insidious** propaganda, **agitprop** that are solely the narrative crafted by the regime to make it sound "perfect". Worse yet, everything needs to be committed to memory all thanks to their dusty outdated education system that still adheres to rote learning even in the technological 21st century. When the internet is banned and every sensitive topic is censored to avoid the authentic truth from leaking into the country that is highly obscured in unscrupulous darkness and mass psychosis, it is inevitable that locals, let alone students, are ignorant about being fed with deepfakes that mislead them into Groupthink and an echo chamber that suit the interests of the higher powers (Bennett, wt al.; "Carl Jung"; 程 and 吳; Hernández; "Is the Mainstream"; Lem, 2022c; "Nietzsche").

An authoritarian or a totalitarian approach is the exact opposite of how Kobayashi treated his students. It is not an understatement to describe a totalitarian regime having an eerie mechanism that plans each and every student's fate, from where to study to which extracurricular activities one should participate in, so everything students do ultimately has to fit in with whatever the narrative fabricated by the government; thus, the mere thought of possessing critical thinking is thoroughly considered a threat to the regime (Hernández; Kucha and Llewellyn; Lem, 2022d; SCMP Reporter, 2019).

If readers have watched the 1998 Truman Show by Jim Carrey, in the movie, the TV producer orchestrated the life of Truman Burbank from controlling his mind to forcing him whom to be in love with. Consequently, similar to under the **draconian** control of a totalitarian regime, it is of no big surprise that asking questions is simply out of the question. Instead of nurturing natural qualities, a totalitarian regime undoubtedly inclines to stifle students' natural curiosity to meaningfully connect classroom learning to the outside world when sadly, there is, in fact, no outside world except the regime's isolated realm soaked in deepfakes, propaganda and **agitprop** (Bushweller; Longley).

## (2) Certain Asian Regions

The aforementioned international student from Shanghai noted the major distinctive difference between Dutch culture and Asian culture is individualism. Dai said in the Netherlands, each person is an independent individual, living for themselves and that the will of the individual is respected, hailing the fact that unique ideas are valuable rather than perceived as perilous threats to the higher power (Dai; Hernández; Kucha and Llewellyn; Lem, 2022d; SCMP Reporter, 2019).

By the same token, Rector Allan Kjaer Andersen at Ørestad Gymnasium in Denmark remarks that with a **commodious** open space, students are encouraged to develop as individuals so as to transform knowledge into actions and change the world ("School with", 2015; "Schooling"). Since the Scandinavian region treats individualism as priority, that is why Dai could feel at ease without caring what others think, especially not having stressful concerns on age, employment status and not to mention, marriage (Dai).

How a lack of empowerment can wreak havoc on the mentality of an individual and demotivate any endeavors can be derived in the case of Nami Sakai, a consultant who returned to Japan after working overseas for more than a decade. She felt foreign and unfamiliar as she was struggling to fit in the corporate culture (McElhinney). When she suggested a change, it was deemed as disrespectful in the hierarchy so an inclusive workplace

culture with equal opportunities and empowerment is definitely a far-fetched concept despite the younger generation, meaning Gen Z, abhors how females should "play a part" or "act in a certain role", utterly trampering Apollo's first maxim of knowing thyself (Mattison, et al.; McElhinney). To recapitulate, only with self-awareness and self alignments can one find meaning in what they are doing, rather than walking down someone else's path or what other people want to see ("15 Lessons"; Adetunji; Arment; Bates; Buettner, 2022; Chris Lane; "Carl Jung"; "Don't Compare"; Emamzadeh; "Freedom"; "If You Want"; "Is Humanity"; "Life"; Mogi; "Nietzsche"; Quintana; Raymond, A.; "Ready"; Robertson; "Socrates's Concept").

Along the same lines, according to the 2018 Knowledge Society survey conducted by the Southern University of Science and Technology on Chinese returnee academics also showed that academics with overseas PhD or postdoctoral experience had "significantly lower" satisfaction with their employment and instructional work environment in China due to negative impacts centering around a top down interpersonal relationships, a lack of autonomy that discourages innovative minds, along with a deprivation in research materials and publishing resources due to censorship, to name but a few (Liu, 2022b). In fact, do not underestimate the peril that a lack of resources and creativity may lead to, because countries like Japan, Europe and the US bar researchers coming from China not without a good reason.

To attain CCP's ambition to be a sick world leader, without a pretense, the regime obviously resort to repression and theft because there is substantial **insidious** espionage and unaccountability from offering generous compensation to recruit **malefactors** anywhere to steal research on technologies to coercing Chinese people as a tool to sabotage other countries just to bring expertise and knowledge back to the country (Mauldin; Meier and Ng; Reuters, 2020; The Associated, 2022; Ueda). Hence, readers can now grasp how impeding one's creativity will drive the country to extreme lengths to incite **malicious** actions on other nations to compensate for one's insufficiency in the creative department.

In a nutshell, learn to let go and make peace with the unknown. It is hard to deny that every person, let alone the entity of a country, must have at least one or two episodes of humiliation before ascending to success. Nevertheless, the willingness to keep coming back after terrible setbacks, rather than giving up or plotting one's revenge [Appendix 1E. & 4A.] is definitely a wiser option (DePaulo). To thrive and have a better mentality, focussing on designing a new future per se will demonstrate the qualities of reinventing oneself, only on the condition of refraining the use of coercion, exploitation and manipulation will others acknowledge the fact that there is genuine determination in truly turning a new leaf.

Therefore, headmaster Kobayashi of *Tomoe Gakuen* highly valued freedom and the notion of fostering individualism to let students strengthen qualities like confidence, resilience and perseverance in a natural setting in preparing them to thrive in an unknown future.

To reinvent oneself and deviate from sheer indoctrination, readers have encountered the prior dropouts who penetrated traditions and opened up a new path for themselves. Had they all been successful in the first place? No, but through trial and error, they have discovered their new selves profoundly and according to Apollo, by comprehending one's strengths and weaknesses, as well as holding onto skepticisms, one will enjoy the fruits of being extraordinary, unique and individualistic (Adetunji; Bates; Bathla; Browser; Glaveski; Holiday; Quintana; Robertson; "Socrates's Concept"; Taubenfeld).

### **(3) Counter Repression the Same as AI by Being Self-Sufficient**

The previously introduced Tamaki Osaka equally trekked through challenges without the support from her parents but because of this, Osaka built up resilience in continuously tackling hardship in which her approach is echoing deceased teacher Escalante's concept of possessing *ganas*—the desire to do something ("Jaime", 2008; Navarrete; UW).

Guru Sadhguru and Jeff Bezos, former CEO of Amazon, repeatedly warn the young ones to possess passion when undergoing a task to feel one is in control, rather than being manipulated by either an authoritative power to fit its agenda or as Yuval Harari puts it: being hacked by AI algorithms and ultimately losing oneself ("Don't Compare"; "If You Want"; "Jeff"; 2021; "Jeff", 2022; Kiderlin; Schiller and Schuman-Stoler, 2017a).

In fact, Harari asked his audience at Davos 2020 to imagine what life would be like in North Korea in twenty years (Harari, 2020). When the current regime is already immensely restricted, digital dictatorship may possibly be a looming humanitarian crisis.

Hence, acknowledging the importance of making one's own choice and being accountable for that decision, *Tomoe Gakuen* bestowed students with their deserved freedom by merging it naturally with their learning at school, like how everything is interconnected in harmony [both Bashō's and Rousseau's keywords]. When one goes with the flow, everything will happen as nature has intended, by no means of subversion or coercion.

Even without setting his hands on the book entitled "The Will to Be Human", published in 1972 by renowned Italian psychiatrist Silvano Arieti, who drew upon how by exercising one's freedom could one achieve autonomy, repress conformity and ultimately attain self control,

Kobayashi had always put his students' well-being as top priority, embracing a humanistic approach as proposed by CEO Bob Chapman (Kuroyanagi, 13, 21 38, 45; Hunt).

Therefore, Kobayashi gave students the freedom and encouragement to explore and be curious with neither retributions nor the notion of constraining their development so long as his students are accountable to their actions, whether taking turns to buy vegetables during a trip or scooping out the foul-smelling substance from a toilet (Kuroyanagi 21, 34, 36).

Based on his educational theory, every child is unique per se. Kobayashi did not want disabled students to develop an inferior complex or the feeling of shame so he made sure every student was treated with equal opportunities through emphasizing collaboration, social skills and social sensitivity, they can learn how to interact with different people possessing different abilities by participating in activities ranging from dancing to swimming and from camping out to the bravery test, in order to let them develop understanding and thrive in any situations (Kuroyanagi 26, 31, 37). Being helpful and looking out for others need not to be taught in lessons because students learn through first-hand experience by being aware and observant, the same as how he cultivated concentration and individualism in students by asking students to have fun and be expressive in eurythmics. This is how successful education should be—the daily school life at *Tomoe Gakuen* had somehow instilled students with qualities like accountability, courtesy, empathy and respect, so students understood not to do anything to annoy or disturb others with unruly behavior, especially infringing other's privacy and personal space. Similar to what Montessori had advocated in her teaching pedagogies—by bestowing children with a fair amount of freedom to make their own choices in learning by following Apollo's second maxim of doing things in moderation, they will then be confident, independent and have self-esteem, which ultimately inspire them for a lifelong learning experience.

#### (4) Sup! 點呀?よう! 怎么样?

The student-centric headmaster Kobayashi made his elementary school possible for not only did he enjoy traveling to different countries to observe what their innovative educational pedagogies were in order for him to put them into practice at *Tomoe Gakuen*, but also he was open-minded to new ideas and avoid Groupthink for he ignored the government's policy of banning the studying of English, the "enemy's language", during the World War (Kuroyanagi 82).

In fact, he might have established an excellent example of how being bilingual has an array of benefits, ranging from fending off cognitive diseases including dementia to enhancing social

aspects of moving forward in life, whether to crack a joke with peers, to show empathy or simply to have daily interactions with others (Gupta, 2022a; Thomson, 2022b). [Appendix 7D.3., 7F. & Table A8.1 demonstrates how Bluffer lacks wit in maintaining one's cognitive skills, so no wonder he initiates genocide on another culture, as well as annihilate its language.]. Being a second language speaker may also facilitate the learning of a third or fourth language at an easier pace with more cognitive capacity because learning new languages is a brain exercise to strengthen neural networks (Gupta, 2022a; Press Office; Thomson, 2022b).

In addition, one thing to note is that English speaking countries such as Australia, Canada, the UK and the US has had an increase in universities offering English taught programmes since 2017, leading to adults being inclined to improve their English for career benefits as they comprehend the fact that English is *lingua franca*, in other words, English is part of the largest Indo-European language, consisting of, unsurprisingly English, German, Spanish, Portuguese, French, Russian, Bengali, and Hindi, followed by Sino-Tibetan which includes 300 languages and major dialects apart from both Chinese and Tibeto-Burman (Egerod; Salomone). [Appendix 7F shows that Chinese is part of the Sino-Tibetan family so by obliterating Tibetan, Bluffer should have eradicated Chinese as well because Chinese is originated from the Sino-Tibetan family.] Only Japanese and Korean basically stand apart from the rest of the language groups in the world (Egerod). 凄いではないですか? [Is it not amazing?] So basically, English is one of about a dozen languages that are similar in terms of vocab and grammar as it has roots in Latin, Germanic, Romance and Greek (Self).

Hence, by not isolating English in a nation can one entices foreign talents, something that the current Japan is undeniably not relishing because when companies put heavy emphasis on recruiting applicants with advanced Japanese language proficiency, it automatically loses out on the opportunity of hiring highly qualified foreign nationals with valuable skills, such as IT and engineering (Lang). This is indeed on par with why high-stakes testing has to determine a student's trajectory path of the individual's future without taking into account other qualities like determination, goal-orientation, self-efficacy, integrity and empathy, something that the enrollment or recruitment team can mull over instead of focussing on getting "perfect" in the Japanese Language Proficiency Test because skilled individuals are more likely to work in a more inclusive environment ("15 Lies"; Andrews, et al.; Bendzsa; Chiang and Dou; Everly; Greenwood; "How School"; Genovese; Huang, 2017a; かいし; Renton; Neera; "If You Want"; ;Palmisano; Quirk; Soika; "What Are"; Wong; "Yuval Noah").

the inability to appreciate and value other perspectives impede individuals from perceiving the world in different ways, leading to a devoid in the empathy department without



acknowledging the fact that there are at least 7000 languages from around the world (Feng and Lee; Gupta, 2022a; Hernández; Lim; Matsuda; Ranjan; Ohno; Thomson, 2022b; Tiktok"; བརྒྱུ་སྐད་ཚིག་; "中国"; 宇山; "Why China"). [Appendix 7.].

### (5) 初心者 [A Beginner]

Headmaster Kobayashi had been successful with トモ工学園 not only because he was open to new and meaningful concepts, but also possessing the mind of "There's always a first time to everything", he gave his students the best there could be to thrive inclusively.

Equivalent to Ventola, the Italian who had not only walked the ancient Silk Road on foot and shared the nuanced culture of how local people from a diverse nation live each day, but also simply by putting aside one's own bias and prejudice, Ventola could embrace any unfamiliarities with a beginner's mind—初心 [Shoushin], a concept from Zen Buddhism in Japan, preferring to one should experience everything as a student [or in the case of Ventola, be like tourists to experiment with an open mind for a greater normative flexibility] by ("Shoshin"; Tyan; Yan):

i. being humble because one does not know everything according to da Vinci and Einstein, not even AI but via seeing everything **piquant** can prompt one to further delve deep into the unknown (Danaher; Garza, 2021a; Hu and Klein, 2021c; "Shoshin"; Taubenfeld; Yan). (Bathla;),

ii. being curious so one can see things from a diverse perspective and will avoid branding one's culture as supreme or assuming a signature zero-covid can save the day, not to mention adhering to mandating vaccines can **extirpate** covid, insanely flouting Apollo's third maxim of Surety brings Ruin [Appendix 5. & 6.],

iii. being mindful and passionate in one's endeavors through constantly tinkering and tweaking any infeasible models to maneuver away from the Einstellung effect (Bates; Bathla; Browser; "Don't Compare"; Glaveski; Haden; Hereford, n.d.a.; "Jeff", 2021; "Jeff", 2022; Kiderlin; Quintana; Robertson; "Shoshin"; "Socrates's Concept"; Taubenfeld; Wu-Pong; Yan).

Ventola's experience should have inspired certain conceited leaders who are arrogant enough to only think of their culture being important [Appendix 4A., 7F., 8. & Tables A4 & A8.1].

On the other hand, it is a relief that *Tomoe Gakuen* had a compassionate headmaster so his students could benefit from the bestowed freedom and acquire accountability, concentration, resilience and confidence naturally (Kuroyanagi, 26, 31, 37). Probably not many countries except Finland are able to do the same by emphasizing collaboration, social skills and social sensitivity among students so they can learn how to interact with different people possessing different abilities rather than ostracizing disabled students in a different room, like treating them as some kind of diseases, just as how August Pullman, suffering from a facial disorder, in *Wonder* describes himself as the "Moldy cheese" that everyone refuses to go near ("Education", 2015; "How we", 2018b).

By being inclusive starting from young, discrimination against disabled students or the annihilation of minorities will be eliminated. Tragedies like irrational imprisonment or marginalized students committing suicide because of caste discrimination will be abated or put to an end (Arpi and Namgyal; Chaudhury; "China Responsible"; "Crimes"; Lem, 2022c; Malosse; Nebehay; "Tiktok"; "The Dalit"; བརྒྱུ་བཞེས་པ་; "中国"; 宇山; "Why China").

In addition, if children learn to be observant and altruistic in treating disabled people, any inhumane thought of considering these people "have no point in living" will not surface and exterminate defenseless people with disabilities (Grinberg and McKirdy; McCurry and Reuters).

The salient concepts established by Headmaster Kobayashi were unfortunately perished on the night of April 15, 1945 when a number of incendiary bombs dropped onto *Tomoe Gakuen's* train school building (Kuroyanagi 94). Watching the fire, the optimistic headmaster Kobayashi asked his son what kind of school they should build next (Chira; Kuroyanagi 95).

Even though not another *Tomoe Gakuen* was built and the one that existed during the raging wars seemed like a distant history, UNICEF Goodwill Ambassador, Tetsuko Kuroyanagi, recorded her childhood autobiographical memoir from how she was expelled from her old traditional school as a first grader to how she was eager to go to school every day as a new student at this fairytale school until the air raid bombing in Tokyo destroyed *Tomoe Gakuen*.

## (6) Sit by the Window

Kuroyanagi's book, "窓ぎわのトットちゃん" [Totto-chan, the Little Girl at the Window], was published in 1981 and caused an instant sensation with readers who could hardly believe an extraordinary school like this de facto existed ("窓ぎわ").

Even the title is meaningful because in Japan being offered a window seat whether at work or in school means the individual is having a terrible performance. Despite the author of the book being expelled due to her disruptive behavior in grade 1, she grew up to be successful and confident (Chira). Really one cannot judge a book by its owner.

Schools in Japan used it as a textbook in 1983 since it contained an inspiring message to bring out to the educational world. The educational values in the memoir gave educators food for thought in reinventing their deep-rooted beliefs in education, in which the norm has now, regrettably, become high-stakes testing [Appendix 2.] and rote memorization.

It is hardly a surprise that Kuroyanagi wrote her autobiographical memoir because of the following reason: after hearing children refusing to attend school, more or less, owing to the fact that school is "boring", "stressful", "no fun", "a prison", which may merely be a few miserably dead on phrases to associate school with, a real contradiction to what the word *scholē* originally meant (Bushweller; Huang, 2017a; かいし; Renton).

Therefore, Kuroyanagi decided to write about her fun experience attending *Tomoe Gakuen* because it was **piquant** with a free schedule each day, a walk in the greenery, a freely expressive Eurythmics lesson and even lunch time consists of an enjoyable element.

Instead of being **importunate** what to eat, as in North Korea, where the government has plans for each individual, down to subsisting on bland cafeteria meals of rice with soup, *Tomoe Gakuen* is going to inspire readers with its unconventional way of serving lunch (Lem, 2022d). Lo and behold, according to Kuroyanagi, it was a time she equally looked forward to in addition to the exceedingly free and fun things she could do at school. Every student would show to Headmaster Kobayashi what they had for lunch—something from the ocean and something from the hills (Kuroyanagi 13 ). The unorthodox headmaster truly understood the nature of children, so instead of the usual "Train your children to eat everything," and "Please see that they bring a nutritionally balanced lunch," he conveyed the same message in an extraordinary way that spoke on the same channel with the kids, like how Navalny employing street language to gather young supporters on his social media platform or the sensational

approach in the news channel "Need to Know" ("Alexei Navalny"; Kuroyanagi 13) [Appendix 3. & 4B.].

Truth be told, even Kuroyanagi's mother was impressed with the headmaster for expressing such an important message so simply (Kuroyanagi 13).

It is no rocket science that school is absolutely dead boring nowadays. Neither does it seem possible to have train compartments as classrooms nor to hold after school walks in nature because immersing in areas overwhelmed with PM2.5 may cause more cognitive decline than anticipated, or the worst case scenario —death [Appendix 1. & 4.].

Therefore, do readers not see the arrow is pointing at the concept of play? Educators simply need to incorporate the element of play in each lesson as play has been proven a significant mitigation to a child's learning [Appendix 3.]. The Methodology has more evidence to show how the writer turned a mundane game loaded with creativity that successfully piqued students' interest in learning and their eagerness to continue simply because of one thing—play, along with the use of technology. What is more, none of them resist play; hence, all the lessons have been carried out smoothly with many aha moments because both parties are inspired by each other's product.

### **iii) A School with Equal Citizens**

*"No nasty words; just excitement and high energy." - Sudbury School Concept (excerpts)*

By some miracle, similar to how Christopher Columbus discovered the New World, the concept of *Tomoe Gakuen* encompassing freedom, individuality, equality and creativity has somehow arrived on the opposite side of the globe in Framingham, Massachusetts, America, in about 2 decades later ("List of Sudbury"; "Sudbury"). A Sudbury school is a type of school that practices a form of schooling in which students individually decide what to do with their time, and learn as a by-product of ordinary experience rather than through classes or a standard curriculum. It is a self-directed learning model where children pursue individual interests and thereupon be responsible for their own learning with teachers guiding them rather than instructing in order to promote lifelong learning ("New Nashville"; "Sudbury"). Despite not specifically modeling on Montessori or Fröbel, the element of freedom and play is definitely permeating in the air of a Sudbury School. Democracy comes with responsibility so similar to how Kobayashi placed trust in his students that they will be accountable to their actions. This is the way to learn in a natural setting so they will come back for a positive learning experience to foster self-esteem, resilience and independence.

To put it simply, to achieve the above enlightenment, from the revelations on playing video games, being engaged in Psychomotricity, immersing in Forest Bathing, learning multiple languages, taking microbreaks and consuming what nature offers are a more natural way to strengthen brain power with an increase in cognitive skills, neither is doing homework nor undergoing rote learning will result in the same effects (Acevedo-Duque, et al.; Arvay; Braybrooke; Camargos; Crimaldi, et al.; "Dalcroze"; Duncan; "Eurythmics"; Fitzgerald; Forrest, 2022a; Gupta, 2022a; Gupta, 2022b; Haridy; Harvard Health; Li, 2018 2, 5, 231; Marthaler; Nield, 2022a; Press Office; Rocchio; 佐伯 55; Strauss, 2014; Strong; "香り"; Thompson, 2022b; Thomson, 2022b; Wachob; "Why You Should") [Appendix].

Conversely, without grasping the meaning of *Scholē*, transforming schools into a ticking time bomb only requires apathetic and unreceptive teachers because if the 21st century academia ignores the needs of students and solely put the school's reputation in the first place at the expense of the wellbeing of students by drilling them extensively in tests to obtain good results and overwhelming their free time with heaps of meaningless homework to make them sit still so as to attain concentration, every effort is undeniably down the drain. Therefore, neglecting students' needs and complaints has merely propelled them to hold a grudge against attending school, in addition to building up an insurmountable stress is definitely not an understatement [Appendix Table A2]. According to Dewey, adhering to a top down approach where teachers feed materials to students in a one-way direction will neither make students want to come back for a more positive experience nor develop an intrinsic motivation in learning (Arment; Dewey; "Is Montessori"; Lehtniemi; "Maria"; Maunz; "What is Montessori").

At the end of the day, how many more students do adults want to see hanging by the thread before they have the **chutzpah** to get out of one's comfort zone to uproot decade old beliefs that high grades will not grant students a prospective future, let alone landing on a job (Arora; Baldwin; Berggreen; Constantino; Komatsu, et al; Main)?

In fact, to pile up more stress, parents normally take the liberty to sign up tutorial classes or shadow education [**juku** in Japan] for their kids because the majority of parents lack faith in public school and that they feel teachers are rather unreceptive (Bushweller; 内閣府; Garza, 2019b; Huang, 2017a; NIS Admission; Renton; Wong) [Appendix 2E

#### iv) Mind & Body Connection

“Your body is made to move so move it.” - Toni Sorenson

Basically, schools that disregard the reason why Plato advocated the notion of play equally do not perceive the importance of stimulating the senses recommended by both Rousseau and Fröbel.

For instance, how Montessori reinventing rusty old pedagogies by fusing the element of play can be derived from her way in teaching mathematics, unlike cram schools where the emphasis is on drilling —students take out worksheets that were initially placed in the designated folder that belongs to a particular student and upon completion of a worksheet, they then move onto the next, so on and so forth.

On the contrary, based on Montessori's sensual pedagogies, Mathematics can be taught with hands-on experience like counting beads, where children are engaged in motor skills by using their hands and honing their senses to sort out the beads with a specific value or color, then gradually with incremental progress, children advance to use the addition and subtraction strip boards to demonstrate to a child visually what is happening when numbers are added or subtracted (Cotter; HMS Administrator).

Being able to move things around not only stimulates one's visual and physical senses, but also it is apparently more intriguing than jotting down abstract numbers on a piece of paper. Notwithstanding, it is also true that when a child gets older, merely counting beads by moving the pieces on the board does lack challenge and according to Montessori's theory, anything too easy will cause a child to feel bored as they can accomplish the task in no time ("Maria"; Maunz; "What is Montessori").

A Montessori toy with coloured beads on a wooden frame later evolved into an abacus, a sophisticated calculating device that can date back to antiquity, where students can do more complicated calculations from multiplication to division but at the same time improving concentration since using an abacus requires mind and body connection, which means doing calculations is an active and engaging process ("Japan's Ancient"; Singh).

Besides, an abacus is like a toy, so after one learns to master it, like playing a rubik's cube, it offers immense fun once it clicks with students ("Japan's Ancient"; Singh). From the previously introduced *Tomoe Gakuen*,

the connection between the mind and body can be acquired from eurythmics, the rhythm education where participants align their movement with the music heard, strengthening one's cognitive skills, harnessing body movements and being fully engaged ("Dalcroze"; "Eurythmics"; Kuroyanagi 37, 105; Marthaler). Not to mention, Psychomotricity can equally reach the connection between the mind and body via the engagement in games.

Even though the dawn of calculators inevitably caused the ancient tool to become obsolete and abandoned, a portion of students in Japan still use an abacus [or a "算盤" [*soroban*] in Mathematics class because it helps to process information quicker and with more accuracy as the fingers and hands move to activate the cognitive function of the brain ("Japan's Ancient").

Yasuo Okahisa, deputy director of the League for *Soroban* Education in Japan said working on an abacus manually requires learners to watch the movement of the beads with their eyes, and then think with their brain and make a move with their fingers ("Japan's Ancient"; Rich).

When one is proficient enough, the physical abacus is then abandoned because the ultimate goal is to purely picturing the beads mentally and work out the problem in the head to keep the brain sharp from going senile ("Japan Secret"; Rich).

It cannot be denied that when students are engaged, they enjoy the learning process, like practise using the abacus [算盤 or *soroban*]. The brain and movement alignment is incredible to a child's development.

When can 21st century education resume the idea of Scholē when readers have read extensively in regards to the debunking of the myths of success and what can genuinely aid students' cognitive function and promote engagement?

### C) An Equivocal School System: "Intimidating" vs. "Disgusting" vs. "Groundbreaking", for Real?

*"What are we? Humans? Or animals? Or savages?" - Lord of the Flies*

If readers have read "1984" and "The Giver" by George Orwell and Lois Lowry respectively, they should be very familiar with the noticeable theme centering around totalitarianism where a cree is definite for every individual, ranging from the top leaders to the working class, to live by; thus, when citizens speak out or appear different, whether in attitude or in their train of thoughts, they are unlikely to be forgiven, but rather end up in a lethal retribution on par with capital punishment.

Contrary to what has already been mentioned in regards to the drawbacks of Einstellung effect, groupthink and an echo chamber, an uncompromising totalitarian society mainly **pontificates** in a **bumptious** and **dogmatic** manner in order to promote propaganda and its **agitprop** as part of being a "good" government, in which an individual merely exists for the sake of society where only a **Hobson's choice** best suits the regime's interest (Berci, et al.; Bratton; Brunnstrom; Hah and Tewari; Hernández; "How the 'Greater'"; "Japan, Fiji"; Grozovski; Kucha and Llewellyn; Longley; Pomfret; SCMP Reporter, 2019; "The Psychology"; "Totalitarianism").

To be more explicit, certain readers might have already experienced firsthand **Hobson's choice** as well as the Einstellung effect as seen in the case of the signature zero-covid mentioned extensively in Appendix 6. It is inevitably deleterious with a mindless leader presumably assumes his "single" method is the "best" to protect the initially-not-feeble citizens but now mentally-stressed-out and depressed like a bunch of walking zombies (Buckley; Buddle; Cheng et al.; Cheung and Kihara; Chiang and Dou; Cohen; Dodwell; Hong; "Is Humanity"; "Laura"; Lem, 2022c; Stokel-Walker; Tan, CK., 2022a; Tan, Y.; Yiu, 2022b).

Unfortunately people's criticism and sufferings are repressed because negativity does not suit the "ideally perfect" narrative that the regime has fabricated. When the well-being of individuals is not taken into account, it is likely the case that the education system is equally secluded in darkness, including but not limited to censorship, bowdlerizing history and the indoctrination of ideologies with no room for play (杜, p.190-201; FP Explainers; Grozovski; Hernández; Hoang; "How Public"; "How the 'Greater' "; Kucha and Llewellyn; Lem, 2022d; SCMP Reporter, 2019; Stokel-Walker) [Appendix retribution].



Anyone with sanity would have arrived at an aha moment that living in an authoritarian or a totalitarian society is like **a sword of Damocles** over one's head with every waking moment devoid of freedom, as well as rationality. Therefore, different from the Scandinavian region [according to Swedish mom Linda Åkeson McGurk's carefree childhood experience and international student Dai Siyang's remark on individualism] and *Tomoe Gakuen* where being opened to various perspectives enhances the well-being of an individual, be it an adult or a child, in terms of the development of cognitive skills, compassion and creativity, to name but a few.

### i) Section 1 of 3 — intimidating

*"You have to understand that people have to pay a price for peace. If you dare to struggle, you dare to win." - Fred Hampton*

Notwithstanding, an education system that is under the threats, unjust and oppression of an authoritarian or a totalitarian regime virtually hinders intellectual exchange, freedom of discussion, leading to the inability of maintaining an attitude of healthy skepticism to make peace with the unknown and thereupon unable to reevaluate and reinvent one's long held beliefs and decades or perhaps even centuries old way of doings.

Besides, like "1984" and "The Giver", those unable to acknowledge their freedom is highly at stake in an unyielding regime will easily be manipulated and indoctrinated, contributing to blindly obey and become populations of sheep, easily herded into chains of tyranny as seen in not only the ruthless zero-covid, but also making countless countries fall into the debt trap under the "Bluffer Raiding / Ransacking Innocence" **Skulduggery** unless developing countries come out of the echo chamber and groupthink [Appendix 6. & 7.]. Otherwise, further dooming one's country is definitely not a frivolous matter because young people's future is at stake (Arpi and Namgyal; Chaudhury; Cheng, et al.; Cheung and Kihara; Buddle; "China's"; Cohen; Dodwell; Gibson; "Gravitas Plus"; Figueroa and Hofverberg; FORUM スタッフ; Hong;. "How Schools";. "How the 'Greater'"; Kiggins; Lee; Lem, 2022c; Losos, et al; Malosse; Nebehay; パンダ; Pei; Redazione; Takahashi, 2022a; Takahashi, 2022b; Tan, CK., 2022a; Ni; Tan, Y.; "Tiktok"; བོད་རྒྱལ་ཚོལ་འཛུགས་; "中国"; Umeh; 宇山; "Why China"; "Why Public"; Yiu, 2022b).

To a totalitarian or an authoritarian regime, curiosity and creativity are undeniably a taboo, because they signify a desire to change for the better with persisting inquiries against the allegiance and the faulty government that the top leaders try to forcefully portray as the "best" but in fact, the so-called justifications are distinctly fear-mongering and psychological

operations (Grozovski; Hernández; Kucha and Llewellyn; Gibson; Longley; SCMP Reporter, 2019; "Totalitarianism").

As mentioned earlier on that the **machinations** during the Dark Ages where The Church controlled everybody's life, including their mind and actions, were not the last because China has been notorious for its meddling in the education system to no end since 1949 with the rise of Mao Zedong, the chairman of People's Republic of China, followed by Deng Xiaoping in the 1980s and nowadays Xi Jinping.

Each had initiated and with the current one still imposing his own indoctrination on and coercing the public en masse, targeting students especially, because Mao's justification was that to have total control, one must master the minds of the young ones [in other words, immersing in groupthink and an echo chamber] and to do so was simply via seeping his **agitprop** into education (杜, p.190-201; FP Explainers; Hernández; Hoang; "How Public"; "How the 'Greater' "; Kucha and Llewellyn; SCMP Reporter, 2019).

This unrelenting motive of educating the young minds as a priority is similar to George Orwell's "Animal Farm" in which Pig Napoleon seized the newborn puppies to train them as his secret weapon, ensuring their dutiful compliance fitted his interests. This is back to the notion of how unthinking individuals end up being manipulated by AI algorithms: just because the data is there does not mean it is true to the individual, not until each person questions the source and is skeptical.

Notwithstanding, it would do Mao and Deng injustice to say their nature **insidious** and **malicious** because their initial aim was benevolent as Mao advocated to improve access to education for all while Deng tried to boost the economy and raise living standards; however, neither could resist Pandora's demon: power, because both former leaders had been undeniably tempted to utilize it for their own agenda ("Are You"; Berci, et al.; "Freedom"; "How the 'Greater'"; "Is Humanity"; "Is the Mainstream"; SKawashima; Maxwell; RFE; "The Psychology"; Pomfret; "Why Are").

### (1) Feline Philosophy (Part 1)

*"Homo sapiens is a post-truth species, whose power depends on creating and believing fictions.." - Yuval Noah Harari*

Obviously the current one is not out of the list when he literally rewrote how long a leader could sit in office, blatantly abusing his power to no end (Specia).

Nothing can be worse than education being a downright disaster when the government body decides to get involved and encroach on educational-related matters because not only does it foster unquestioning obedience and acceptance of authority, but also discourages individuality, innovation, curiosity and creativity ("Why Shouldn't").

For instance, apart from China with the current chairman delegating inspectors to discourage criticism of the Communist Party on campus, equivalently in India, a decline in academic freedom can be seen when scholars are reprimanded for being critical of government policies (Hernández; Lem, 2022f).

On the contrary, recall Jenny Brown who explains when people stop finding fault in themselves, they are susceptible to be stuck in the blame rut which undermines the freedom of speech that entails intimidation and repression (Bowser; Brown, 2017, 140; Hadeed; Lem, 2022f; Oberlin; Sinek; "Stop Wanting").

If the top makes all the decisions without letting the bottom express their views, or only suppress them into being some sick sycophants, as well as stifling piquant public debates, how can new innovative ideas be implemented if the top is reluctant to value others' opinion (Basken, 2022a; Basken, 2022b; Basken, 2022c; Hernández; Lem, 2022c; Lem, 2022f)?

Not only those within the nation are silenced but going to the extreme of barging foreign academics possessing a valid visa from entry with no reason is rather subjective (Lem, 2022g). By violating Apollo's second maxim and flouting Grice's maxim of quantity will undeniably limit research opportunities, knowledge sharing and truth be told, no governance body, be it inside a country, a company or a school, is free from critics because what good will it do to have flatterers, people pleasers only to have everyone secluded in an echo chamber and groupthink, not to mention the Einstellung effect to obscure any ideas from blossoming (Haden). According to Thomas Jefferson, the third US president, he said if intentions are good, there is nothing to fear from criticisms. Hence, by employing the Socratic rational inquiry approach, one would ask: why go through the trouble of seeking foreign scholars for higher education, in addition to offering them a visa but in fact, only want a Yes Man or Madam who never talks back. Then by simply using technology like a recorder, those who cannot tolerate criticisms can basically record their own voice with their own affirmative reply and have it replayed in a dimension where no other living souls are around since presumably others' rebuttal is a predicamental omen to swallow in. Getting a smartphone with

a good recorder installed is definitely way cheaper than scouting scholars and offering them a visa only to reject their presence upon arrival (Lem, 2022g).

Michael Ignatieff, the former president of the Central European University, commented on the significance to defend the autonomy of a university and its right to self-govern without interference because a university is liable to become the target of an authoritarian regime [or a totalitarian regime in Mao's case] whose primary goal is to brainwash the puerile minds of the younger generation with the constant dissemination of propaganda (Hernández; Kucha and Llewellyn;

Longley; SCMP Reporter, 2019; "The Psychology"; "Why Humans"; Williams, 2022b).

To fend off mass psychosis as Carl Jung, Swiss psychiatrist, suggested, one should not participate in lies but find one's vocation and individuality rather than social conformity.

For instance, now is an ideal time to revisit the twenty or so years of fascism Italy with Benito Mussolini coercing every individual, including both students and teachers, to swear loyalty to the regime. The result of a lack of autonomy can be derived from an interview with Umberto Eco, a renowned Italian scholar who had experienced fascism during his childhood, he summed up his indoctrinated life as follows: "We couldn't imagine that there was another way of living" (Zanganeh). Let this comment sink in and argue via the Socratic method of rational inquiry: is the arrow not pointing at the Einstellung effect [one way of living], groupthink [this is the only way of living] and an echo chamber [yes, the only way]? If fascism was not drastic enough to hamstring individual's freedom and sanity, Mussolini later used the term "totalitario" to describe the new fascist state of Italy, with a widely held belief among the people that the nation must and would somehow be saved or "reborn", undeniably flouting Apollo's third maxim of "surety brings ruin" (Bates; "Is Humanity"; Longley; Quintana; Robertson).

By the same token, the 21 lessons by Harari and guru Sadhguru 's teaching echo the fact that thinking one's nation is supreme is in fact an astoundingly farcical concept full of irony because according to Eco's interview, he said only with the fall—note here, not reborn [Apollo's third maxim came true: Mussolini's full of oneself brought his doom]—of facism did he discover the democratic newspapers and realize the existence of different political parties and views ("Don't Compare"; Glaveski; "If You Want"; Zanganeh).

Unsurprisingly, fascism crimps thought-provoking moments and apart from fascism, a totalitarian and an authoritarian regime is not far behind from a retrogression, something that worries Professor Ignatieff (Araie; Williams, 2022b).

In other words: a more hands-on example can be seen in the absurd zero-covid because has zero-covid saved everyone or practically stressed out every individual who had been threatened and locked down (Cheng, et al.; Cheung and Kihara; Chiang and Dou; Dodwell; Hong; Kiggins; Lem, 2022c; Ni; Tan, CK, 2022a; Tan, Y.; Yiu, 2022b)? [Appendix 6.].

If an individual cannot take risk, one should have one's life ended altogether as life is full of risks from eating that becomes choking and from driving that results engulfing in flames, to name but a few common daily risks (Asia Times, 2018a; Asia Times, 2018b; Balzer; Buddle; Cohen; Leung and Lo; "Ready"). [Appendix 6E.].

Not to mention, studying has to be the first one to be banned because it is full of risks with sedentary action, cognitive decline attributed to rote learning ideologies and doing meaningless homework. Besides, high-stakes testing induces stress and may eventually end up in a tragedy [Appendix Table A2].

## (2) Feline Philosophy (Part 2)

*"Cats are happy because they don't tell their lives as stories." - John Gray*

Despite not having experienced the fascism Italy, still, a financial advisor surnamed Tsai was grateful that her great-grandparents had made the decision to emigrate to Singapore to escape from the Communist Party in China so she could lead a better life (Song, 2022). What Tsai said definitely resonated with what many families in Hong Kong had done before 1997 when everybody was practically intimidated by the irrational things that the Communist Party would do after the handover because, as Tsai mentions truthfully [with Bai Dexiong from the *Tuidang*—"Quit the party" movement championing] [Appendix 6C] that:

- i. the Communist Party cannot be trusted when they are obnoxious at flouting almost all of Grice's maxims of communication, rendering one's inability to convey a clear message without bias or hidden lies [See Tables A1.0, A1.1, A1.2, A7.1 & A8.1
- ii. or that they will be responsible for fabricating false promises with "pretty words" or leaving a project halfway done [Appendix 7. especially 7D. & 7E.]
- iii. and how nefarious they are when suppressing freedom with the implementation of the current national security law that stifles basic human rights of expressing what is right and wrong when the regime is deemed the absolute faultlessness by silencing and imprisoning

dissents (Arpi and Namgyal; Chaudhury; "China Responsible"; Cox, 2018; Fu; "香港"; Kihara; King and Reichert; Losos, et al; Malosse; Nebehay; Ng; Song, 2022; "Tiktok"; བརྒྱུ་བཞེས་པའི་; "中国"; 宇山; "Why China"). [Appendix 6D. & 8.].

Just like the emperor who brags about his new clothes, making every citizen believe what they do not genuinely see [groupthink] but solely believe what others believe [an echo chamber] without given profound thoughts. This is what an education system looks like when there is merely a one-size-fits-all model that has been used for decades, worse yet, centuries. Hence, to avoid groupthink, an individual must see that the emperor has no clothes, bypassing the perspective of a petty goldfish so as to see beyond the veil [Recalling René Magritte The Treachery of Images], because no humans are, by any means, conditioned to follow when everybody has a brain that can foster critical thinking skills and be a rational inquirer. Even the writer, despite having left with half a functional brain, has taken readers along and probed into various topics ranging from climate change that 1,100 **sophists** immorally denied to the absurd vaccine mandates and from debunking success myths to incorporating play, as in technology in class. Note that none of them can be freed from perceiving from diverse perspectives to perform critical thinking processes to counter **sophists** and their **spurious** and **exiguous** evidence [Appendix 1B., 1D. & 5.].

In addition, comments by the aforementioned entrepreneur Chen [from The Absence of Coercion and Unnecessary Constraint subhead]who finally feels "like a person" upon breaking ties with the regime and moving to America is not a hyperbole (Fu; Poon).

Along the same lines, Patrick Poon, a researcher at Meiji University in Tokyo, remembers a Chinese mainlander told him upon his arrival in Hong Kong that he could finally breathe the air of freedom [though the freedom" of Hong Kong is a different story now] (Chan and Su; Fu; Poon).

How much more freedom and breathable air can Hong Kong retained when the suffocating national security law has excelled mass migration on par with the period before the 1997 handover (Chan and Su; "香港"; Kihara). Similar to why Montessori left Italy because she did not want to swear loyalty to Mussolini's fascist regime that impeded freedom, a majority of teachers in Hong Kong are quitting not only due to the immoral way of indoctrinating students with propaganda and **agitprop**, but also teachers are required to learn and study the brain drain key messages of the communist regime, it is highly ridiculing an education system that should nourish the young ones from receiving things from a diverse perspective but not the sole perspective of a certain egoistic leader that leads without a humanistic approach, like Mussolini (Chan and Su).

Whereas students are immigrating to other countries, like what Tsai mentioned about her great-grandparents moving to Singapore to evade the tentacles of the regime when obviously any same individuals can fathom nothing positive can be derived from an unyielding regime that only coerice, suppress, imprison and silence, from criticizing the corruption during the reign of former chairmen Mao and Deng, commemorating the thousands of students died in the 1989 Massacre (Chan and Su; Song, 2022). [The retribution of the event can be found in Appendix 6D. due to someone being intolerable of an authentic truth in Appendix 8B.].

## ii) Section 2 of 3—Disgusting

*The oObligation to amuse and instruct myself was entirely my own, and people who didn't know that were childish people, to be avoided if possible. Certainly not to be trusted." - John Taylor Grotto*

From Appendix 6. & 7., if the leader per se is full of misconceptions and inconsistencies, one can anticipate how messed up the education system has been since 1949, let alone having the thought of incorporating technology to boost engagement in class may be futile when the old are inept of being observant or offering anything relevant because technology means social media and gaming, which is translated as an addiction; hence, the old have unjustly branded technology as a bad vibe ("15 Lessons"; Allen; Dore, et al.; Greenwood; Gupta, 2022c; Hinata; Nield, 2022a; Nield, 2022b; Palmai; Phippen; Puri; Reuters, 2021; Stokel-Walker; "This", 2018).

Other than having a sick demeanor to not only coerce and intimidate citizens en masse as seen in zero-covid, the **gadfly** has equally poked its unwanted fingers into foreigners' business in terms of using technology clout to clamp down at home and exert control abroad (The Associated Press, 2022b). According to Jeremy Fleming, head of the British Government Communications Headquarters, he hits the nail in the head as he highlights the unrelenting regime's tendency to:

### i. THREATEN [championed by

1. Bai, one of the coordinators of 退黨 [duidang, Quit the Party Movement,
- obviously 2. along with the 400 million Chinese who cut ties with the CCP], 3.
- entrepreneur Chen, 4. international student Dai, 5. financial advisor Tsai, 6. law
- professor Xu, 7. journalist Zhang and 8. children, accompanied by their parents who
- immigrated to other countries to steer clear of the tentacles of the regime. Not to
- mention

9. those who have criticized the reckless zero-covid and had their jobs sacked, as well as social media accounts censored and 10. ethnic groups that are threatened into genocides] (Arpi and Namgyal; Chaudhury; Chan and Su; Cheung and Kihara; "China Responsible"; Cox, 2018; Dai; Garrick and Yan; Fu; "香港"; Kihara; Losos, et al; Malosse; Nebehay; Ng; 吳; Philips, J.; Song, 2022; Stokel-Walker; Tan, Y.; "Tiktok"; ལ་རི་ལྷ་བཙེ་ལོང་; "中国"; 宇山; "Why China"). [Appendix 1E., 4A., 6. & 7.]

ii. BRIBE organizations and experts to cover up the truth, **vilify** conscientious scientists and feed the public with fabricated news that inevitably suits the agenda of the regime in order to put profits and benefits before people's well-being (Buckley; "Chinese Virologist"; Garrick and Yan; "Virologist Dr."; "Wuhan Lab"). [Appendix 2F., 5C. & 5D.]

iii. COERICE [championed by

1. Fiji, 2. Japan, 3. Lithuania,
4. Pacific Island Nations, 5. QUAD,
6. Taiwan and 7. UN, to name but a few] (Hah and Tewari; Iwamoto; "Japan, Fiji"; Shi; "Taiwan"; Quinn). [Appendix 1E., 4A., 6., 7. & 8.]

When such a broken and impaired regime could threaten to shoot down the plane of the Speaker of the House through completely sabotaging one's hospitality towards other nations, how convincing it is to let such a pathologically broken creature continue as a leader, let alone bragging to be the world leader? And how *civilized* is this *barbaric* threat? [See Table A8.1 for what *civilized* means] (Dawson; Li, 2022; Mauldin).

Thus, to no surprise, the education system under the oppression of the regime has become so regressed that even uncomfortable and nervous parents have coined it "disgusting" and are balked at the idea when Xi subjugated his ideology—his personal cult—on students, evoking the appalling memories of his predecessors Deng and Mao whose despotism crippled advancement and induced chaos, constituting to unnecessary deaths, in which the regime considers the mentioning of it a taboo, followed by retribution as seen in Appendix 6D. ("1986"; "1989"; Hernández; Kanazawa; Pomfret; Poon). [Taboo or not the writer cares less because bringing out the truth [Appendix 8B.] is the writer's mission to guide the young ones down the righteous path and not become certain impaired leaders who only resort to violence from Appendix 1D. & 4D.].

However, since the regime frequently suppresses parents' voices, they are always unheard of because the Communist Party is inclined to get stuck in the Einstellung effect of coercion and violence to solve every issue whether from voicing on the drawback of zero-covid to paying



tribute to those heroes in 1989 (Cheng et al.; Cheung and Kihara; Chiang and Dou; Dodwell; "Growing Discontent"; Hong; Kanazawa; "Laura"; Lem, 2022c; Stokel-Walker; Tan, CK., 2022a; Tan, Y.; TibetanReview; Yiu, 2022b). [Appendix 6D., 7F. & 8.].

Yet again, interviewed Parents, who wanted to voice their discernment and ridicule the authorities, resisted sharing their names (Kanazawa; TibetanReview). [Appendix 6D.].

So in the end these defenseless parents merely grin and bear it, not until dissatisfied individuals in China achieve self-actualization and self personality that assist individuals to transform so as to cease being part of the mass conformist **weeded** under his **bombastic** speech and ultimately become extraordinary, based on Carl Jung's theory ("Carl Jung"; "Is Humanity"; "Life"; "Nietzsche"; "The Psychology").

Those who perceive themselves as the vessel of the divine will, as seen in The Church in the Dark Ages, Benito Mussolini in the facism Italy and Mao Zedong in Communist China, solely treat people as subjects with no thinking of their own but exist to be sacrificed to fit the story of the authoritative power ("The Pervert's").

It is a candid fact that Xi's tentacles have been spread to all walks of life, including private companies and joint ventures (Brunnstrom; Hah and Tewari; "Japan, Fiji"; "Lithuania"; Mauldin; "Taiwan"; Phillips, T.; Pomfret).

Obviously, Xi's comeback is full of fallacies from imposing his "disgusting "personal cult on students to the technological accusations by Fleming [Because do not forget his highly sick tendency to flout Grice's maxims of Quality, Quantity and Manner from Appendix 1E., 7B., 7C., 7G & Table A8.1]. In terms of technology, his twisted belief is that:

i. his rationale behind the technological national security is "aimed at improving the lives of Chinese people and it does *not* pose a threat", which is highly ironic because as seen in how he censored, silenced and eventually causing the disappearance of Austin Li really "improves" the lives of people in China [Appendix 6D.], not to mention sacking people from high-ranking posts just because they have a say in zero-covid [Appendix 6D.].

ii. his rationale of indoctrination the young minds [Think of Pig Napoleon doing to the newborn puppies] is that if the society lacks common ideals, common goals or common values, it will be just a raucous one and nothing can be achieved, which is highly inaccurate because if everyone only knows one way [the Einstellung effect] of doing things without engaging in **piquant** discussion to generate new ideas [adhering to Groupthink] and follows

whatever the others are doing [an echo chamber], creativity is utterly beaten out of the young minds, rendering them the deprivation of putting depth in their life and conversations—a dire situation when these indoctrinated young minds encounter something foreign may cause them not know how to handle it without resorting to violence, fraud, or simply mimicking what the top has been doing because of disorientation . (Dewey; "Carl Jung"; "Is Humanity"; "Life"; Nakazawa; "Nietzsche "; TibetanReview). [Appendix 1E., 4A., 5B. 5D., 6. & 7G.]. Do not overlook their inability to even look for a job upon graduating (Liu, 2022a;). To reiterate, without creativity, inflicting espionage and spying actions on other countries is inevitable to compensate for one's deficiency [Reread Chapter 3.B.ii.2. Certain Asian Regions].

Both Leonardo da Vinci and Albert Einstein steered clear of the common grounds so as to explore the unknown by going off the beaten path to find inspirations.

What fun is there when everyone walks down the same **bromide** path dictated by a retrograde and old school thinking leader whose goal is nothing but to twist or coerce individuals to have the same values as his old rusty mind is [do not forget he is a Boomer] when every individual should pride themselves for their unique individualism [refer to the pedagogies by headmaster Kobayashi at *Tomoe Gakuen* and Dai's remarks on how Europe values individualism]. Besides, Chinese philosopher Lao Tzu [definitely not Western Influence] says one should be one and not try to be someone else for optimal respect (Seamon).

Worst case scenario, if everyone imitates everybody else, regardless of individual voices, opinions, or other alternatives, a worse decision may be generated, hampering the tolerance of a diverse set of views while getting stuck in groupthink. In a nutshell, by freeing up everybody else, individuals are free to share their own opinion and inspire others [refer to "A Psalm of Life" poem by Henry Wadsworth Longfellow].

It is always baffling when the regime, The Communist Party, is involved in hypocrisy with contradictions so blatant that any observant and sane individual can decipher the underneath lies and launch into a **Jeremiad**, exposing the perilous gap that Harari has been talking about ("Peter Singer"). The Communist Party bluffs and **blivates** about how in no way is their intention to "wield unlimited power or engage in decision-making at will" (Nakazawa). Upon digesting yet another ludicrous statement, readers will comprehend the fact that the hypocritical leader, The Party, the regime UNQUESTIONABLY wields absolute power including but not limited to silencing dissents, making them disappear, indoctrinating students, as well as, forcing workplaces to study the chairman's egotistic and parent-deemed "disgusting" Thoughts, not to mention poking its finger into other's business, abusing one's power to no end, so how is it not welding "absolute" power by subjugating others' decision to

fit his agenda wholly under the Einstellung effect and groupthink (Cheung and Kawase; Cheung and Kihara; Fukao; Gibson; Hale; Hernández; "Japan, Fiji"; O'Donnell and Sytas; Quinn; Stokel-Walker; Sytas; "Taiwan"; Tan, Y.; TibetanReview; Yamaguchi)? [Appendix ,6D.].

If the regime thinks the writer has no right to intervene in how he manipulates and coerces his people who are obviously his pawns, the ancient Chinese philosopher [absolutely not Western Influence] would have definitely denounced his actions had the sage witnessed the "disgusting" deeds firsthand. In Lao Tzu's view, the best leader does not insist upon obedience but liberates the whole and instead of looking to be acclaimed, the best leader must be lifting people up (Seamon).

On the other hand, disregarding the regime's disgusting approach in imposing irrelevant ideologies on people, one policy established may actually be welcomed by adults whose excuse is simply having no time to look after the kids, so the regime intervenes in curbing the screen time minors can play games online.

Technology has hooked these children, teenagers and adolescents so much that in China, its didactic **fulminations** against gaming resulted in an official decree: the restriction on all minors to merely play 3 hours of online games at the weekends or public holidays (Hinata; Puri; Reuters, 2021).

However, according to a Blue Zones study, human connection is a primitive need rather than an irreversible addiction, so instead of regulating the tech companies for the use of these devices, people need to start having a conversation about the appropriate way to use gadgets like smartphones, says Samuel Veissière, a cognitive anthropologist who studies the evolution of cognition and culture (Dupuis). Instead of coercion and banning technology altogether, "parents and teachers need to be made aware of how important this is." (Dupuis). The writer has debunked the myth in technology addiction in Chapter 2.G.iv. The Reevaluation of Utilizing Technology where it has uncovered the benefits of gaming with findings leading to a boost in creativity, intelligence and adaptability, as well as curing the distractions in ADHD kids, contrary to what the norm assumes the ramifications of gaming being a stigma in one's cognitive and intelligence (Allen; Chilton; Dore, et al.; Gupta, 2022c; Hayward; Jones; Nield, 2022a; Nield, 2022b; Savoie; SBS on Demand; Thompson, 2022).

Despite the regime's policy hailing to maintain a "healthier mentality", those are the top are definitely not well-oiled machines because minors are criticizing these uncles and grandfathers who are downright anti-humanistic with their mind getting stuck in Stone Age

thinking (Camakaris; Hinata; Puri; Reuters, 2021). Just like zero-covid [Appendix 6.], every sane and witty person [obviously with the exception of the unwitty initiator] can fathom such a ridiculous policy brings nothing but a stressful and demoralizing life. The same can be reflected in limiting the screen time of minors.

Conversely, to be honest, family bonds with better communications can be forged because video gaming is equivalent to the modern-day version of playing catch, says Sinem Siyahhan, an assistant professor at California University (Allen). To reiterate, the culprit of a loss in cognitive skills is pollution [Appendix 1., 4., 7. & 9.], inactivity in class [owing to spoon-feeding students with dead flat materials to perform rote memorization; reread Chapter 3.A.iv.(1) Sitting Is the New Smoking] and an overwhelming heap of meaningless homework [that is not what Montessori and Fröbel consider as age-appropriate and relevant; reread Chapter 3.A.i.].

Furthermore, Dr. Stuart Brown, founder of the National Institute for Play in California, believes people's brains are actually hardwired to play because from his research over the years, those who are seriously play deficient are often chronically depressed, not very innovative, fairly rigid, and have difficulty adapting to change [Lo and Behold! Bluffer nailed all the defects that Dr. Brown elicited here; hence an unwitty mind like his is inept of being humane (Gupta, 2022e; Schwantes, 2022b). No wonder Bluffer does not value other cultures and in addition threatens to shoot down the House Representative (Dawson). It is not an understatement to say how a lack of play has caused a country, from top to bottom, to be indulged in negative thoughts and actions, including but not limited to, dishonesty, coercion, **blnovation** and immaturity (Dawson; Li, 2022; Lin, 2013a; Lin, 2013b; Mauldin; Phillips, T.; Ueda). [Appendix 1E., 4A., 5D., 6., 7. & Table A8.1].

If adults solely pinpoint kids as being addicted to gaming, they must have forgotten certain professionals, be it a doctor or a politician, are equally addicted so why shifting the blame to kids when adults per se cannot resist technology, let alone gaming, either (Powell; SCMP Reporter, 2009; Solon) [Reread Chapter 2.H.iii. The Ugly (Part 2)].

Furthermore, in regards to unhealthy addiction, are adults not indulged in more of it, namely gambling, whether poker, the roulette wheel, slot machines or the Chinese mahjong? Should the regime not start setting restrictions with its province Macau where gambling is the Asian version of Las Vegas? It does not do the young ones justice with a sick and impaired top coercing like he is the utterly reflection of Pig Napoleon, setting up a cree for everyone to follow but instead being a hypocrite per se.

### iii) Section 3—groundbreaking

*"You can't allow tradition to get in the way of innovation. There's a need to respect the past but it's a mistake to revere your past." - Bob Iger*

Neither is the writer embarrassed nor humiliated to admit she was and is still an avid gamer, from SEGA Saturn to Playstation and from the black and white Gameboy to the smartphone apps. By upholding Carl Jung's self actualization and Apollo's first and second maxims, the writer knew what her responsibilities had been before carrying out the gaming routine as a student so she has never thought of going cold turkey just because someone says gaming is addictive.

It is utter pointlessness in changing others just because of what the leader "wants" because the ability to get where individuals want to be in every aspect of their lives is within them ("The 5"). No one should dictate another person's life solely based on the preferences and presumptions of egotistic leaders in regards to how an individual must act like in the society. There are over billions of homo sapiens on Earth and every individual is unique with one's interests, values, creativity and aspirations. If the self-absorbed leader deprives them of the opportunities to shine, what is the reason to serve a leader whose self-interest surpasses others? They are literally people to either cut ties with the regime, leave the country that is nothing but a hellhole or quit working for a conceited leader who does not fathom the significant quality of being humiliated (Chan and Su; Fu;Rainsford; "Russian Diplomat"; Smith; "The 5"; Volobuyev).

The writer is certain that with gaming since her primary school years until this very moment of compiling the dissertation, not only has she fostered critical thinking and communication skills in teaming up with guild members in eSports, she has equally made real-life and online friends with other fervent gamers whom she visited the latter aboard in real-life, enhancing her language ability and socializing skills [Reread the benefits of being multilingual from Chapter 3.B.ii.(4)]. In addition to that, she would literally research online for extra information in regards to the game, such as the Japanese 声優 [voice actors/ actresses] to glean details in what other games or anime they have participated in and acquire the definition of new Japanese words appearing in games, not to mention building up perseverance in clearing the entire game and appreciating the efforts game companies put into designing the awe-inspiring product that has retained her attention throughout.

Despite currently writing up this dissertation that is a time-consuming process, the writer has not forgotten the adrenaline that games have given her to encourage her to keep thriving, so

similar to students at *Tomoe Gakuen* having the liberty to start any subject of their choice for the day, the writer acquires decision-making skills in opting a game that would not disrupt her writing too much but at the same time, taking away her stress and anxiety in compiling everything coherently and cohesively in the dissertation when she is running against time.

Even leading Chinese philanthropist and entrepreneur Charles Chen Yidan says today's education systems are 'not suited to tomorrow's society because students are not an assembly line to be **importunated** with more information but rather needing space to let their creative muse run wild (Arment). Besides, he mentions that today's youth must be prepared for jobs that have not been seen because the world does not wait around for those who are merely adhering to traditions to catch up (Bothwell; Harari, 2020; "If You Want"; Lane Case; Neera; Okada 岡田 11; "The Future").

Therefore, instead of treating technology as a threat, as in what the regime has been doing unjustly, Chen encourages to leverage innovation for scalable changes in education, like the Wuhan College he founded in 2003 puts heavy emphasis on utilizing Wechat, a free messaging app created by Allen Zhang in China in 2010, in which the app has incorporated paperless teaching and learning tools where students can borrow books and buy lunches with a simple scan of the QR code on the app (Bothwell).

On a similar note, the world's richest man, having bought Twitter, has also planned to turn the social media platform into an "everything" app, meaning apart from the regular messaging functions, users can make payments and order food online (Kleinman). It is not a very distant idea when there is already technology offering crypto investments, robot cafes with remotely controlled staff and AI beer making equipment ("A Blockchain"; Albrecht; Alphr; Savoie; Steen, 2021a; Steen, 2021b;).

The options are endless so long as one does not get stuck in the Einstellung effect and speaks ill of technology.

## 7) Chapter 4: Be CREAM "Come Again?"

*"Ice cream is worth the trouble of being cold. Like all things virtuous, you have to suffer to gain the reward." - Brandon Sanderson*

Upon the completion of the second chapter on the evolution of education and the third chapter on the merits and demerits of certain education models, readers should be absolutely clear on one concept that the goal in education is not about memorizing facts and get into prospective schools, but bestowing students with skills to come up with profound solutions in tackling real-life challenges, with one of them being the staggering climate crisis that has gradually led to food shortages [Appendix 1B. & 1C.] while another one being triumphing over conceited and egoistic leaders who care nothing but their self-interests by inflicting harm on others including but not limited to bowdlerization, coercion, denial, false promises, manipulation and self-victimization [Appendix 1D., 1E., 4., 5., 6., 7., 8. & 9.]. The older generation must be willing to reinvent themselves to truly understand that students who were born in the 21st century are not hardwired to learn like their outdated **banal** ways because people's interests, values and principles have changed according to the environment.

This chapter is going to introduce readers to the qualities and skills that students and adults had better acquire in order not to be obsolete from the global stage of the 21st technological prominent century. the writer will treat the Millennials as a cohort that can be fused with both the qualities for the young [with the youngest millennials in their mid-20s] and the old [with the oldest millennials in their early 40s] so they can be receptive to Gen Z and avoid being the apathetic Gen Y or Boomers who cannot let go of their highly antique and improbable ways of thriving in the new era of the 21st century.

In fact the soon-to-be elicited qualities are not completely new concepts but have been littered extensively since the Introduction. Similar to the subhead readers have come across in chapter 2, "Don't B# Don't B b Just B#", now is high time to delve into yet another mystery to decipher the qualities and skills that CEO of the 21st centuries highly sort after. By gleaning at the acronym "CREAM", readers may land on the idiom "cream of the crop", which is not too far off because these are salient qualities that can help both the younger generation, who may perhaps be a **callow tyro** in almost everything, and the older generation clinging to certain deep-rooted rusty beliefs that are long overdue for a spring cleaning. Bear in mind that Apollo's three maxims have stood the test of time, unlike rote learning that inflicts harm on students' well-being and neither is unthinking compliancy a sound quality due to the repression from insurmountable stress [Appendix 6. & 7.].

To acquire the qualities in "CREAM", being engaged in some high order thinking skills is necessary because where is the fun when everything is explained definitively, utterly void of an intriguing and provocative debate to stimulate one's curiosity, which will then lead to the questioning of the content in multiple ways. One can then acquire advanced critical thinking skills via one's own thoughts and insights.

Despite certain adults being prone to argue that the experience they have had accumulated in life is sufficient to lecture what the next **puerile** generation needs to obtain to succeed in life. On the contrary, they may need to learn how to be modest and thoroughly fathom the merits of humility [keyword] so as to steer clear of becoming one of the egotistic and **bumptious** leaders who have blatantly played the blame game, played the ape and denounced other cultures by **tendentiously** branding one's ideologies as supreme per se (Bisnow; Brant; Browser; Brown, 2017, 140 147; Cummins; Danaher; Garza, 2021a; Hale; Hausfatherr; Hu and Klein, 2021c; Isabel; "Joe Rogan"; Mauldin; Maxwell; Oberlin; Phillips, T.; Standaert; Stanway). [refer to Tables 2.6, A1.0, A1.1& A1.2]. Besides, in one of the late Queen's celebrated quotes, she says "with age does come experience and that can be a virtue if it is sensibly used," highlighting the fact that adults can equally make mistakes, just like what Escalante mentions no matter how much experience one accumulates, it is highly possible that there is still much to learn for not only is perfection a delusional unicorn, but also regularly tweaking one's pedagogies or business models can bring in a breath of fresh air for advanced development and innovations that were initially dormant ("Jaime", 2008; "Jaime", 2022; Navarrette; Olson; UW).

It is not an understatement to say adults who are reluctant to reinvent themselves kill the joy in doing anything when they are not receptive enough to heed others' advice [keyword] but tenaciously grip onto a **Draconian** set of rusty ingrained rules for everyone to abide by, assuming every individual is somehow living in their time frame [Appendix 6. 7. 8. & 9.].

By the same token, it does not take a genius to figure out that in order to learn or acquire a skill successfully, intrinsic motivation is necessary because undergoing something that sparks joy gives the doer a sense of satisfaction [keyword] which ultimately lowers cortisol levels, the stress hormones, and increases productivity, boosting life satisfaction, so when educators from the older generation have been forcing students into studying age-inappropriate materials, completing countless homework and importuning the sitting in of high-stakes testing, there is not a slight tinge of enjoyment [Appendix 2.].

To reiterate, not only Plato's play, Fröbel's kindergarten, Montessori's age appropriate materials, but also Dalcroze's Eurhythmics and the psychomotor education by Aucouturier



and Lapiere are the stimulants or effective spurs to ignite students' learning latency, so they will flower, as in Fröbel's kindergarten and once students feel entertained with physical activities, they will be engaged simultaneously with neither the necessity to push nor to coerce.

Correspondingly, by fathoming and being receptive towards the nature of a child according to their values and interests of the 21st century can get twice the results with half the effort [keyword]. Despite social distancing due to the pandemic, incorporating games, like Pictionary drawing games or the writer's devised educational video games with **inchoate** RPG elements or other Scavenger Word Hunt games in online lessons via motor learning not only can activate and strengthen students' thinking abilities, but also synchronizing their mind and body movements with their eyes searching for valid vocab words while probing into the back of their mind for some dusty vocab words that have **fallen into desuetude** because of the Zeigarnik effect that once an exam is over, all learnt materials can be erased completely (Sci Tech).

However, with gaming elements in learning anything, especially having an in-game timer to accelerate the exuberance so students have to be utterly attentive so as to connect both mind and body before slashing out an effective vocab attack in the RPG learning games to successfully defeat a certain monster so as to advance onto the next level. This is, de facto, similar to how Japanese kids use the *soroban* "算盤", introduced in Chapter 3, by watching the beads with their eyes and thinking with their brain before making a move with their fingers ("Japan's Ancient"; Rich).

In a nutshell, not many educators are successful in arousing students' interest in learning these days when there are both external [pollution and being sedentary in class] [Appendix 1., 4., 7., 9. & Chapter 3.A.iii.] and internal [stress from high-stakes testing] [Appendix 2.] factors but without understanding in depth what a student is truly made of [refer to Chapter 2.G.i. & 2.G.ii.] because to recapitulate, not everything on paper reflects the student's success in real life [Refer to Table 2.4, Appendix Figs. A2a & A2b] (Arora; Baldwin; "Do Schools"; Frankel; Garza, 2019b; Gunderson; "How to"; "How Schools"; Komatsu, et al.; Leibs).

According to the writer's own experience as a student, the only time she did not feel agitated and stressed out in an assessment was when completing the music theory exams conducted by the Royal Conservatory of Music in Canada because it gave her satisfaction to physically write out a short excerpt in a few bars or a short cadence while humming the tune in the brain to check if it sounded pleasant to the ears, synchronizing the audiovisual sense and brain functions. Correspondingly, the homework assignments she enjoyed working on the utmost

were Science and Japanese projects where the writer could draw *manga* explaining how the element Nitrogen functioned inside a body and performed the Japanese mythology of the Sun Goddess Amaterasu with handmade figurines in a mini drama skit respectively. It was undeniably satisfying showcasing one's talents in completing a project that brought loads of fun, along with the teachers' appreciation. Hence, undergoing project-based learning has its merits when there is play, creativity and engagement.

#### A) Youngsters [Millennials and Beyond] Be CREAM—Level 1

*The mind is not a vessel to be filled, but a fire to be kindled. - Plutarch*

Without further adieu, readers are about to uncover the first letter in "CREAM" to see if they have nailed something similar. As a heads-up, more than 1,500 CEOs from 60 countries encompassing Asia, Europe and North America and 33 sectors worldwide centered around this quality and even historian Yuval Noah Harari has highlighted the 21st century skills that one had better be equipped with (Bendzsa; Glaveski; Greenwood; "How Schools"; "Levine"; Neera; Palmisano; Quirk; "Ready"; Simon, C.; Tyre).

First off, take the following as an example of a job interview and chew the cud in terms of the hidden message:

The interviewee produces a shiny resume and cover letters complete with Ivy League accolades and years of direct experience (Locke, 2020b). After a few inquiry exchanges, the interviewee is sent home and asked to wait for the result but it never comes, so what went wrong? Did the interviewee's parents not promise that obtaining high grades at school would guarantee the fresh graduate a fast track pass to a rosy future that could end up in a high paid job [refer to Table 2.4]? The interviewee had done everything from memorizing the entire textbook top to bottom, front to back, resulting in a GPA 4.0, so something must be definitely wrong with hiring companies like Amazon, Google, IBM and Tesla (Main). Is there?

Not so fast. Before jumping into a **vituperative philippic** in accusing hiring companies for being unfair in opting for someone without even a degree, according to Samuel J. Palmisano, the former CEO of IBM, to glean success from the company, four crucial criteria that embodies creativity, flexibility, empowerment and the commitment to customer experience, must be tackled by every cooperation, and hopefully the academia will not distance themselves from these findings that are apparently geared towards a corporation because nonetheless, education is like a business when a teacher is trying to tick students by generating innovative pedagogies that speak to Gen Z on the same level [refer to news

channel "Need to Know" from Chapter 2.H.iii. & Bully critic Alexei Navalny from Appendix 4B.] ("Alexei Navalny"; Bendzsa; Goolnik and Nettleford; Ketch; Kunova; 岡田 50; Palmisano). The study intends to shed light and dawn on those who are reluctant to reform education to attune to the 21st century skills.

Truth be told, according to American speaker and author for better organization management, Michael Bungay Stanier said most people are instinctively advice-giving maniacs who love telling people what to do, without fathoming the fact that giving advice may seem **official** and overdeveloped which is seemingly less effective in leading, so similar to Cindy Foley, who prefers museums not to front load visitors with what each masterpiece is about, but rather, let people have the autonomy to be curious first to explore where their instinct guides them (Garza, 2020b; Schiller and Schuman-Stoler, 2017c). This is the initial step to allow people to be more confident, competent, independent and self-sufficient (Schiller and Schuman-Stoler, 2017c). Moreover, this paper has illustrated countless times that only through trial and error can one learn to confront failures by being curious and devising new innovative ways to tackle the challenge so as to maneuver away from the Einstellung effect (Arment; Bathla; Dewey; Glaveski; Levine; McGurk; "Ready"; Rosman; Taubenfeld; "The 5").

For example, just because the game Pictionary requires players to draw out the vocabulary does not mean this is the only way to play, more fun and hilarious moments by invoking one's imagination can be attained through playing with diversity, which will soon be revealed in the next chapter of Methodology [Refer to Table 2.1 for a heads-up].

Now, The writer is inviting readers to challenge themselves if they possess the first quality in CREAM. How unique and innovative can readers be with the following equation to guide Gen Z through the issues and let them contribute in finding the solutions since they are going to be the future leaders and empowerment is of utmost importance to pivot away from mere donkey work [keyword]:

What is  $1 + 1 = ?$

Unsurprisingly, the writer is obviously not looking for the mundane answer 2. It would not be very interesting to continue, would it? To deviate away from the Einstellung effect, how many different solutions can readers approach this equation based on the Socratic rational inquiry approach with a tinge of imagination? How can readers turn this **vapid** question into a **piquant** problem that can be integrated across the curriculum, the same as what the previously introduced STEM in Chapter 2 is about? Or simply retell "1 + 1" in a story format

with learning elements? If readers answer "No way!" Or "Ridiculous", then readers lack the curiosity to delve into the unknown. Sir Ken Robinson mentioned in one of his TED Talks that schools predicated on the idea of academic abilities, meaning rote learning dead flat thoughts and high-stakes testing that literally hamstring creativity when kids are not given the space to explore where their curiosity leads them but being discouraged because of compliance ("Do Schools"). Take a moment to contemplate the problem of "1 + 1" before inspiring others with a novel idea that is not bound by traditional thinking.

How about using Chinese characters to write the numeric formula, which will result in "一 + 一" and the answer is "王" [the Chinese last name Wong] when looking at the formula from top down. Then if the above character "王" is flipped 45 degrees clockwise, it may become another character "卅" [the simplified Chinese way of writing 30], but some readers may argue the horizontal line does not fit because it has protruded. So, this is what happens when the initial Chinese character "王" is tumbled clockwise like a person trips and falls, scraping elbows and knees, leading to *broken* skin; thus the protruding line in the character "卅". And then, if readers allow their creativity to run wild and do another clockwise flip, "卅" may return to "王" without the broken skin or following the storyline of having broken skin, leading to "丰" [the simplified Chinese meaning "abundance"]. A uniquely hilarious story could go like this, along with learning elements: One day, Wong "王" was studying basic math like "一 + 一" but the child rocked the chair so much that it toppled over, perhaps more than 30 times "卅" and Wong "王" blamed the overwhelmingly abundant "丰" information obtained from the text, attributing to the fall; hence, the scraped elbows, knees or forehead.

A far-fetched story, one may say, because the words appeared are completely random, which is one of the best things to invoke not only creative breakthroughs, but also cognitive function to think better and experience more insights (Schwantes, 2022b). Thinking out of the box is the hallmark for more novel solutions that may eventually arrive at a desired outcome beyond expectations.

Using technology is the same by being willing to put oneself in unfamiliar grounds because when the brain has a hard time predicting what will happen next, such as random words generated by Pictionary, it nudges the brain towards new innovative thoughts, stimulating the neurons for quicker information transmission in a way to keep the brain from going senile as it is connecting the mind and body to react to what is shown on the screen (Neera; Simon, C.; Swantes, 2022b; Weir).

By employing creativity and imagination, anything **quotidian** can be transformed into something that will definitely inspire another person to discover the content in-depth.

Learning does not have to be derived straight out from the textbook because creativity and curiosity are what makes learning fun and motivating. When people say learning how to write Chinese characters is tough because of the multiple strokes, the writer has easily introduced 3 Chinese characters, based on one of the fundamental Mathematical equations, accompanied with a hilarious story.

Likewise, a Japanese 7-year-old first grader inspired the adjudicators with her novel way of calculating the difficulties of writing ひらがな [*Hiragana*, one type of Japanese characters] by using arithmetics (松沢; Wilson). Rika Yoshida assigned points to determine how difficult each Japanese character is, say examining how many strokes, curves and circles each ひらがな [*Hiragana*] character has (松沢; Wilson).

### i) Stage 1.1 — Elon Musk

Even the world's richest man, Elon Musk, tweeted when recruiting his staff, he did not care if the applicant had a degree because he was looking for a person with exceptional abilities to take the company to a whole new level, in other words—possessing creativity to think out of the box, which is also translated as pivoting away from the **insidious** triad of groupthink, an echo chamber and the Einstellung effect (Clifford; Main). Besides, it is found that employees who had no experience outperformed those who had 10 to 15 years of sales experience (Main). With a rigid set of principles to adhere to, the mind is too accustomed to solve everything with a one-size-fits-all model [something similar to the emphasis on using coercion, violence and threats under an authoritarian or a totalitarian regime, as seen in the actions carried out by both Bluffer and Bully] [appendix 4A., 6., 7., 8. & 9.]

Perhaps, one had better acquire talents with a high degree of aptitude and a fresh perspective, because limiting one's talent pool to a seasoned staff with a formal education and years of experience in the field is a quick way to limit a team's ability to innovate, as well as the ability to differentiate itself in a crowded market (Main).

Creativity does not come by easily when according to all the results done in the research mentioned in the previous chapters, hardly can anyone, with the exception of those 1,100 **sophists**, deny the salient fact that pollution has caused major harm from the slightest in affecting one's cognitive function to the most serious in causing death ("Air Pollution"; Balakrishnan, et al.; Brink; Carroll; Gerbis; Lal; McCarthy; Murugesu; Nilsen; Rice; "Russian

Ministry"; Simon, M., 2022b; Stein; Temple; "The Truth"; Weiss). [Appendix 1B., 1C.& 1D.].

Besides, the indoctrination of rote memorization of certain ideologies that do not offer hands-on experience, accompanied by the banning of technology and the side effects of **extirpating** other cultures and languages, resulting in a deprivation of critical thinking and cognitive skills to cultivate creativity, so tackling real-life problems is inevitably hampered. [Appendix 7. & Table A8.1].

For instance, performing the simple task of attending a job interview and eventually landing on a job is apparently a bleak situation (Liu, 2022a). It is no wonder that Bluffer has to coerce local universities to make frequent visits to companies to help fresh graduates to look for jobs, in which the root of the problem is Bluffer per se for causing students to be so inept in handling their own life choices—the study of ideologies that pushes everyone into rote memorization, the deficiency in being bilingual or multilingual that zaps one's cognitive function, and not to mention robbing away the joy that teenagers can learn how to socialize, collaborate and adapt to new environments via online interactions (程 and 吳; Gupta, 2022a; Gupta, 2022c; Hinata; Reuters, 2021; Phillips, T.; Pomfret; Press Office; Thomson, 2022b; TibetanReview).

Therefore without curiosity that leads to creativity, no innovative thoughts can be generated to engage in a communicative and collaborative effort to debate through provocative stimuli so as to arrive at novel ways to deal with the ordinary [keywords]. Creativity is not the only Big C necessary to thrive in the ever changing 21st century because the other C's, like:

- Curiosity [already covered in Chapter 2 with Cindy Foley explaining how museums merely front load visitors on what to see in a masterpiece, along with René Magritte's treachery images to prompt viewers to look beyond the veil],
- Communication [in regards to Paul Grice's Maxims of effective communication, which is in Appendix 1E.],
- 
- Collaboration [with the essence of finding fault in oneself instead of getting stuck in the blame rut, again already hinted extensively in the previous 2 chapters with Escalante and Jenny Brown].

## ii) 1.2 — Google

Musk is not the only CEO to shape the way how education should reinvent itself, but Google is equally sharing its way to find top talents and everyone can discreetly put away their transcript and start signing up the Google established Project Management Certification course to showcase one's unique qualities and aptitude through the designated coursework (Main). Again, grades and GPAs mean nothing because they do not tell future bosses whether the applicant is capable of overcoming adverse situations, bringing the team to a new level or possessing the **chutzpah** to do things differently (Main). The same as how the writer is compiling this dissertation with elements of play, scattering puzzles and riddles that trigger readers' critical thinking skills to experience an epiphany so readers will become engaged and return for more insights.

The following entrepreneurs could be an eyeopener for those who lack the creativity component because of constant rote learning, the completion of irrelevant homework assignments and the participation of standardized testings with standardized answers, impeding the opportunities to explore other viable options.

To be honest, it is quite often the case that people go for handmade items for its originality and uniqueness. Before tapping into TikTok, the social media powerhouse that turns into a marketing vehicle, Goldberg and Horowitz have gone through trials and errors with their music videos advertising for brands (Chafkin). Despite using social media an obvious route to tick Gen Z, as in "Need to Know" news channel [Chapter 2.H.iii.], still, employing social media with a lack of creativity is definitely not bringing one's business to the next level [the same as teaching ICT in school by treating the textbook as a Holy Grail instead of more practical practices via the use of the computer—Chapter 2.H.iii.], so Goldberg and Horowitz have been inclusive and challenged viewers to post a video of themselves highlighting the theme of the merchandised product (Chafkin; Flora). While employing music and dance, the entrepreneurs turn the brand into a storytelling device that is culturally relevant to Gen Z (Chafkin; Flora).

Therefore, to successfully survive in this ever-changing fast-paced century students had better attain the "C" that stands for "curiosity" so as to be skeptical, dovetailing "creativity", another "C" that can rewrite anything mundane into an opportunity of innovations, rather than the "C" that stands for "compliance" and "conformity".

In a nutshell, readers, especially the younger generation, have the power to instigate change because as Adam Peaty, the gold wielder of the 2016 Olympics, puts it: "the establishment of

fears is the pioneers of new ideas" and in order to maximize one's potential, take the path less trodden to embrace freedom, resulting in the development of independence and self knowing (Peaty). To capitulate, Apollo's maxims have stood the test of time. Be **moxie** enough to stand apart from the herd where everybody is literally undergoing the same **quotidian** task because there is more in life than to follow everyone else down the same path: originality and creativity are not wholesale products but showcasing individuality and diversity to inspire and touch another's life so it is absolutely fine to be different and go against the grain (Bryant; Grove, 2022d; Hereford, n.d.a; Peaty; Schiller and Schuman-Stoler, 2017b).

## **B) Youngsters [Millennials and Beyond] Be CREAM—Level 2**

*"True wisdom comes to each of us when we realize how little we understand about life, ourselves, and the world around us." - Socrates*

One Letter down, four to go! Keep the curiosity and creativity components intact when diving into the next section of the qualities in "R". In fact, "R" is rather a dead giveaway since it has been seen frequently side-by-side with Socrates throughout the paper where the ancient philosopher warned people that an unexamined life was not a life worth living. Even Carl Jung bolstered the power of an individual so as not to participate in lies and mass psychosis, as in the story of the Emperor's New Clothes ("Carl Jung"; Hereford, n.d.a;; "Life"; "Nietzsche" Peaty + mass psy?). [Another real-life example is the absurd zero-covid or the debt-trap coercion into the Bluffer Raiding/ Ransacking Innocence **machinations**].

Therefore, in order to subdue a mass collective thinking from sprouting in a society where **malefactors**, namely groupthink and an echo chamber, are exceedingly impending, be like Leonardo da Vinci and Albert Einstein (Bathla; Chrysopoulos; Darkhorse; Garlikov; Isaacson; Lake; Meyer; Shreegyan; "The Socratic"). Neither should one be manipulated to be told what to do nor be allowed what to hear because there is always more than one side to every story.

It is undeniable that every cook praises one's own broth, just as every potter praises the pot per se. There are always two sides to a story, and it merely depends on the individual's perspective upon gathering the necessary data and validation to truly investigate whatever is being proposed or suggested (Bisnow; Isabel). When there is a "What if?" question spinning in an individual's mind, it is high time to set off and dive into the unsettling matter that demands major fact-checking and attention even when the opposition deems it an irrational and futile action, the same as those 1,100 **sophists** denying the climate issue being an emergency (Grove, 2022d; Peaty; Stein). [Appendix 1B. & 1D.].



Without engaging in a banter of hurling questions at each other, no significant insights or aha moments will emerge from the inquirer who solely seeks an answer explicitly because possessing skepticism will open space for more rational thinking, as in "is the solution provided authentic?" Unless the seeker per se tenaciously persists in digging out the truth, a delay will literally further proliferate the problem to no end, namely high-stakes testing that hamstringing creativity [Appendix 2.], heaps of homework that impedes critical thinking [Chapter 3.A.i.], covid vaccine indoctrination that damages the necessary microbiome [Appendix 5.] and residing in polluted areas that deteriorates cognitive function [Appendix 1., 4. & 9.], accelerating one's meetup with Hades [do not downplay the 9 million deaths]. [Appendix 1C.].

Many people, from young to old, fail to attain what Socrates shared on the merits of rational inquiry that fosters critical thinking when they merely listen without questioning the authority, seemingly indoctrinated beyond saving ("Carl Jung"; "Life"; "Is the Mainstream"; "Nietzsche").

#### **i) Stage 2.1 — Silence**

*We all need to get the balance right between action and reflection. With so many distractions, it is easy to forget to pause and take stock." - Queen Elizabeth II*

Therefore, how to effectively acquire critical thinking when one is surrounded by the chatter of groupthink and an echo chamber? Lo and behold, both Jeff Bezos and Elon Musk have something right up their sleeves to uncover their secrets of success—the rule of awkward silence where by having an extended pause can allow one to get to the root of the problem, keep one's emotions at bay and attune to the values and principles that one has set (Bariso, 2020a; Bariso, 2020b). Similarly, Cleanthes, the ancient stoic, prefers listening to talking and he is cautious in his thinking with the following piece of advice is for his students to follow: Silence silence, light be thy step (Hanselman and Holiday; Wu-Pong). Merely rushing like a bull in a China shop may result in a mess [Refer to Chapters 3.A.iv.(1) & 3.A.iv.(2)].

Another reason why immersing in nature will bestow one with silence to be engaged in deep thoughts.

German philosopher Martin Heidegger says that true listening is worship, in which one will come into the rhythm and unity with the music of the universe ("True Listening").

Therefore, if humans are more attuned to the silence in nature as opposed to the noisy environments, such as traffic or email notifications, around individuals, people can then feel more clearly and activate the sensory data acquisition, according to Gordon Hempton, an acoustic ecologist (Gupta, 2022f). By becoming quiet, individuals become aware of the presence of everything, leading to a better mentality with oxygenated circulation and a drop in cortisol (Gupta, 2022f).

Via possessing silence, the same purpose as having that 5-minute microbreak during work to recharge and fuel the stuffed mind can lead to a great impact on productivity and decluttering implausible ideas [Refer to Chapter 3.B.i.]. One will then avoid blindly kowtowing to authorities who primarily doctrine others through their **Draconian** control of no questions asked [Appendix 6D. & 8B.]. Even at all odds, one must show no fear by standing up as individuals of what they believe in because by being comfortable with taking risks, people will eventually start to think better, in all angles and experience more profound insights to challenge **sophists' apocryphal** arguments (Constantino; Grove, 2022d; Peaty; Schwantes, 2022b). [Appendix 1B.& 1D.]

Individuals ought to contemplate the fact that passively believing in what the authority says is definitely a stagnant learning process due to the **malignant** Triad of groupthink, an echo chamber and the Einstellung effect. Instant gratification and being a Yes man, does not leave time [the awkward silence] and room to think critically because scrutinizing a matter at hand thoroughly requires introspection and retrospection with thorough analysis and reasonings when deep in enlightened thoughts (Bariso, 2020a; Bariso, 2020b; Wu-Pong). [Appendix 5D., 7D. & 7E.]. Fact-checking is crucial not to leave an open ground for **sophists'** to initiate a comeback; consequently, as the adage goes: "think twice before you leap" has its merits.

In other words, to attain the gist in being a Rational Inquirer, one must dare to defy expectations, muster up courage to take risks and probe into the subject matter so that the individual can truly become aware and be an inspiration to others that they equally have the freewill and right to do the same if they are going to resist being spoon fed with **spurious** claims by authorities (Grove, 2022d; "Is Humanity"; "Life"; Lucantoni; Peaty). As mentioned earlier on, the message delivered by the late Queen carries substantial weight when she reminds people to possess the courage to stand up for what is right and honest and equally withstand the corruption of cynics ("The Christmas").[Despite retributions from a regime void of morals, humanity, certain brave souls stood their ground in Appendix 6D., & 8.].

Nothing is stopping an individual except their own Pandora's demon: the trepidation of being different from the norm—an outcast, the insecurity of one's limited strength—a citizen vs. a government official or the complexity to disintegrate the case or to crack the code.

To put it simply, take the writer as a hands-on example of how one can be the "R" in "CREAM". Being a handicap has already labeled her different from the norm but it does not stop her from rooting for what is conscientiously and morally correct, which means it causes no harm to others [no coercion or threats]. Furthermore, she is always ready with fact-checked proofs because a **sophist's** role is to feed others with **pernicious** deceits by **fulminating** and **vilifying** the truth but obviously be equally prepared to launch a **scathing** exposé. By being "R" in "CREAM", the writer has the following takeaways while researching on this dissertation:

- Taking microbreaks from writing up the dissertation to playing some app games to recharge the mind for more critical thinking and "aha" moments.
- Promising to reinvent oneself, the writer ceases drilling students merely on grammar but have fun playing Pictionary and create original stories with an involuntary use of school-based learnt grammar and vocab, cracking the Zeigarnik effect and bolstering Plato's play. One significant takeaway is that it is a win-win situation where developing creativity is in both ways (Weir).
- Empowering students by allowing them to make the decision themselves, which game to play and what words to use, to foster responsibility naturally without having to beat it into their mind, upholding Headmaster Kobayashi's pedagogies [Refer to Chapter 3.B.).
- Increasing one's own microbiome by consuming spicy herbs and self-made elixir to tackle a virus that novel vaccines are still at their early stages, rendering them inefficacious and harmful to those who are low in good gut bacteria. In addition to taking cold showers, she can strengthen her immunity and resilience because when the body is in the state of Hormesis, it will trigger basic responses for survival (Bence and Cronkleton; "E64"; "The Man").

Despite the writer being left with half a functional brain, she can still generate high-order thinking questions to challenge those sitting at the top of the totem pole, being reluctant to budge because of their stagnant comfort zone surrounded by corrupted power, inbred beliefs and a chatterbox of groupthink in an echo chamber that will inevitably result in an Einstellung

effect. They will always be the Emperor without clothes, in denial even when they are proven wrong for pathological liars with sky-high egoism will only see one goal "to win at all costs so as to make others look up to its success despite building on countless bodies. If the younger generation does not want to be trampled on, then be skeptical and keep asking questions like Albert Einstein, as well as to be engaged in a **piquant** debate as to what Socrates would suggest to derive the truth [Appendix 5D., 7D. & 7E.].

By knowing thyself and being engaged in a provocative argument will help cultivate a person to possess the qualities of a rational inquirer to combat and avoid **truckling** to the tyranny rule in a totalitarian or an authoritarian government where coercion is visible in terms of profit-making, the elimination of other cultures through exploitation with false promises and the destruction of nature, to name but a few (Aamir, et al.; Arpi and Namgyal; "Broad"; Bratton; "Bret Weinstein"; Brinza; Carey; Cheung and Kawase; "China Responsible"; "China's"; "Chinese Virologist"; FORUM スタッフ; Gibson; Hah and Tewari; Hale; Harari, 2020; Harris; He; "Is the Mainstream"; Iwamoto; Kadlec; Losos, et al; Malosse; Markson; "Tale of COVID"; "The Pervert's" "The Psychology"; Tibetan Review; "TikTok"; "中国"; 宇山; "Viral"; "Virologist Dr."). [Appendix 1D., 4A., 6., 7., 8. &9.].

When one does not say what one means and vice versa, as in Bluffer saying to be carbon neutral by 2060 but turning around to build 60 power plants that will function for at least 40-50 years. A person possessing critical thinking skills will instantly see through the lies just like the boy who ridicules the Emperor with no clothes on.

## ii) Stage 2.2 — Individualism

Readers have already gleaned substantial evidence from Italian scholar Umberto Eco, whose remarks on Benito Mussolini's totalitarianism were brutally germane with a suppression of freedom where all citizens saw the one and only side that favored the government—its supremacy that overrode the rights of every individual, as well as forbidding them from questioning the authorities because they had been coerced into believing the government was the sole savior to rescue the day which simply put one's trust in jeopardy. Harari warns that in regards to the 21 lessons in the ever changing 21st century, instead of believing that one's nation is supreme, the benign patriotic value of perceiving a nation as unique has more room to thrive because when one does not see or feel there is anything to improve upon achieving the self-proclaimed supremacy, one fails to see opportunities but resuming the Einstellung effect ; hence, lacking not only critical thinking skills but as creativity (Angell; Browser; Glaveski; "Joe Rogan").

Even Professor Miroshnichenko at the University of New South Wales puts forth the following insights in his book to alert others to see beyond one's goldfish perspective: "The powers of the old authorities have always collapsed along with their loss of sacral control over information. As a result, the social, political and economic status quo falls apart. With every release of content, society sheds its old form, like a snake sheds its skin" (Miroshnichenko).

The young ones have to make a difference now to pivot away from deep-rooted beliefs passed down by the older generations who are too old to be taught new tricks, let alone to reinvent themselves to be in tune with the 21st century. Nothing will change if no one initiates the first step to care for the minority to make a difference.

To rectify the situation, this paper has elicited Apollo's maxims numerous times, as well as Carl Jung's theories on self-actualization to truly fathom what one wants to avoid **truckling** to another person's power and manipulation.

### C) Youngsters [Millennials and Beyond] Be CREAM—Level 3

*"We don't stop playing because we grow old; we grow old because we stop playing." - George Bernard Shaw*

Do not forget to take microbreaks and engage in the critical element of awkward silence that both Bezos and Musk suggested before the continuation of ruminating the upcoming section in regards to the qualities of "E", which is, in fact, intertwined closely with the subsequent section after "E" because without "A", hardly can students be "E". Another riddle for readers to decipher so as to acquire the eminent qualities to tick Gen Z, Gen Alpha and any future generations.

To be honest, it does not sound compelling for educators to remain stubborn in abiding to their usual way of teaching in the hope of getting students prepared for the next level when the uncharted land in the 21st century is basically unpredictable and being unprepared for any sudden changes may hinder the chance of the younger generations from thriving and excelling in the technology conspicuous century.

By looking at the big picture, when the 21st century embraces an inundating need of technology [keyword]; the first step is to overcome the **trepidation** of challenging educators'

longstanding mantra that learning has to be derived from a textbook, ideologies and dead flat materials passed down from eons ago.

Conversely, **sophists** may argue that the writer has continuously been hard selling Apollo's maxims which were equally derived eons ago—the major difference is that **sophists** should ask themselves why they would want to cling onto something that causes eminent suffering, including but obviously not limited to:

- rote learning—that kills creativity and eventually causing one to lose the quality of what it means to be individualistic, unique and imaginative [Appendix 2.],
- pursuing crude oil like a Holy Grail—that kills Mother Nature; eventually wiping the entire human race, including **sophists**, attributed to trees and animal species teetering on the edge of existence [Appendix 1B., 1C., 1D., 1E., 1F. & 9.],
- succumbing to Pandora's demons: lust for power, greed, vanity and the like—that kills virtue and morality [Appendix 1 D., 4A., 5C., 6D., 7D. & 9.],

whereas Apollo's maxims and Socrates's concept guide homo sapiens to pursue righteousness, the same as how Cleanthes doubted with critics by ruminating deep in thoughts that eventually turned into opportunities to put what he preached into practice, highly recognizing the benefits of hands-on experience that everyday actions should align with one's words ("Carl Jung"; Edwards; Gibson; Hah and Tewari; Hanselman and Holiday; "Is Humanity"; Koumoundouros; "Life"; "Nietzsche").

### i) Stage 3.1 — Enthusiasm

In the hopes for the young ones to acquire "E", one must acknowledge the results from the previous research on video gaming and that advanced technology is not the villain to wreak havoc on students' well-being because firstly, do not forget children attain more satisfaction when learning is more effective through fun and games [proof from John Millers' Minecraft History lesson and the author's paper writing experience via play with videos and the creative component of the Japanese Dream Novels [夢小説] (Camargos; Hayward; Jones). [Refer to table 2.0 & Appendix 3.]

Besides, having read so much up to this point in the paper, traders ought to realize the real culprits that have **perniciously** wrecked real fatal havoc on students' well-being [Refer to Tables 2.4, 2.5, & Appendix Tables A1.0, A1.1, A1.2, A2, A4 & A8.1].

The Truth is that when it is a mere twenty plus years into the 21st century, the road ahead seems gloomy with oppositions against technology, going to extremes by setting bans to curb students' cravings but does it make them return to learning **quotidian** and **banal** thoughts entailing ideologies and age-inappropriate materials willingly with engagement and enthusiasm (Hinata; Reuters, 2021)? Does it achieve what *Scholē's* initial meaning of leisure and ease? Unfortunately, refraining from what can tick the younger generations [i.e. technology] is merely demonstrating an inability to adapt to [keyword] or be flexible in a new environment [the first quality in "CREAM" for the older generations which will be uncovered later in the chapter]; thus, leading to a low survivability because earlier on, over 1,500 CEOs interviewed by IBM since 2002 have ranked the use of technology as being highly crucial, along with creativity that can bring the company to a whole new level on the condition that people do not stay attached to the commonplace or the **malicious** triad of groupthink, an echo chamber and the Einstellung effect but to be open to novelty and take manageable risks to explore options one have yet to invest into. [Appendix 6E—highlighting an inept someone's inability to take risk when Ironically life itself is highly risky.]

In the light of technology overwhelming the 21st century, there is no doubt that shying away from technology is definitely not a wise move. Not only do people express themselves on social media, but some also utilize advanced cryptocurrency to build their fortune despite its fluctuating rates that are considered risky ("A Blockchain"; Dupuis). As the IBM studies put it, by taking manageable risks, one will thrive much better and avoid stagnation [readers will soon read about a Japanese confectionary that often dives into unknown risks later in the chapter to demonstrate the exact opposite of a certain someone's absurd zero-covid elicited extensively with concrete proof in Appendix 6.].

Unfortunately, if teachers have **ambivalence** about reevaluating their decades and centuries old teaching pedagogies, how can they be treated as role models for students to grasp the benefits of obsoleting stagnancy in a way to achieve resilience, perseverance and innovation? [Setbacks of real-life Einstellung effects can be delved into Appendix 5B., 7G. & 9.]

Recalling Plato, Fröbel, Montessori and Kobayashi from the miracle school, they all emphasize the importance of play being the catalyst to motivate students to learn without pressure but mainly to understand themselves more via exploring freely at their own pace, the same as what psychomotor education proposes. When children learn through play at preschool level that helps to foster an array of skills, adults should stop stereotyping play as being irresponsible or immature because Dr. Stuart Brown, introduced in Chapter 3, mentions

those who do not play lack creativity, are very rigid; hence, unable to adapt to changes (Gupta, 2022e).

In other words, play is not merely the rights of kids but Millennials and Gen Z who have already entered the workplace equally need fun, such as the aforementioned microbreaks, to break any boredom because a culture of fun can improve work quality and mental health (Schwantes, 2022b). People will then be more creative and productive, make better decisions, and get along better with colleagues (Schwantes, 2022b).

## ii) Stage 3.2 — *Ganans*

Then, should teachers not seize this opportunity to pique students' interest in class by introducing technology into the classroom and thereby killing one bird with two stones? Not only will students not feel tedious in the lesson when they are allowed to utilize technology in education, but also when students are engaged, learning is more effective (Phippen; Tait; Tyre).

Educators had better confront with the inconvenient truth of a teacher adhering to the old-fashioned one-way didactic communicative and didactic approach where a lesson utterly void of practical interactions will inevitably zap energy out of students and make them shun returning to school, let alone learning for the sake of learning.

Arguments regarding where to draw the line when incorporating technology are definitely controversial, just as the example brought up in Chapter 2 [2.H.iv.] where the TikTok teacher was sandwiched between a supportive principal and a group of disapproving teachers from the same school (Farnell; Phippen; Tait). What then? Do not forget Apollo's Maxims stand the test of time and they do strike home with the second one upholding everything in moderation.

The writer could not agree more when a revelation hit her students that they had not fathomed a lesson could become immensely entertaining and enjoyable with the incorporation of technology that embodied creative Pictionary play including Scavenger Word Hunt turned storytelling and writing not bounded by static rules and any age-inappropriate formats, something like sending a letter of complaint to a furniture shop. When does one normally see a 14-year old calling up a furniture shop to lodge a complaint about the delay on the bought merchandise? Fat chance. The writer does not recall any need to file a complaint in real-life at the time when she was a mere teenager, not until she entered the workforce, making a living



and having extra to lavish on overseas shipping that she eventually started sending complaint emails in regards to a wrong delivery or a malfunctioning product.

Frankly speaking, if students were to learn how to write a letter of complaint at age 14, they probably would not have a chance to put it into practice until a decade later, just like the circumference of a circle in Mathematics mentioned previously in Chapter 2. How exciting? Hence the disengagement in class and the onset of **fomenting** school dropouts is not to be overlooked.

Besides, classroom management will become a breeze when students are engaged: the TikTok teacher could definitely prove this point (Tait). Chances of cheating in an exam may be alleviated because when one, let alone students, is pushed into doing something that does not spark joy, like the high-stakes testing and heaps of irrelevant homework, the negative impact is definitely something urgent to be taken into account and not fallen into oblivion where inflicting harm on oneself and others are high on alert ("1989"; Hernández; "History"; Huang; Lem, 2022a; Pomfret; Renton; Reuters, 2022a; S and Sugawara; "Student Suicides"; Tong, 2017; "What Science"; Williams, 2022a; Zammit).

The fact that cheating in class or online is on the rise because according to the concepts and theories introduced extensively in both Chapters 2 and 3, residing in 21st century is not identical as in 19th or 20th centuries when interests and values among generations have differentiated drastically, causing students to drop out of school, on par with Millennials walking out on jobs they do not find a reason to remain staying (Berger, C.; Downes; Fannin; Fox; Holiday; Leskin; Lhatoo; Murphy; Williams, 2022a).

Even when one is holding a corporate job, if it does not align with one's values later on, there is no point making oneself suffer by staying, so Tyra Clark resigned to pursue entrepreneurship in promoting black beauty art where she finds herself again because no one should **superciliously** define what success means for others when everyone is unique and different per se ("Chicago"; Garza, 2021b; Staff).

### iii) Stage 3.3 — Involvement

The term "Silent Resignation" is dubbed to describe the walkout of the younger generations and more details can be delved into in the upcoming section of "R" for adults that must not be downplayed (Berger, C.; Downes; Fox; Murphy; Schwantes, 2022a).

Jeff Bezos and Indian spiritual guru Sadhguru already mentioned that young people ought to possess passion in doing whatever they want because kids would never be happy if they were plugging away at something they didn't enjoy, and that they would never excel at anything if they didn't work with fortitude or be persistent at it, the same as learning a new language just because of the spur of moment or starting a business in entrepreneurship because someone else has been talking about it (Bisnow; ; Green and Leong; "Jeff", 2021; "Jeff", 2022; "Michelle Obama's"; Morgan; Olson; "This", 2018; Tyre).

Engagement can be fostered at an early age. It is undeniably in everyone's best interest that kids develop the following skills incrementally starting at a young age, in the case of a student, perhaps being diligent, disciplined, responsible and thoughtful, just to name but a few. Other real-life qualities can be narrowed down to cleaning up one's mess, doing the dishes or loading the laundry (Santanachote).

Nevertheless, more often than not, kids will either make up excuses like "a test coming up" to evade any nuisance or do it grudgingly, resulting in a much messier mess that parents have no choice but end up doing everything per se, defeating the initial purpose of instilling qualities of being accountable, independent and considerate (Santanachote).

The goal to get kids engaged in whatever they are doing simply needs an ounce of creativity and some kind of play in performing any tasks from household chores to eating. Keep in mind of the formula "C" [From this chapter]+ "P" [From a previous chapter]= "E":

- Doing the laundry can be translated into sorting the clothes according to color or size and then see who can pile the clothes up without collapsing like in a Jenga game or who can match socks as quickly and accurately as in the card game Go Fish.
- To instill any significant qualities without the need of an **importunate** lecture, let the entertaining animations demonstrate to the kids what parents may have trouble teaching the kid.

For instance, the previously introduced children's animated series: "If You Give a Mouse a Cookie" Season 2 Episode 23 where Dog loves crashing at other animals' places but never cleans up after making a mess. Now is a good chance to give kids time to foster critical thinking skills while enjoying the catchy tidying up song in the animation. It offers kids time to discuss determinism, which means on the accounts of a preceding action, it should somehow lead to a subsequent event based on the environment (Burnett; Numeroff).

Nonetheless, it does shed light on altruism and being **magnanimous** where kids will be immersed in deep thoughts, pondering if carrying out a certain action just because of self-interests is going to make another person suffer (Burnett; Numeroff). Hence, there is no need to lash out deliberate and forceful instructional commands to make kids be more willing to accomplish the task because when they know they can contribute and do well, just as what Montessori has intended for her students, they will do it involuntarily.

- In addition, Catharine Arnston, the founder and CEO of ENERGYbits, comments on how children do not enjoy eating vegetables and neither do men, but once the chore is turned into a game—by chewing her algae supplements that will instantly turn tongues green—she emphasizes that children love it and not ever worrying about forcing kids to eat their greens again ("Unpacking").

Therefore, based on these scenarios, they have clearly shown that play is to mitigate any unpleasant chores.

Besides, from the Scandinavian region, as well as the miracle school during WWI in the previous chapter, readers should have grasped that learning does not always happen in a classroom but in open space or outdoors in nature, upholding Rousseau's naturalism and the activation of the 5 senses to stimulate both the audiovisual and olfactory sensors, boosting the cognitive and altruistic departments. Anything in nature can be associated with play so long as one does not put limits around it.

To sum up, without "C" + "P" = "E" [Hopefully by now readers have cracked another code], one will end up being inept to changes, **truckling** to the obnoxious triad of groupthink, an echo chamber and the Einstellung effect. Hence, a life is completely wasted on roaming through each day without a purpose.

On the contrary, even when educators possess the **chutzpah** to bestow students with outdoor fun, so as to grant them the notion of play, it is a rather disheartening fact that one's life is, in fact, at stake when pollution can wipe out at least 9 millions in a year, in addition to heatwaves, wildfires and extreme weather conditions from hurricanes to flooding that threatens the ecosystem beginning with endangering trees in forests, then forest animals and insects, as well as birds and obviously homo sapiens are not spared when they are the primary culprits (Balakrishnan, et al.; Cirino; Derryberry, et al.; Edwards; Gerbis; Koumoundouros; Murugesu; Nilsen; 日テレ; Rice; Simon, M., 2022b; Temple; "The Truth"; "Why Birds"). [Appendix 1, 4. & 9.]

As a result, without tackling the root of the problem [1D., 1E., 1G., 4A., 7. & 9.], a detrimentally suffocating future is not an understatement.

Having said that, taking John Miller's History lesson as an exemplary, in worst case scenario, play can still be carried out with the subsequent "A" section and a whole lot of "C" to bring learning to a whole new level.

#### **D) Youngsters [Millennials and Beyond] Be CREAM—Level 4**

*"The internet could be a very positive step towards education, organization and participation in a meaningful society." -Noam Chomsky*

In the blink of an eye, readers have arrived upon the crucial "A" in "CREAM" to hook students so they can possess the preceding quality of "E".

An eminent question to answer so as to bring back *Scholē* is that: How can students avoid associating schools with heaps of homework, ceaseless exams and unachievable expectations, in a way to reduce or manage stress that has inevitably filled to the brim to avoid triggering the time bomb scenario brought up in the previous chapter [Appendix Table A2]? What can teachers do so students are pined towards the initial definition of *Scholē* with the concept of learning for the sake of learning, rather than to write a test at school? Instead of "do this" or "read that" and "quiz next week", allow students a certain degree of freedom so they can explore at ease with advanced technology via the integration of the subject matter [More on how bestowing students freedom makes them be accountable will be revealed in the subsequent Chapter on Methodology]. Do not forget the positive feedback from merging Minecraft with History to empower students the freedom in drafting up their own version of life during that period, thoroughly comprehending the gist of *Scholē* and Plato's play (Aleksov; Camargos; D'Angour; Hayward; Hunnicutt; Jones; New Dream).

Furthermore, Ørestad Gymnasium, the previously mentioned high school with no walls, is designed in a way that defies traditional classroom settings, nudging teachers to embrace new teaching pedagogies, such as the incorporation of ICT and the school is one of the first to go entirely digital with online materials accessible to Ørestad students ("School with", 2015; "Schooling").

Since noise can be prominent without walls, to communicate more effectively without shouting through a megaphone, teachers and students utilize communicating tools over the Internet to minimize their noise volume ("School with", 2015).

Again, no unnecessary imposing a silence rule on students because they can better acquire altruistic qualities with hands-on experience.

To reiterate, from the IBM studies, the impact of technology on organizations has risen from 6th to 2nd place in importance since the four studies began in 2002, which highly reveals that to succeed in a world that is massively interconnected, CEOs need more technology-based answers so it is crucial to introduce IT support in classrooms (Bendzsa; Palmisano). In addition, rather than treating an influx of information on the Net as threats, it is an opportunity to start gleaning from diverging views, be open to new environments, new skills and new sources; therefore, banning the use of technology to deprive students of fostering creativity, adaptability and collaboration to problem-solving seems inimical to the crux of the problem (Hinata; Reuters, 2021).

As a millennial herself, the writer could not agree more how crucial technology is. For instance, she has mentioned how her students, ranging from Gen Z to Gen Alpha, enjoy learning via Pictionary as it brings exuberant enjoyment and appropriate learning materials for them to build confidence and self-realization that they know what words they are able to handle before tackling the challenging ones.

In this technological era, kids possessing one or more electronic devices is ubiquitous but like what concerns the 1,500 CEOs, if kids are not advanced in technology, they can hardly thrive, so the writer, as someone older than Gen Z, tried to empower the young ones to make the decision themselves [keyword]: if they want to play, they should learn how to set up a drawing game room on Pictionary, which leads to a majority of them noticing their inability to fully utilize a smartphone, tablet or laptop despite them constantly logging onto social media sites and the game apps. Many of her Gen Z and Gen Alpha students do not know how to share the website link after setting up a game room on Pictionary. As a Millennial growing up in the tech era, she was initially dumbfounded by the younger generations, especially when Gen Alpha complains about not knowing where to locate "share" and hurls the responsibility back to the writer, insisting she should set up the game room. Therefore, the truth is, instead of taking things for granted just because of owning an electronic device, make good use of it and learn what can be done with technology. The writer is no IT expert but because of passion and determination, she self learnt the python programming language on Ren'Py and devised more than 5 interactive learning games [details will be revealed in Stage 4.2].

In a nutshell, having an electronic device does not entitle someone to be extensively advanced technologically unless the individual learns to utilize its functions thoroughly. Besides, The CEO of Facebook is not the only person who discourages users from merely scrolling through

the contents on social media sites without being actively engaged and connected with other users: see how the qualities of "E" are interconnected with "A"? Just because one has opened a Twitter or an Instagram account does not mean the individual is equipped with the knowledge because merely checking apps when there is a ping or out of fear of missing out has a detrimental effect on one's mental health ("Most Leaders"; M. Sauer, M., 2022b; "What Happens"). As mentioned before, technology is a double-edged sword: employing it wisely will educators reap substantial benefits to engage the young ones, vice versa, one may inexorably be manipulated by AI algorithms because of mindless scrolling, just as the late Queen pointed out the caveat of losing oneself due to an unthinking process ("The Christmas").

Undeniably, it is indeed something a totalitarian regime would love to see everybody being an unthinking individual by **truckling** to the higher order, just like how Bully ordered mobilization of his military troop into Sunflower in late September—a real-life hands-on example showcasing brainless and **obsequious** individuals who lack 生き甲斐 [*Ikigai*, the purpose of waking up each day] (Buettner, 2010; McCausland; Mogi; Raymond, A.). The appalling fact is that these manipulated individuals live by unthinking obedience enforced by the top but, truth be told, they have full rights to disobey and rebel by not participate in lies conjured up by the regime to fit its narrative, explains Italian anti-fascist Primo Levi (Araie; Grozovski; "How the 'Greater'"; "Is the Mainstream"; "Primo Levi").

Obviously, some maniacs will argue "Yes, my purpose is to kill and fight every waking moment of my life!" Then they had better be locked up in a solar-powered asylum or a shed that has a laptop installed and can access an MMORPG game so they can hack and slack to their heart's content in a cost effective [No armory or ammos needed] and an environmentally friendly way to fulfill their so-called purpose in life.

Anyhow, watch out for the following terms that will emerge regularly in this "A" section: Metaverse, AR, VR and a different dimension. Big-tech companies such as Apple, Google, Microsoft and Sony are competing against one another on the road to advance their development in the Metaverse because they notice this is a convenient, fun, engaging and interactive way to keep in touch when the ominous future is overwhelmed with unpredictability but it does not mean one cannot equip oneself well in advance, as well as not forgetting to be skeptical because nothing is perfect and keeping the questions coming can help generate out-of-the-box solutions.

Being advanced technologically seems like the right thing to do in the 21st century, but since the Snowden leaks and Cambridge Analytica scandal in particular, public awareness of the

importance of data privacy has risen steeply (Wood, 2022). How much information should users share in order not to be preyed on by scammers or end up in a fraud?

#### i) Stage 4.1 — E-learning

Try the following manifestation: pollution has eventually become so severe that heading out has become a life-threatening predicament [Appendix 1C.], so resuming online lessons as in the time during the Covid19 pandemic is inevitable but having experienced the tedious online lessons, students may not want to listen to teachers drone on anymore or read out from the PowerPoint like a news anchor. Thus, how about starting off in the front yard of a house where visitors or students can interact with other individuals who happen to come across this dimension. Then upon entering the front door, they will then find themselves in a **commodious** living room where advanced technologies, like tablets with popular apps or gaming consoles being hooked to an LED TV, are installed. There is even a kitchen ensuite where visitors can listen to music of their choice while preparing meals.

If the above scenario is too farfetched to fathom, then readers may be lagging in the technological aspect because a customizable home or room is hardly a fad anymore. On the first day of CES [Consumers Electronics Show] 2022, an event held in Las Vegas to showcase groundbreaking technological innovators, Samsung, one of the big tech companies in South Korea, opened up the virtual doors to its "My House" metaverse experience (Shajir). With an undulation of metaverse creating new industrial, social and cultural values for Millennials and Gen Z to project identities that are different from reality, and have created a new world of experiences through active interaction (Shajir). Apart from Samsung, it seems fair to anticipate other big tech companies may create a metaverse of, perhaps, My Conference or My School where the library may have digital comics lining the shelves and better yet, an open air canteen where students can take sneak peek at the fine cookings of renowned chefs as students are exploring endless possibilities of devising a vegan menu of a festivity snack per se (Huddleston; Sample; Sharma; T.; "The Philosophy").

If students could have online lessons in a room where not only does it consist of all house appliances on their wishlist, but also with unique decor that defines their personality and imagination, attending classes may be more enjoyable and intuitively achieving what *scholē* is supposedly defined as. However, as anticipated, fiery arguments like students are undeniably going to be distracted by the LED TV in the corner or why do they need a coffee maker? Well, do they?

According to an interview done on U.S. students, ranging from kindergarten to 12th graders by the New York Times showed that those who enjoy attending online lessons at home during the Covid19 outbreak had a considerable amount of freedom, namely taking intermittent breaks to eat and drink (Dodd). [Similar to microbreaks from Chapter 3.B.i.] If readers still remember the benefits of having microbreaks, they help workers bounce back from fatigue with more vitality (Shipman). Both Alexis Wiggins, the teacher who shadowed two students and Wendy Suzuki, a neuroscientist who does research on exercise, champion the need of physical activities to stimulate the hippocampus and be rid of stale air that induces brain fog and drowsiness (Braybrook; "Dr. Wendy"; Forrest, 2022a; Forrest, 2022b; Strass, 2014; "Wendy Suzuki").

In fact, if readers have played the good old "the Sims" computer game series where players can plan how their city, the interior of their home or a commercial building looks like, it would be intriguing if the gameplay can be turned into a Metaverse because teachers may then design their classroom preference and invite students to give suggestions when they are the ones using the classroom for a particular lesson ("The Sims"). An English drama class may become a Victorian style with a Shakespearian theater while a Chinese lesson may happen in an ancient Imperial Palace with antique tables. The options are endless when it comes to the Metaverse.

## ii) Stage 4.2 — 乙女ゲーム [*Otome games*]

However, worst case scenario: what if there is still a decade before the Metaverse is in full swing? Is everyone back to the stagnation of reciting textbook contents? Fat chance. Try to recall the aforementioned formula of "C" + "P" = "E". There are endless possibilities to employ technology in a fun way even when the Metaverse is unfortunately in its **inchoate** state. Try not to get stuck in the Einstellung effect of considering only the IT teacher is basically capable of utilizing technology in class because the writer is going to inspire readers and educators that even a language teacher with half a functional brain, one upper limb can still come up with entertaining educational learning games so long as there is perseverance, creativity, a computer or laptop and basic Photoshop skills to incorporate images and graphics to keep the young minds intrigued [Table 5.0].

Having employed "The Ren'Py Visual Novel Engine", a free software primarily for Japanese 乙女ゲーム [*otome games* or storytelling games with romance elements], the writer had successfully developed more than 5 interactive computer games with diverse learning elements instead of romance ("What is Ren'Py").



Believe it or not, the truth is that teachers, educators and those in the academia are virtually architects who design, create and build effective learning models to guide students, stimulate discovery and retain students' interests by examining and tweaking the scaffolding structure every now and then [say "hello" to the high-tech 21st century and bid farewell to old school didactic approach], so ultimately students will undergo deep learning, meaning the abandonment of sheer memorization, to generate arguments so as to tackle real-world problems (Lucantoni; Pijanowski). What is more relevant than to put the acquired skills into practice?

One should take pride in being an architect because the word architect comes from Latin *architectus* and the Greek *ἀρχι-τέκτων*, an ancient word for a profession that represents innovation, research and creativity ("Italy"; Pijanowski).

Therefore, should it not be an eye-opener for every educator that in the case of adversities, such as students' absence due to an epidemic outbreak or virtually during a pandemic as of now, or any political disturbance, like the 2014 Hong Kong Occupy Central Movement that propelled the writer to resume devising more motivating learning games, then educators can ask students to run the computer games at home to follow up any missing lessons, as well as developing a sense of autonomy, which is possibly every educator's aspiration.

If teachers could spare time developing learning materials in an intriguing game format, students are likely to attend lessons more eagerly and punctually, less likely to drowse off or become dropouts because they are intrigued by how innovative the idea of meshing learning contents with gaming elements that may include but not limited to, seeing popular animated characters, collecting in-game coins that can be used to purchase HP potions or Attack tools, the completion of a certain stage to trigger the next one [Figs. 5.2, 5.7 & 5.9 & Table 5.0]. Students' feedback on the writer's innovative learning games will be revealed in the next chapter.

Conversely, teachers should refrain from treating technology as merely a e-learning platform to upload handouts and let students download and print them at home because what is the difference from receiving the same hackneyed worksheet in class? Apparently it does not help save a tree in a forest on the brink of dying (Edwards, Koumoundouros).

Similarly, asking students to complete a xeroxed exercise online is equally proliferating a negative exemplary of using technology with neither creativity nor play; therefore, commenting it "to bore a student to death" is definitely not an understatement because of being unreceptive [keyword], putting profits over students' mental health ("Wiseman").

Just because kids are technically advanced does not mean one can **tendentiously** assume kids would automatically love anything being put on a computer or a smartphone when the delivery method is still in a **vapid** textbook style.

### iii) Stage 4.3 — Anime as Teaching Materials

No one should be unfamiliar with the good old animated cartoon "Sesame Street" debuting in the 1970s where it endorses the following vision: "if you can hold the attention of children, you can educate them", which according to Dr Horwood, to keep kids entertained when they need to get stuff done, similar to the above household chores turned play to sustain kids engagement and be interested in the task at hand. ("Educational Goals"; SBS on Demand).

In addition, tweaking the source of engagement is highly necessary when kids consider the initial entertainment too childish to hook their interest anymore. Apart from "Sesame Street" with learning elements, the previously introduced "If You Give a Mouse a Cookie" is equally appropriate for kids to see beyond the veil to ruminate the fact if only one solution suggested by the animated characters work and no other alternatives are available. And how their decisions affect others in a positive or negative nurturing qualities of having a **magnanimous** heart and being accountable naturally.

Despite co-viewing being encouraged so parents can interact with kids to guide and prompt them in generating high order thinking regarding cultural references, tolerance of diversities or non-aggressive ways to tackle real-world problems, what if kids prefer more autonomy (Burnett; "Educational Goals"; Numeroff)? Moderation is still the key to letting kids enjoy technology but at the same time adults can encourage them to probe into the issues raised in the animation, empowering them with a task (Burnett; Numeroff; SBS on Demand).

Animation is not merely created to humor the audience because deep down, it indeed reflects upon many real-life situations that the audience can relate to and hence bestows them with hands-on experience, further easing their understanding. For instance, the Japanese anime "*働細胞*" [Cells at Work], each episode describes an authentic pathogen invading the body and how the immune system eliminates it once and for all with the animation series entailing both *manga* elements such as action and humor along with cellular facts normally found in biology textbooks (Onishi). The writer did not pick biology as one of her electives in high school but after only watching one episode, she was hooked and basically binge watching all 13 episodes in one sitting in which during the watchathon, she literally paused the anime at different intervals to look up words like lymphocytes and macrophages that she initially had no idea

what they were, let alone the pronunciations. On the other hand, if readers suggested the writer read relevant articles online before she came across this animation series, the writer would probably shrug and play some video games because the writer did not pick biology in high school for a reason. Due to the fact that the writer has now watched the entertaining anime, she might actually have developed an interest in understanding the immune system and thereupon keeping her gut microbiome happy, rather than jabbing the body with vaccines that will wipe out the good gut bacteria (Davis; Drummond; "Gut Microbiota"; "Make-up"). [Appendix 5.]

As a result, readers should now comprehend the use of technology and animations in education can have a massive impact leading to the rekindling of one's passion to acquire knowledge that may have been deemed **insipid** in the first place, but with animated graphics, it is totally another story.

Moreover, with the approval from medical experts like Dr. Otsuka, a Japanese cancer researcher and Dr. Mikhail, a certified family doctor in New York City, who equally consent that the content in "*働く細胞*" [Cells at Work] is highly relatable to students taking biology and is also optimal materials to pique students' interest and facilitate their learning, (Onishi; "Real Doctor").

Another profound Japanese animation *ドラえもん* [Doraemon] is equally a plausible way to learn History via the Time Machine, dominantly used in the anime. The possibilities are endless; it solely depends on how creative teachers are in planning the curriculum because in regards to the Time Machine or Portals to teleport to a different realm, teachers can pique students' interests by asking them to decide via the Socratic rational inquiry approach, whether they would prefer using *ドラえもん のどこでもドア* [Doraemon's The Door That Can Go Anywhere ] or Cat's creation from "If You Give a Mouse a Cookie" in terms of accuracy and efficiency to travel back in time for a history lesson.

### **E) Youngsters [Millennials and Beyond] Be CREAM—Level 5**

*"Nothing is softer or more flexible than water, yet nothing can resist it." - Lao Tzu*

Finally, the last piece of the puzzle and the completion of but not perfecting the qualities of "CREAM" for the younger generation because always bear in mind to seek out diversities when there are over 7000 languages, meaning over thousands of ways to perceive things and the goal of diverting from fixation can transform the mind to adapt to adversities even when things do not go as expected or the notion of sinking to rock bottom will tend not to arouse

negative thoughts that may tempt an individual to succumb or induce harm (Feng and Lee; Gupta, 2022a; Hernández; Lim; Matsuda; Ranjan; Ohno; Thomson, 2022b; Tiktok"; ལྷ་བཙུན་ལོ་ལོ་; "中国"; 宇山; "Why China").

Before revealing the quality of "M", readers from the younger generations may want to ask themselves the following questions:

- Are you easily manipulated by authoritative figures?
- Can you take calculated risks?
- Are you living in someone else's shadow?

If the answer is YES in any of the questions, then unfortunately readers have yet to possess "M", or as Lao Tuz puts it: go with the flow and evolve constantly because nothing is static or rigid. Life is not about mastering someone's mind, action or life [Appendix 4A., 5., 6., 7. & 8.] but rather to be in tune with the universe, echoing similar concepts proposed by Rousseau and Bashō introduced in Chapter 2.

Even though human minds are highly evolved to adapt to changes, still, in regards to "knowing thyself", hardly any creatures are more indefatigable and malleable than octopuses who learn to manage complex feats through cognition (Bridle; Courage).

For instance, They do not enjoy being confined in tanks where scientists may come to do experiments with them, leading to their misbehavioral escape attempts. Their action is on par with those dropouts who cannot take in the rigid curriculum of being spoon-fed with irrelevant materials that does not help them thrive in the real world but rather to mainly participate in high-stakes testing.

In addition, the paper has elicited countless times that it does not necessarily mean whatever the top wants, one has to comply without engaging in deep thoughts since it may entail manipulation, suffering and not to mention losing oneself in the process, whereas octopuses do not explicit tolerance when something does not suit its taste. Otto the octopus in the SeaStar aquarium in Germany showcases its self-awareness, individualism and uniqueness by rearranging the contents in the tank according to its preferences while others either take a liking or dislike towards a particular individual as millions of neurons that act as independent minds learn, remember, know, consider and act based on their intelligence (Bridle; Courage).

Despite homo sapiens having almost double the amount of neurons in octopuses, those who are not part of the top power welder are somehow conditioned to believe they do not have the power to control their lives when the ruling class inhibits the abilities of the **hoi polloi** to cultivate and develop personal power to live according to their will. The Emperor's New Clothes is overwhelming when profits are placed before people [appendix 5., 6. & 7.] ("The Psychology").

It is not an understatement to say older generations like the Boomers are inclined to accuse the young ones, especially the Millennials who have entered the workforce, of being over dependent that resulted in entitlement, laziness and ultimately unfocused (Hadeed; "Most Leaders"; "Ready"; "This", 2018). Nonetheless, it is basically attributed to poor parenting because parents are hardwired to promise children that they will be granted with anything they want in life (Hadeed; "Most Leaders"; "Ready"; "This", 2018). Therefore, before intervening, parents should have let their children fail so the young ones can learn from their mistakes, a concept this paper has been illustrating since Chapter 2 in order to arouse kids' curiosity and prompt them to figure out how something works, rather than to make them seek approval.

For instance, as mentioned earlier on in section "A", although Gen Z and Gen Alpha may own more than one electronic devices, they have failed to trigger all the available functions on the device, let alone inside an app, , rendering it useless—being given a high-tech gadget in a technological era but ironically struggling with a "Smartphone for Dummies 101".

One thing to note here is that taking things for granted will not make an individual flexible like water or malleable like metal because of the inability to handle failures. Likewise, the opposite end of the spectrum: not knowing what one wants but solely becoming submissive and compliant to the ruling class equally robs an individual from being resilient and self-aware like octopuses.

Life is like a rollercoaster with ups and downs. A student may not find joy at school or encounter a challenging subject, but it does not mean that inflicting harm on oneself or others is perceived as flexible or the solution to all problems [Appendix Table A2]. The education system can hardly be changed overnight but if students know themselves well enough with self-awareness like octopuses, unique personality to flow against the herd like what Carl Jung proposed and obviously the ability to be skeptical and to question the unknown via the Socratic rational inquiry approach, they will then have endless possibilities, not bounded by

high grades= success [Appendix 2. & Chapters 2.G.i.& 2.G.ii.]. Once they truly fathom they do not have to be fixated in one place to be overexerted owing to someone's ruthless and obdurate attitude towards whatever it takes to achieve success, meaning the delusional unicorn that is exceedingly unconvincing to pursue after.

With patience, perseverance and a purpose in life, whether a handicap or not, one can achieve great things by not being trapped within a goldfish's perspective.

Below are a few prominent figures that Millennials could learn from.

From the life of Betty White, the deceased comedian introduced in Chapter 2.G.ii. who had adapted to various changes throughout her life from working on stage to the radio, and then transitioned to television, reaching out to a larger audience mainly due to the unprecedented velocity accelerated by digital technology that drove her into being adaptable in her ever-changing life (Coughlin, 2022).

By the same token, the self-proclaimed serial entrepreneur, Sae Hyung-Jung, a South Korean in Japan and the founder of oVice, is deeply grateful for his two start-up failures that caused him to strive harder, digging into new ideas that can truly make people's lives better and he believes with flexibility and adaptability, the chances of being successful is one step closer (Tong, 2022). This is exactly what Seth Godin explains on how successful people solve real-world problems by impacting a small group of people: while in Sae's case, because of the pandemic, he connects communication and management from physical office and transforms it online (Bryant; Schiller and Schuman-Stoler, 2017b; Tong, 2022). Even with success, Sae listens to his clients [keyword] and shifts remote-working to hybrid because not a lot of Millennials and Gen Z want to return to the office and soon enough readers are going to read about a new set of "CREAM" qualities for older generations to mull over if they truly want to speak with the young minds on the same channel (Berger, C.; Downes; Fox; Murphy).

Until now, readers have obtained salient qualities that the young ones had better possess to flourish in a world full of unknowns and that whatever they have planned may suddenly be different because of technology.

Therefore, by upholding the qualities of being a creative rational inquirer who is not only engaged but also advanced technologically, the future generations will thrive better but of course a fast-paced ever-changing world will require them to be malleable so they will have a higher chance to confront and overcome unknown adversities at ease.

## Adults Be "CREAM"

Similar to the exemplified qualities for the younger generations from the above sections, adults equally need a varied set of CREAM"qualities so as to be aptly prepared for the 21st century, fighting alongside the younger ones to make them feel they are in this together, to tackle eminent issues like the climate crisis or the spread of diseases without adhering to groupthink, an echo chamber or the Einstellung effect [Appendix 1., 4., 5B., 7G. & ,9.]. As the saying goes: it is hard to teach an old dog new tricks, so the older generations have to make an extra effort to steer clear of **tendentious** deep-rooted beliefs, including but definitely not limited to gender inequality, race supremacy or teaching to the test via the didactic approach of rote learning (M. Berger; Dai; Garza, 2019a; Garza, 2019b; Garza, 2020a; Garza, 2020b; Hara; Lem, 2022h; Lem, 2022i; Liu, 2022b; Mattison,et al.; Mauldin; McElhinney; Schwantes, 2022a; "The Dalit"; Phillips, T.).

Besides, beliefs that have not been reassessed to the ever-changing world for decades or even centuries apparently lack flexibility to perceive matters from diverse perspectives because such a deprivation will give rise to coercion or making others suffer, so the reinvention of oneself to let the young minds feel they are being understood, accepted and cared for is eminently essential (Wu-Pong).

### F) Oldies [Millennials and Before] Be CREAM—Level 1

*Don't cling to things because everything is impermanent.*” - *Tuesdays with Morrie*

The first "C" is essential to keep the mind of an individual open to perceive matters from all angles because as seen previously, by being resistant to adapt to new environments but solely clinging onto old beliefs may result in negativity that is destined to damage an economy in the case of a stubborn leader [Appendix 6.], lower morale as in the case of a company and not to mention, **fomenting** chaos in the education system that may lead to mental stress in families ("1989"; Cheng, et al.; Cheung and Kihara; Chiang and Dou; "Depression"; Dodwell; Downes; Fox; "History "; Hong; Huang; Kiggins; Lem, 2022c; Lem, 2022e; Murphy; Renton; Robertz; "Student Suicides"; S and Sugawara; Tan, CK. 2022a; "The Dalit"; Tong, 2017; Ulberg, 2022a; Ulberg, 2022b; Yiu, 2022b). [Appendix 2.]. Worse yet, when discussion and criticisms are forbidden, it undermines the old institution of trust (Basken, 2022a; Basken, 2022b; Basken, 2022c; Hernández; "Jonathan"; Lem, 2022c; Lem, 2022f; Lem, 2022g).

### i) **The Consequences of Not Being "C"**

One hands-on experience to understand the merits of "C" is the current pandemic. Is Covid19 an untimely ordeal or a catalyst? It is undeniably a devastating blow to all industries, but to avoid closing one's business but at the same time maintaining stringent measures, the willingness to change one's mindset to be adaptive and creative is inevitable: restaurant owners have devised new business plans from cook-it-yourself meal kits to dining inside a glass cabin to curb the virus (Deighton; "Restaurant"; Sauer, M., 2022a; Whipple).

A reluctance to change is primarily owing to a self-absorbed leader who is prone to deprive the soft and docile society of rational thinking by feeding each individual delusions and false beliefs but are blatantly considered to be true under the state media despite the existence of evidence that proves the contrary (Bennett, et al.; Gessen; Grozovski; Hernández; "This Country"). [Appendix 1B., 1D., 1E., 1G., 4A., 6., 7. & 9.].

The above mess will consequently lead to mass psychosis encompassing groupthink, an echo chamber and the Einstellung effect where the top ruling party **tendentiously** assumes its way is the road to salvation but rather, a defacto road to **perdition** because of unthinking extremists and **sycophants**, who basically flatter their target routinely and echo the words and actions of the top as brazenly justified ("Benito Mussolini"; Grozovski; Hernández; Nelis; Parker and Parker; "Primo Levi"). [Appendix 1D. & 7E.]

Even animations like ドラえもん [*Doraemon*] and The Simpsons illustrate how bullies normally have **sycophants** or sidekicks to promote their ruthlessness in order to procure what they crave for—Sneech ingratiates Big G while the Weasels bootlick Nelson respectively.

### ii) **Stage 1.1 — Mikhail S. Gorbachev**

Despite neither Bluffer nor Bully exhibiting qualities of valuing diverse perspectives, one of the hallmarks of being a competent leader [recall Harari's remark on how old people normally struggle to reinvent themselves], they should first learn to be modest [keyword] and reap considerable wisdom from Mikhail S. Gorbachev, the last Soviet Union leader, who had the recognition that change was essential when he came into power and picked up the mess starting in 1980 (Herbst; "If You Want"; Schuman-Stoler, 2018; Tavernise; "The Future").

Fathoming the fact that perfection, which the Kremlin tenaciously grappled with, did not exist because it thoroughly violated Apollo's third maxim of "surety brings ruin", just as Mussolini's fascism that brought down his reign of terror [foreshadowing Bully could be



walking down the same path due to his repression, tissues of lies and irrational pipedream], Gorbachev instead introduced radical changes that became his trademark for he believed modernization could only be carried out if people from the entire population were included in the whole process, so again tapping into being inclusive with policy-making because everybody is at stake (Herbst; Tavernise). Gorbachev's drastic shift from pinning away from Soviet Communism to an empire that encouraged more freedom to bring honesty, democracy, openness and at the same time reducing deceptions and lies is absolutely awe-inspiring (Herbst; Tavernise).

Readers have already read a sizable portion indicating pathological lying leaders are prone to coercion and drowning in their unicorn fantasies with Bully assaulting Sunflower to no end while Bluffer forced students into study Marxism, both impulsively thinking it is the best mechanism [Refer to Chapter 2.F. Appendix 4A., 7., especially Table A7.1] Their so-called fallacious and misleading change for better is obviously a blatant lie because:

- Bully has declared to denazify Sunflower since his bullying ordeal but ironically he has been cultivating his homegrown Nazis with far-right extremists eliminating anti-Bully groups (Horvath; "Putin's"; Treisman). How can denazifying and promoting Nazism be seen on the same level?
- In other words, the same as Bluffer calling out Mongolians being *uncivilized* and initiating a genocide action [Refer to Appendix Table 2A8.1]. How can calling others uncivilized but carrying out an uncivilized action per se exist on the same plane? In addition, forcing students into studying and appreciating the merits of Marxism merely implies a bogus way to promote faulty equality. How does Bluffer having seized the most power and vanity of self-supremacy at the top of the totem pole demonstrate the theories of Karl Marx because by definition, everyone should be having *equal* power. Ironically, his act of coercion is already unjust highly because it is either his unbending **Draconian dogmatic** way or the highway, where will there be equal self-governing independence as in the pipe dream of Marxism (Brunnstrom; Dawson; Devnani; Gibson; Hah and Tewari; Hanselman and Holiday; Kawashima; Li, 2022; Lin, 2013a; Longley; Mauldin; Phillips, T.; Pomfret; RFE; Rosalky; Specia; "The Psychology"; "What is Marxism"; "Why Are")?

Without initiating change on oneself to pine away from herd mentality or the goldfish point of view but only accusing others for not altering to suit their likings, it is considerably farfetched to explain inclusiveness to egoistic conceited and selfish leaders that governing ideologies of the past generation are often unquestionably defended or rejected wholesale (Garza, 2020a;

Garza, 2020b; "Most Leaders"; "Steve James"). On the contrary, recall the Scandinavian education system, where in Finland, everybody from teachers, parents and students have a say, revealing the first crucial step to forge a strong bond among stakeholders with the priority being students' needs rather than the leaders' self interests in wanting them to rote learn certain ideologies. There are nonetheless government policies but they are not rigid rules which can allow Scandinavian teachers to develop and exercise their autonomy to delve into new ideas that may pique students' interest in learning, endorsing what defines *Scholē* candidly ("A Very"; "Education", 2015; "Finland"; Garza, 2021a; Garza, 2021b; "How We", 2018b; "How We", 2018d; Korpela; "School in Finland "; Strauss, 2019; ).

Remember with just nuance technology can already arouse and rekindle students' interest in learning simply because of not being conformed to teach from a **banal** textbook with **quotidian** contents they can hardly relate to until perhaps a few decades later upon entering the workforce which by the time the school learnt materials have already been long forgotten due to the Zeigarnik effect introduced in Chapter 2.G. What exactly is the point?

Therefore, when comparing Gorbachev's aspired changes to the despicable deeds that the dissolution Communist buddies in crime have been carrying out, one will derive at the point that if youngsters do not possess adaptability and malleability [illustrated in Level 5 from the above "CREAM" qualities], they will unfortunately end up being like the said **malefactors**, getting stuck in the blame rut and the Einstellung effect, exceedingly incompetent in being open to all options or be approachable by adjusting to various suggestions. Then it will not only be pollution dooming humanity [1. & 4.].

### iii) Stage 1.2 — Toyota

Apart from the education system that requires reformation to be more student-centric, the corporate world equally needs a new "wave of change with the potential to overturn conventional wisdom in manufacturing," similar to what President and CEO of Canadian Tourism Commission Michele McKenzie says about being "change animals" because of growing volumes of data in the digital world, along with rapidly evolving customer preferences, there is no time to squander in being whether indecisive or dubious about implementing changes. (Bendzsa; Palmisano; Sugimoto).

With new technology, Tesla has introduced electric vehicles that use batteries and solar energy to change drivers' mindset that making a difference in the environment matters for the future generations, but creating EVs is not merely the privilege of car industries because comprehending the importance of reinventing itself, Sony, the big video game company that

also offers digital cameras, electronic products, laptops and smartphones, to name but a few, is also revealing its VR headset and equally chipping in the EVs to bring creativity and technology to change the experience of moving from one place to another, says Sony Chairman Kenichiro Yoshida (Sugimoto; Yu).

Nonetheless, embracing one of the Japanese qualities—改善 [*Kaizen* or improvement], Toyota, the automotive company, goes further to bring its auto industry to a whole new level by venturing into software-defined vehicles where the transformation encompasses the acronym "CASE", meaning "connected, autonomous, shared and services, and electrified" (Sugimoto). Self-driving autonomous cars will be zooming in and out of a futuristic city—Woven City—to display what future mobility would be like with smart homes consisting of AI robots and other types of electric mobility transportation in a programmable city that utilizes hydrogen as energy where there is zero CO2 emission whereas using renewable energy to generate hydrogen can minimize CO2 emissions, making everyone possess the opportunity to access clean energy (Sugimoto; Toyota, 2022a; Toyota, 2022b; "Woven City"). Despite Akio Toyoda, president of Toyota Motor, might not have encountered American humanistic CEO Bob Chapman or UK wannabe punk guitarist turned vice-chancellor Nick Petford who has left a tangible legacy because of the transformation he brought to the University of Northampton, Toyoda has three significantly similar themes for his Woven City that embodies the qualities of being human-centered, ever-evolving and a living test laboratory to gather insights on how humans interact with technologies, on par with the prior definition of an architect whose job is to design, create and build effective models to suit a client so constant tweaking the infrastructure is eminent (Grove, 2022d; "Italy"; Pijanowski; Toyota, 2022a; Toyota, 2022b; "Woven City").

Successful People are selfless and flexible in making changes for a better quality of life for all as they are involved in meaningful projects that make a difference, the same as what Seth Godin says about successful people making a difference by beginning with a small niche, impacting a small group of people whom they can solve a problem for, to make the small tribe feel valued (Bryant; Schiller and Schuman-Stoler, 2017b;). (Grove, 2022d; Toyota, 2022a; Toyota, 2022b; "Woven City").

Hence, the ineptness to be flexible like water results in stagnation that simultaneously leads to nationals and companies diversifying themselves from Boomer Bluffer because they comprehend the fact that his irrational pipedream of zero covid, along with coercion on other nationals, let alone locals, will undoubtedly hurt one's economy, companies and one's mental well-being ("Japan, Fiji"; "Lithuania"; O'Donnell and Sytas; Sytas; "Taiwan").

Nevertheless, opposition will argue not all nationals are withdrawing because as partners in crime, Bluffer and Bully support each other, which is obvious because evil attracts evil, on the condition that both lack morals, are conceited egomaniacs and loathe freedom. The takeaway here is that rather than changing stubborn mules, others should gear towards defeating tyrants by encouraging gullible people to cultivate their personal power and then using this collective power to overthrow tyrant's so as to live in a free manner because according to Carl Jung, only with self-realization can an individual actualize one's potential to see beyond the veil and resist chains of tyranny ("Carl Jung"; "Life"; "Nietzsche"; The Psychology").

Therefore let the locals know each of them possess the power to change for the better and they have the right to cease being fed with deepfakes, similar to what Bully opposition, Alexi Navalny, former Oligarch, Mikhail Khodorkovsky, molecular biologist and whistleblower scientist Dr. Arina Chan and professor Ohno Akira have all spoken out the tyrant's evil deeds including but not limited to attempt murders, bowdlerizing history, coercion, censorship, corruption, false accusations, genocides, manipulation, putting profits over people and engineering a deadly virus that is still wrecking havoc around the globe [refer to the 800+ citations dedicated to prove the tyrants' revolting deeds].

As a result, there must be a tipping point where enough people with awareness will change Bully's delusions of claiming Sunflower and more will refuse to participate in Bully's pipedream.

#### **iv) Stage 1.3 — Nuclear**

Up until until this point, does it not feel the education sector is gloomy and not really transforming or having 改善 [Kaizen or improvement] to connect technology with students to make them feel valuable as in retaining customer loyalty through being receptive and collecting their feedback to improve the teaching pedagogies fused with technology? In Chapter 2, with the introduction of smart boards installed in classrooms, learning should have been fun if boring teachers could stop opening a reading file on screen and ask students to open the same page in their textbook and do tedious annotations. An example of how advanced technology is utterly devastated and ruined in the hands of IT-illiterate teachers who cannot turn reading into a game with Scavenger Word Hunt, Innovative Random Storytelling and To-Be-Continued hilarious activities [details and findings will be revealed in Chapter 5].

Leaving one's comfort zone is undeniably intimidating but taking incremental steps can help the academia to shed off old beliefs gradually. If tapping into gaming via technology is too

troublesome due to old teachers having the inability to change, on par with Boomer Bluffer and Boomer Bully, then switching to a different alternatives is definitely eminent: making changes in the climate crisis is helping to change the stale learning ambience, so students' cognitive function will not be devastated by taking a few mouthfuls of poisonous air that contains PM2.5 [Appendix 1 D. & 4A.].

First and foremost, Bully not selling his crude oil to European countries is an optimal catalyst to tap into green energy, like the taboo nuclear energy that sends shivers down people's spine but upon comprehending thoroughly the fact that radiation exposure on a flight is significantly higher than someone working in a nuclear plant, people may start turning the wheel by flying less [reducing carbon emissions and accumulating less radiation] and perceive nuclear power with a new point of view. Moreover, having a pebble-bed reactor, it can withstand high temperature, eliminating the risk of a nuclear meltdown (Clark, 2010a; Clark, 2010b; Inagaki; "The Truth").

To recapitulate, Greta Thunberg, the young climate activist demonstrated how by changing the means of transportation can reduce carbon emissions while Tyler Prize winner, Sir Andy Haines, decided to be unprecedented because getting the prize while harming Mother Nature is a contradicting irony. [See Chapter 2.G.v. & Appendix 1B.]

If those 1,100 **sophists** can blatantly call themselves scientists and professionals, the writer believes she can seriously do a much better job than any of them despite her having half a dysfunctional brain that, de facto, functions better than any of them who may need to be fact-checked if the degree they have obtained are genuinely valid (テレ朝; Luo; Zuo).

Therefore, to reiterate, Bully reducing its crude oil exports is definitely a high time to acquire "C" so that it allows one not to get stuck in the Einstellung effect, which may perhaps be something like, "without Bully's crude oil, it is the end of the world" whereas as a matter of fact, by not taking into account both Bully's and Bluffer's ongoing malicious deeds, it will not be 100 seconds before Midnight [Refer to Chapter 3.A.vii., 3.A.viii. & Appendix 1C., 4A. & 9.]. To be honest, nobody wants to accelerate doomsday, is there?

It only takes one person to cease being naysayers who are equally too blind to believe in and too scared of being individuals themselves but through possessing "C", it sheds light on others that there is nothing wrong to take the road less traveled to make all the difference (Peaty).

By the same token, Japan has seized this opportunity to revive nuclear power since the disaster at Fukushima in 2011 (Faulder; Inagaki).

## G) Oldies [Millennials and Before] Be CREAM—Level 2

*"How people treat other people is a direct reflection of how they feel about themselves." - Paulo Coelho, The Winner Stands Alone*

According to Zeno of Citium, an ancient Greek philosopher who had a great impact on Roman emperor Marcus Aurelius, he once said "we are given two ears and one mouth so we should listen more than we say" because people are quick to jump to conclusions based on their **tendentious** and **turgid** presumptions: students who cannot learn well must have certain disabilities or kids who play video games are addictive, inevitably severing relationships before the authoritative person shows compassion or understanding towards the circumstances (Allen; Delgado; Hanselman and Holiday; "Listening"; "Most Leaders").

Being intrigued and open-minded to new ideas by changing one's perspective has been examined in the previous section. A needy quality to activate "R" here because when educators demonstrate a humanistic approach to students, they are actually telling them teachers are not merely homework and examination bearers who persist with a rigid curriculum because other than focusing on numbers and figures, deep down, teachers do care about what can make students be enthusiastic in the lesson more.

Consequently, to pique students' interest, the easiest and effortless method is to simply put themselves in the shoes of students to reap insights on their likes, dislikes and hobbies—"what games and animations are the current Gen Z or Gen Alpha interested in?" "Can I somehow subsume these characters in the lesson plan?" Having a teacher standing in front of the class, reading out everything line by line is brutally dreadful because Montessori had hated how lessons were taught and that led her to devise innovative and entertaining ways to captivate students. However, students in the 21st century need more than a string of beads or building blocks to arouse their interest, so lacking in creativity is definitely going to pay the price of having drowsy and fed up students disrupting the class. Understood that it is not their fault because the environment has caused them to behave this way—educators from the older generations had better acquire the first quality in "CREAM" by changing one's perspective in perceiving why their teaching pedagogies involuntarily induce sluggishness in students, resulting in inattentiveness, truancy or dropouts.

### i) Stage 2.1 — Understand Students

The previously introduced Gallup World Poll CEO Jim Clifton [from Chapter 3.A.i.] has the same insights in showing understanding and being receptive to customers will be an eye opening experience and the academia is no difference when students are customers whom teachers have to devise innovative pedagogies to motivate them and immerse them in an enjoyable and relax learning setting of *Scholē* ("Understanding").

Hence, letting go of deep-rooted beliefs is imminent because without acknowledging Gen Z's and Gen Alpha's favorites, the hope in attaining *scholē* in every lesson is close to impossible.

Despite the older generations' reluctance, they had better be more inclusive and socially oriented by humbling themselves and learn from Millennials whom they have accused of entitlement, lazy and disengaged (Hadeed; "Most Leaders"; "Simon Sinek").

Not only has the popular K-pop boy band BTS has taken the concept of meeting up with fans to a whole new level [Appendix 8A], but also virtual band *すとぷり* [Strawberry Prince] with real Japanese singers, have equally caused a sensation with millions of followers on TikTok, Twitter, Line and Instagram. Both have performed virtually with the former appearing in a popular game—Fortnite while the latter presents themselves as avatars and ensures everything done online is fun with live streaming, video making and chatting with fans on social media (Enomoto and Nakamura; Murray, 2020; Murray, 2022).

Just like Cateen [from Chapter 2d.] who breaks the tradition of performing classical music by fusing pop songs and live-streaming his music videos to create an inviting feeling, making listeners and fans feel inclusive that they are free to request songs of their preference to be performed.

Let it sink in while educators may ask themselves if they have ever allowed students to make a request on what to be taught. Probably a fat chance because of a tightly packed curriculum that teachers are often seen teaching against the clock, causing both parties to be stressed out, let alone having the luxury to bestow students with the autonomy to learn while having fun.

Surely both groups with Millennial and Gen Z singers have given educators substantial food for thought to be **moxie** in reinventing themselves and their century old way of teaching that is obviously not speaking with the young ones on the same channel. To reiterate, technology, the Metaverse, anime, video games are considerably compelling teaching tools to motivate intrinsically and engage students wholeheartedly in lessons of the 21st century.

## ii) Stage 2.2 — Understand Teachers

Besides, to be "R" inclusively, not only embracing a student-centric approach is of utmost importance but also the academia must not neglect teachers' well-being because overtime inevitably pushes a teacher over the threshold, resulting in death (Mainichi Japan). Equivalent to coercing students to undergo **quotidian** rote memorization and the completion of high-stakes testing that has aggravated their untimely death [Appendix Table A2 ]. Requested by managerial staff to work more than 80 hours of overtime per month or more than 20 during the week, but without taking into account the weekend work hours because of take-home work, indeed devastates the quality of teaching with teacher's comments centering on being anxious due to a lack of sufficient preparation time and the loss of alertness in detecting bullying incidents in the school campus (Mainichi Japan).

This is why the academia urgently needs to possess "C" to attempt other alternatives that can reduce the pressure of teachers by setting their mind to block teaching, which means instead of teaching the traditional 6-8 lessons a day, students only need to attend 4 classes a semester, a commonly practiced method in middle and high schools in North America as it allows teachers sufficient time to provide uninterrupted attention to students, displaying "R" so teachers can be engaged with students and delve into deeper discussions by understanding their struggle and guide them through the bump, as well as activating students' "R" quality via exchanging provocative arguments (International Bureau; Teachmint; Weldon).

Moreover, to make time allocation more flexible, project-based learning will allow students to explore where their interests take them, instead of deliberately forcing them to do this but not that, depriving them their rights to venture into all possible avenues to find self-awareness and self-alignments (Garza, 2021a; Garza, 2021b; International Bureau; Neely; Neera; Rimer; 佐伯 55; Teachmint; Tyre).

Having experienced the above block teaching, the writer had fully enjoyed her school days in Canada so she could have time after school for extra curricular activities such as Flute Ensemble, Ikebana Japanese Flower Arranging, and not to mention walking home from school while socializing with friends without constraints, something the writer could not do when being a stressful student in Hong Kong as every waking moment was literally cramming school materials, competing against peers from the same form. Truth be told, she did not recall any happy moments of studying at school in Hong Kong unless it was those 2



summer months where she took a Japanese language interest class outside school before moving to Canada, immersing in the fact that she could finally learn for the sake of learning and put it to practice efficiently while playing games in Japanese.

### iii) Stage 2.3 — Millennials Matter Too!

Being receptive is not merely for a school setting but in all sectors. Bob Chapman, one of the world's best CEOs, along with author Simon Sinek, as well as human leadership believer and founder of Student Maid, Kristen Hadeed all echo on the same principle of how crucial it is for all humans to act like a human, to do everything with authenticity, to recall the definition of humanism that arose from the Renaissance period, meaning to accept who an individual is even if they make mistakes because as humans, it is absolutely fine to screw up—to err is human without being psychologically paralyzed by fear of "messing up" (Aurora; Berggreen; Garlikov; Hadeed; Leibs; "Most Leaders"; "Simon Sinek"; Sinek; "This", 2018). [A non-humanistic approach can be found in Appendix 7F. & 8A.],

For the same reason, the fact that Millennials and the older generations tend to have different values does not mean one is more superior than the other when everybody should be celebrated for their uniqueness and individuality per se, it would be irresponsible to accuse Millennials for being lazy, entitled and lack of engagement owing to the fact that indifferent managers from older generations lack compassion because their **dogma** assumes a certain working mode seems to be more productive when their vision only lands on the metric measurements in regards to profits, which obviously do not ring true among the Millennials and may put them off, ultimately causing them to become disengaged and unmotivated, resulting in the stagnation of a company. Understand that Millennials make up the largest 75% workforce by 2025 (Cheng, 2019; Hadeed). They perceive values and interests both differently and defiantly from Gen Y, Boomers and the Silent Generation, just to name but a few, they will not buy into coercion, threats or intimidation because feeling devalued will simply impels them to walk away from the burnout and mental stress that the workplace has brought down upon them, commented by over 6,000 Gen Z and over 3,000 millennials from 46 countries polled between November, 2021 and January, 2022 (Fox; Hadeed; Schwantes, 2022a; Simmons; "Study"; "This", 2018).

When the older generations display a more humanistic approach and put themselves in the young ones' shoes, they will be inspired with a new wave of thinking that it is time they relearn and reinvent themselves by changing their decade and century old way of perceiving

things, upholding the first "C" quality, propelled by "R" and will contribute to "E", which is going to be delved into really soon.

#### **iv) Stage 2.4 — Take It Easy**

In addition, with the pandemic taking a toll on every individual, it has become a commonplace for employees, accelerated by the Great Resignation or the Silent Quitting, to quit without a new job, so instead of work-and-no-play as in the older generations, Gen Z and Millennials grasped the societal change towards taking vacation being the new norm (Berger, C.; Downes; Fox; Murphy). The proverb "all work and no play makes Jack a dull boy" has its value. When readers have already learnt that a 5-minute microbreak is a magnificent mediator to an employee's well-being in terms of motivation, concentration and productivity, it does not take a genius to figure out week-long vacations can bring a burnout employee more happiness, healthier mental health and a better attitude at work without calling it quits (Downes; Murphy).

Nevertheless, this benefit is a matter of agreement between the employer and employee, or the teacher and student. If the authoritative figure could grant the young ones autonomy to take a break so as to be refreshed, Millennials and Gen Z would definitely feel valued, leading to an improvement in productivity because it is a workplace they would like to stay and make an impact, rather than coming to work with a dread (Berger, C.; Downes; Murphy).

To recapitulate, the corresponding dropouts who later became CEOs of renowned corporations had felt the same way and left for the better because entrepreneurship gave them unlimited space to explore where their curiosity led them and is still leading them: Metaverse, anyone (Enomoto and Nakamura; Fannin; Holiday; Leskin; Levine; Lhatoo; Reuters, 2022d; Savoie; Shajir, T.; "The Philosophy")?

What employers can do to not only retain customer loyalty but also to engage those who are in their charge, as Simon Sinek puts it: employees are the closest to customers, so without exhibiting trusts and empathy, managers are simply ruining their businesses because no business will thrive on principles from the 80s and 90s unless the top continually reassesses and tweaks their business models or in the case of academia—a change in the rusty teaching pedagogies (Garza, 2020a; Garza, 2020b; "How Schools"; "Most Leaders"; Palmisano; "Simon Sinek"; "This", 2018). Recall the definition of an architect from the above.

Life is too long not to contribute to make someone's life better by displaying a more human side and be inclusive, offering a genuine smile like Betty White's [from Chapter 2], an

empathic comment or sharing hacks how to be self-sufficient because Gen Z and millennials are more willing to stay in an organization where they can learn and develop opportunities rather than accepting a job offer that does not align with their values (Coughlin, 2022; Fox).

Apart from Toyota that readers have read in regards to its Woven City that has a meaningful purpose not only to make the world greener, but also making future living sustainable, inclusive and connected through investing in advanced technology.

By the same token, the following company has thoroughly embraced the notion of "C" by equally tapping into the quality "R" because without understanding what the audience wants, how can any companies make changes in making others' lives better? Another exemplary for the academia to deduce any profound enlightenments.

v) **Stage 2.5 — 森永製菓 [Morinaga & Company]**

Most TV commercials, whether selling skincare products, furniture or financial plans, have a full-blooded actor or actress seen promoting the item. However, what would readers think about the following creative yet risky idea devised by a confectionary company with a long history in Japan? It is definitely not the first time that Morinaga & Company gets creative in its commercials to reach out to a broader audience to showcase their audacity because without **intrepid fortitude** in venturing into the unknown realm, one is left in stagnation or worse yet, the beginning of a deterioration ("Morinaga").

Since after having hampered by WWII, Morinaga & Company started from scratch but not forgetting play brings fun to the customers: back in 1960, the company advertised that women should give chocolates to men on Valentine's Day, which led to a strong influence on the present culture of Valentine's Day in Japan ("Morinaga"). Without resting on its laurels, Morinaga & Company put forward yet another idea in 2009: instead of waiting to be given chocolate by the dream girl on Valentine's Day, men could now give 逆チョコ [Gyaku-choco], the English equivalent to reversed chocolate, to women ("Morinaga").

If that is not enough to attract customers and boost sales, the company has something stunning up its sleeve that may equally serve as food for thought for educators who find it hard to sustain students' interests these days. One must give credits to Morinaga & Company for its **chutzpah** in stepping up to one challenge after another. Obviously the company had no foreseer to tell the staff whether their new ideas would further flourish or completely destroy the company's hard work since 1899, but they still implemented it anyway because when customers are fed up with a product, companies had better come up with something avant

garde to retain customer loyalty, the same can be apply to students who are absolutely not hardwired to be presented with the same **vapid** materials day after day. They equally need something novel to rekindle the desire to learn or as Escalante puts it: *ganas*, so as to fulfill the original meaning of *Scholē* that encompasses leisure and ease.

Lo and behold, to promote its new supplement milk drink in a commercial, Morinaga & Company ceased using celebrities like Japanese singer Ayumi Hamasaki or the American band Carpenters ("Morinaga"). Alternatively, the company delved into the virtual world and employed 跡部景吾 [Atobe Keigo] an anime character, from " テニスの王子様 " [The Prince of Tennis], whose popularity is of no joke as he is constantly a regular top-scorer in the franchise's yearly popularity contests with one of the most Valentine's Day chocolate and messages received from fans. (Ellard; "Miloha"; Morrissy; Muteki; "New Prince"; Rochelle).

The 20-second commercial featuring the virtual anime character Atobe has been the right decision since those who had watched the commercial on YouTube left the following comments: because of Atobe, she stayed put until the end of the commercial while some felt jealous of the female having to shoot the ad with Atobe and then there were also those who thanked the company for arranging Atobe Keigo for the collaborate with the milk industry and the outcome surpassed her expectations, which stimulated her eagerness to buy the advertised product ("Miloha"; "New Prince").

Hold the thought right there and ruminate the significant impact not caused by flesh and blood but an animation character created by the incorporation of technology. If educators can take a moment to scrutinize the comments left below the YouTube video, they are definitely in for a revelation: the inspiring comments, though left at least a year ago, still hint at something profound to educators who want students to be more engaged in class but are clueless as to where to lay their finger, this is a good chance to give technology, not to mention, metaverse, a thorough contemplation. If Atobe Keigo is a big hit among the female audience in Japan, then there must be other equivalently popular virtual characters in countries like America where Marvel is inevitably overwhelming. Only when educators truly understand what interests students these days by being receptive, along with being **moxie** enough to become a risk taker will they be on the right track in devising a lesson plan with genuine altruism and possessing the long overdue notion of *Scholē*.

Other than business models and teaching pedagogies are required to leverage new communication styles to reach out to customers and cooperate on various fronts so as to teach across the curriculum respectively to arouse more **piquant** interests and debates among employees and students per se because once the top is satisfied with "good enough", they will merely rest on their laurels and are less inclined to take any more risks (Angell;

Palmisano). Stagnation is never a good thing whether to homo sapiens or the aforementioned stagnant water that will cause root rot.

Besides, Michelle Parmelee, Deloitte Global deputy CEO, mentions the older generations are not prone to display societal and environmental changes so if they truly want to speak on the same level as the younger generations and be competitive, they have to make drastic changes not only by listening to what Gen Z and Millennials are seeking but also implement the change as transparent as possible. Nothing is more trustworthy and has equivalent weight as "Actions Speak More Than Words" to show they indeed care with empathy and understanding (Fox; "Most Leaders").

### **H) Oldies [Millennials and Before] Be CREAM—Level 3**

*"Tomorrow's leaders will not lead dictating from the front, nor pushing from the back. They will lead from the centre - from the heart." - Rasheed Ogunlaru*

In addition, by playing the devil's advocate, managers can showcase the qualities of "C", "R" and the current "E" simultaneously by

- i. changing their mindset through
- ii. giving the green light to those in their charge to explore new options, especially letting the younger generation voice their opinions and allowing them to contribute to make them feel valued, so before denouncing their ideas as useless,
- iii. listen and contemplate because it may offer managers a capacious ability to perceive "what went wrong?" and consider "could we do better?" without succumbing to the Einstellung effect or groupthink (Palmisano).

Besides, try to have a breadth and comfort in dabbling in different ideas because unfamiliarity can cultivate imagination and the capability to take in suggestions from all angles (Hobson, Schwantes, 2022b).

According to Adam Grant, American organizational psychologist, when an organization deems a practice "best", they have likely to have arrived at the endpoint and comfortably rest on their laurels, in other words, confining themselves within the Einstellung effect, unable to generate new ideas because perhaps the top have yet to notice now is a different world from the past, along with people possessing diverse values and perspectives, work has become

more dynamic, more unstable and more unpredictable (Angell). Grant mentions how thinking in groups hampers individuality, echoing the ramifications of groupthink, which will inevitably lead to convergent thinking rather than divergent thinking and not only do Millennials and Gen Z believe in their individual power to make a difference [Apollo's first maxim of knowing thyself], but they are also demanding that businesses and governments to do their part to help build a better future (Angell; Brandvoice; Laguardia; Sandel).

As a Millennial, the writer has been raising a hefty number of issues since the beginning of this dissertation from the repercussions of a cocktail of antibodies to beating up the wrong bush in regards to the ramifications of technology and from the exacerbating climate change to the negative impact of the "Bluffer Raiding / Ransacking Innocence" **Machination**. Therefore, adults, particularly those sitting at the top of the totem pole of a country or a corporate, educators, teachers and parents should stop dictating the younger one's life for they see things differently from the previous generations, including but not limited to issues about

- racial injustice [such as egoistic leaders inciting genocides and assimilating their unique culture without being inclusive] [Appendix 7F.]
- inequality—[failing to empower young people, females or disabled persons] [Prominent examples of outspoken female figures including but not limited to former tennis player Tamaki Osaka from Chapter 2.F., international student Dai Siyang from Chapter 3.A.vi., and all the **moxie** females protesting for their long overdue freedom in Bully Bolster's country Lem, 2022k)
- the environment—[readers can glean significant contents from Appendix 1., 4. & 9.]

(Angell; Arpi and Namgyal; Brandvoice;; Chaudhury; Grinberg and McKirdy; Hara; Lem, 2022b;; Losos, et al; Malosse; McCurry and Reuters; Nebehay; Rice; Lem, 2022e; Sandel; Simon, M., 2022b; ;"The Dalit"; Temple; "Tiktok"; ལྷོ་མཚོ་རིང་; "中国"; 宇山; "Why China").

The pandemic is an ideal time to see if the top is eager or reluctant to relinquish power because note that only those corporates that demonstrate avant-garde cogitations, audacity and swift actions by employing advanced technology that is not seen solely as a facility anymore but rather a necessary strategic tool to better serve one's customer through putting their needs at the center of every business aspect so any decision made is oriented and exceeding customer needs (Bendzsa; Hu and Klein, 2021a.; Hu and Klein, 2021b; Palmisano). That is why from the IBM studies, organizations that are submerged in traditional approaches need fresh ideas that are intended to break the status quo (Palmisano).

Unfortunately, authoritative figures are prone to discourage any employees doing interdisciplinary work because they are supposed to fit in the grid based on the hierarchy established decades or centuries ago (Hobson). Not surprisingly, being a donkey, as German political economist Max Weber puts it, will disable a person to be innovative and creative, but having the inability to lead across a variety of business functions in the corporate sense, whereas in academia —because of constantly doing **vapid** donkey work, it results in the inability to teach across the curriculum as well.

**i) Stage 3.1 — 青出於藍，而勝於藍 [the student surpasses the master]**

Notwithstanding, many countries, basically in East Asia, treat hierarchy in a company as a significant factor in how one should interact with another of an equal or a different status (Lem, 2022h). According to Nami Sakai [from Chapter 3.B.ii.(2)], she struggled to fit in the company because of the rigid social ladder that smothered her suggestions to the top (McElhinney). Apart from this Japanese consultant not permitted to have a say in the company, other Chinese returnees chimed in with the same remark on the suffocating top down interpersonal relationships which is technically saying if one does not become a **sycophant** to apple-polish the boss as in "The Emperor's New Clothes", one can wait for the warning letter the next day that may read "you are discharged from your post" (Liu, 2022b; Parker and Parker). This is how donkeys are bred within a company when the top refuses to heed the call or hand over the baton to those who see things differently from them, contributing to an inefficiency to lead a new generation [remember by 2025, millennials will have accounted for 75% of the workforce, not to mention with Gen Z is catching up closely] with talents and breakthrough thinking (Cheng, 2019; Hadeed).

In other words, if older generations are inept in staying abreast of rapidly evolving changes, they are inevitably dragging the whole company down with their aged old beliefs that say empowering women displays weakness because it is not farfetched to say men have a tendency to rely on their stagnant Stone Age thinking that they must be in charge, resulting in unchanging organizations losing ground to competitors (Bendzsa; M. Berger; Camakaris; Lem, 2022h; Lem, 2022i; Palmisano).

While in the case of academia, without evolving and detecting opportunities for students to excel, it will breed more disengaged and disruptive students when their raising questions or suggesting project ideas is regarded as disrespectful that they had better resume rote learning (Choi; Tyre; Palmisano).

Recalling Adam Peaty, the gold wielder of the 2016 Olympics, he mentions only when one stops following the **quotidian** way of doing things will one see opportunities and getting to know oneself more because of daring to upset the status quo for the betterment of the future (Peaty).

In fact, one Chinese proverb "青出於藍，而勝於藍" [the student surpasses the master] from Confucian scholar 荀子[Xunzi], illustrates how the hierarchy can crumble if those on top, aka the older generations merely indulge in their corrupted power but neglect the merits of self-improvement, they will quickly be overthrown by the younger generations, who are determined to cease doing donkey work, but also stop being a 'yes' person to everything the top imposes.

### ii) Stage 3.2 — 下剋上 [juniors dominating seniors]

Likewise, Japan has a similar concept and to portray it in a way that leaves people a memorable impression, a Japanese pastry shop in Gifu Prefecture has incorporated the theory into its baked goods (Grape).

"下剋上" [gekokujo or "juniors dominating seniors"] is a rebellious notion to defy how humans normally follow and compile according to those who are "above". However, it does not mean that the "lower" people will stay quiet forever; thus, the confectionary depicts a sweetfish [ayu or アユ] trying with all its might to bite onto its supposedly predator —the sea cormorant [umiu or 海鵜], demonstrating to survive and equally thrive in a volatile environment, one is encouraged to experiment with all types of innovation (Grape). It will then set a person free from long-standing constraints and unthinking compliance; hence, no more donkey work will inhibit a person from exploring a diverse expertise (Grape; Hobson).

An Electronics CEO in Switzerland says the world does not function top-down as in an army [something definitely both Boomer Bluffer and Boomer Bully must take note of due to their stubbornness that can has been explained extensively in Appendix 1E., 1G., 4A., 6., 7. & 9.] because leaders need to exercise collaborative influence and demonstrate strong team leadership (Palmisano). It is long overdue to pass the baton and empower those underneath, giving them an opportunity to shine, that they can equally do great work or perhaps better due to new refreshed insights not bound by ingrained traditions.

As a result, if people do not put aside their self-interests and egoistic attitude of wanting to take control over everything with their Stone Age thinking, little did they know that living in societies infiltrating with inequality is associated with negative health outcomes, studies show



(Mattison, et al.; McRaney). Thus, the urgency of eliminating decisions based on emotional thinking derived from Stone Age instincts and upbringings, as well as treating empowerment as the name of the game will not only showcase a more human side ["R"], but also acquire the capacity of changing one's perspective ["C"] if the older generations would like to speak on the same channel with millennials and Gen Z, who abhor how females should "play a part" or "act in a certain role" (Camakaris; Mattison, et al.; McElhinney).

### **iii) Stage 3.3 — Kuniko Tanioka**

Recalling the previously mentioned microbreaks, by having the autonomy to take as short as a 5-minute break can help refresh the stale mind, generating more creative thoughts. Therefore, managers, educators and leaders must be willing to let go of their power and ego to bestow the younger ones with freedom to take up a new hobby, develop an idea for a new project, or simply place trusts in the young ones for finding solutions and manage their time in their own way (Swantes, 2020b, Tyre; "This", 2018).

Be inspired by the following example of how not adhering oneself to Stone Age thinking can allow innovations to blossom, setting a real-life example for others that they do have equal opportunity to thrive so long as they do not stick to the norm.

Without Kuniko Tanioka's persistence in reforming how Japanese men view wrestling as a men's sport only, the women wrestlers at Shigakkan University would not be able to shine in the 2004 Olympics (Lem, 2022h; Lem, 2022i). President Tanioka will definitely not allow herself to be in a men's shadow for she equally encourages her students to carve their own path despite adversities because unfamiliarity and a lack of resources motivated her to be creative and explore everything from diverse perspectives even when she received strong opposition from men, she stood her ground firmly (Lem, 2022h; Lem, 2022i; Schwantes, 2022a). Just because men's retrograde thinking forbids them to think out of the box, let alone maneuvering away from Stone Age thinking mentality that men are supposed to be committed to their work, and that they belong at the office does not mean women cannot perform on par with men because Tanioka has done much better by not only bringing sumo wrestling into the female realm but also understanding the fact that working with a single gender hinders her students from being equipped in the real world, she established coeducational in 2010 (Camakaris; Lem, 2022h). A real-life example of revamping long held operations to stay ready to act when opportunities and challenges arise ["C"]; Tanioka is ready to start writing a new chapter for the future of Shigakkan University.

#### iv) Stage 3.4— Your Humble Writer

By the same token, becoming a handicap is a catalyst for the writer to pivot away from donkey work to reinvent herself because before that, she had done what any regular English teachers would have done in class: teach according to the syllabus, meaning to drill students on grammar, set tests, grade them, meet up with parents and get kids ready for the public exams, so there was literally no time to truly explore the use of advanced technology unless it is merely showing a few short excerpts on YouTube and calling it a day. Not until becoming a handicap did the writer suddenly have so much free time on hand that she was determined to self-study python in order to take learning to a whole new level by developing educational computer games using Ren'Py. The reason is that she has had so many enjoyable moments while gaming.

By not treating grammar as a mundane drilling exercise but an RPG where students enter a world battered by all kinds of grammar monsters and become heroes to save the world using their prior knowledge, the writer drew on other identities and experiences, outside her normal scope of work (Hobson; Schwantes, 2022b).

Another revelation hits the writer when a learning app in the market [that her students have been forced to installed and worked on] cannot help students to become engaged and enthusiastic, unlike how the writer's innovative learning games have offered students numerous joy, creators of the said app had better construct a new reality that resonates with the values and interests of the younger generations, rather than having one's brain getting stuck in Stone Age thinking in pursuing the perceived self-interests because by definition, employing cutting edge technology of the 21st century is supposedly entertaining but how come a learning app can "bore students to death", "not improving English" and even "destroy childhood" (Camakaris; "Wiseman")?

The development of the genuinely innovative and humorous learning games is actually a win-win situation because not only did her students report on how exuberant the games had been and that some even wanted to cheat by checking a word to see if it was powerful enough to attack a certain grammar monster, but also the writer reaped substantial benefits by stepping out of the comfort zone of the usually plain and **insipid** grammar handouts via tapping into one's creativity to go against the grain and turning any initially **prosaic** grammar and vocabulary exercises into something that will cause students to laugh, scream [because of getting hit by a monster or the timer runs out], leading them to keep returning for more joyful moments of play.

In addition to that, the writer also arrived at the epiphany that all subjects can be turned into a game where she attempted basic science and equally brought fun to her students.

Just as Elise Hu and Josh Klein from Accenture put it: every company is a tech company and there is no exempt during the pandemic because if managers want their businesses to survive and thrive in the pandemic, new creative ideas are necessary but unsurprisingly, prior to the pandemic, companies are mainly donkey breeders, just as schools make teachers teach to the test while students are trained and drilled into rote memorization, utterly devoid of being a rational inquirer (Bushweller; Colagrossi; Garza, 2019b; Hernández; Hobson; Kraft; "Marty"; NIS Admissions; "Rote"; Song, 2021).

The inability to think out of the box and create new and innovative products or ideas with swift decisions to push past uncertainty is mainly due to the fact that everyone is solely specialized in one's own niche domain (Bendzsa; Hobson; Palmisano). Hence, the incompetence to seamlessly transition beyond one's area of expertise, such as the lack of preparedness to innovate and pivot through business model change, but also it involuntarily exhibits the unwillingness to empower others to contribute with any cutting edge ideas across different boundaries and regions (Bendzsa; Hobson; Hu and Klein, 2021a; Hu and Klein, 2021b; Palmisano).

Despite being unable to teach at school anymore, at least the writer's students have the advantage to try out the learning games, have a good laugh but at the same time recycling previously learnt materials in a more entertaining and refreshed way, which they could not agree more that the writer's games are obviously way better than sitting in class, being bombarded by instructions, including but not limited to "turn to page 53: read and finish up the comprehension exercise" or "highlight the keywords as they will appear in your upcoming test".

Undoubtedly, with traditional managers immersing in traditional thinking, traditional academia lacks the awareness of what ticks Gen Z, but even if one day when the academia realizes the inevitable change, it will not be ready to upset the status quo because the readiness to get comfortable with and committed to experimentations is an ongoing process, which means a lag in prior alertness will bring about a poor head start (Palmisano). Therefore, according to a Government CEO in Australia, avoiding unnecessary delays is a recurring ambition while an Industrial Products CEO in Japan advises adapting to environmental change is necessary for a successful business model because changes are occurring in unprecedented velocity in today's world (Coughlin, 2022; Palmisano).

In a nutshell, this is the reason why Betty White [elicited in Youngsters—Level 5] performed a variety of jobs in order to go with the flow of advanced technology to suit the interests of diverse audiences who were also actuated by the unknown technology (Coughlin, 2022).

#### **I) Oldies [Millennials and Before] Be CREAM—Level 4**

*"It is wrong and immoral to seek to escape the consequences of one's acts." - Mahatma Gandhi*

"A" is the second to last quality in "CREAM" for adults. To give readers a heads-up, unlike the book entitled "The Fault in Our Stars" derived from the Shakespearean play "Julius Caesar", the "A" in this paper hails the opposite end—the fault IS NOT in our stars, says Cassius—so first off, chew on the curd in regards to who is responsible for one's action: the universe or the individual per se?

It does not come as a surprise that poor governance, whether in a school setting, a corporate or the entity of a country, entailing an appalling management team caliber makes work miserable (Amdurer; Cashman and Fischer; Grove, 2022a; Lem, 2022b; Schwantes, 2022a; Ulberg, 2002a; Ulberg, 2022b; Upton, 2022b). If those at the top do not hold credibility, how will the ones working under them react if there are no elicitation of clear purposes, vitality and connections, in particular when employees are confronted with punitive measures, threats, underpayments, or a deal that comes with an invisible catch (Amdurer; Cashman and Fischer; Grove, 2022a; Lem, 2022b; Schwantes, 2022a; ulberg, 2002a; Ulberg, 2022b; Upton, 2022b)?

As a matter of fact, the leader of a country or a company manager does not need to convince others that the country is worth staying or the company is worth working for because simply by perceiving how the top leaders treat those in their charge will automatically reveal a spectrum of good or bad leadership: actions like suppression and coercion in a country obviously deters residents from staying any longer but immigrate to other countries on first call (Chan and Su; Fu; "香港"; Kihara; Poon).

For instance, during such dark times with overwhelming coercion and threats to say the least, which scaredy-cat will dare to inform the self-absorbed Boomer Bully and Bluffer that one of the fundamentals of being a reverend leader is being open to diverse perspectives and valuing others' opinions, as seen in the previously introduced Italian anthropology graduate who put down his own culture by starting everything from scratch so as to embrace another culture

unbiasedly (Brower; Brown, 2017, 140; Ellyatt; Maxwell; Oberlin; Shepp; Ryan; "Why Are"). [Appendix 1D., 4A., 7. & 9.].

In addition to a world battered by climate change where nobody truly cares because at least 1,100 **sophists** with a couple of Boomers chimed in and declared no climate issues whatsoever because it was simply due to someone being poorly informed [Table 2.6 & Appendix 1B., 1D., 1F., 1G. & 4A.].

Being irresponsible is as easy as ABC and apparently the world is going to cultivate a score of liars who are on par with the said leaders if individuals do not believe they have power to overthrow tyrants.

What, then, is the point of rote learning when cheating and being deceitful are the ways to survive because according to the above leaders from the immature "Baby" Boomer period, along with the 1,100 **sophists**, they can **pontificate** whatever idiotic things that are definitely not fact-checked, as well as continuously make others suffer to satisfy their self-interests which is in a way far better than protecting people's rights because responsibility is a heavy burden. As the saying goes: with great power comes great responsibility, but egotistic leaders will not take into account anything that does not fit their agenda. [Appendix 1B., 1D., 1E., 1F., 1H. & 4A].

#### i) **Stage 4.1 — Despite Half a Functional Brain**

The writer, despite a handicap, would not mind reaching these so-called misinformed leaders, scientists and professionals on how to fact-check all available data online or in the library when they must own more high-tech gadgets and facilities that can run so many tests in a lab than the writer has in her bedroom per se. However, **dogmatic** people must acquire "M", the last quality in "CREAM" for old people, if they are seeking the writer's help in rectify their faulty attitude, because only via learning Without bias can one truly achieve the goal of forfeiting any bad qualities and starting from scratch again.

Without further adieu, the writer is uncovering how convenient technology can help prove something is valid or invalid on the condition that one does not get swept away by algorithms, assuming everything the big tech companies provide are what the individual wants because the function of a brain is to undergo critical thinking to foster more neurological pathways to keep the cognitive function of the brain intact.

## ii) Stage 4.2 — Better Than Brain Dead Leaders

How each country handles the Covid19 pandemic is an excellent hands-on real-life example to demonstrate what it means by an unfavorable governance that entails unaccountability that impedes curiosity and creativity because the government officials are wholly stuck in the Einstellung effect, as in mindlessly indoctrinating the general public en masse to get vaccinated, but as demonstrated previously, vaccines should have been more efficacious before a pandemic than during it. A deprivation of tackling the root of the problem—an unhealthy diet of sugar obsession and an inactive lifestyle, along with severe pollution aggravates the infectious rate ("Bret Weinstein"; "COVID-19"; "Doctors: Nervous"; I-Team; "Laura"; Phillips, J.; Rice; Simon, M., 2022b; "Steve James"; Strong; "Tale of COVID"; Temple; "Woman Dies"). [Appendix 5].

The UN High Commissioner for Human Rights [OHCHR] warns that restrictions must have a need that is proportionate, as well as a time bound since severe restrictions that last forever will cause unacceptable shrinkage to civic space and limit the civil society to express, contributing to strikes and protests spiraling out of control ("Laura"). Countries whose leaders either fled because of intimidation or gave disparaging remarks during the pandemic outbreak all galvanized an upheaval that could only be blamed on a failure in governing that left people with a disappointing **Hobson's Choice** just because the older generations have difficulties reinventing themselves, resulting in technology not being utilized in an appropriate and smart way ("15 Lies"; "He's Digging"; "Jordan"; "Open"; Rio; "Sen."; "Senator"; "The Future"). [Refer to Tables 4.0, 4.0.1, 4.0.2 & Appendix 6.]

Again, when one decides to flout Apollo's second and third maxims, drawbacks are definitely prominent but unfortunately **bumptious** leaders are too conceited and overwhelmed with ego, which put them in a position where admitting one's fault is highly farfetched despite it being the hallmark of a good leadership ("3 Ways"; "Are You"; Brown, 2017, 147; Browser; Joe Rogan"; Maxwell; Oberlin; Sinek).

Through employing technology in moderation could have aided the following leaders who are void of every quality in "CREAM" because neither are they open to diverse perspectives "C", nor put themselves in those they are condemning "R", leaving only the **Hobson's Choice** without granting others any autonomy "E"; hence highly unreliable and lacks liability "A". Last but not least, they can change their **malignant** attitude by being humble and learn from the writer's findings "M".

Spoilers alert: observant readers may have gleaned the needy salient adult qualities listed in a curt and concise within the above less than 100-word paragraph.

**iii) Stage 4.3 — COVID-19 Catalyst Turned Disappointing Leadership Failures = devoid of "CREA" and probably "M" If They Refuse to Admit Fault:**

Example 1:

<p><b>What Happened</b></p>	<p>Protestors are demonstrating over a cross-border vaccine mandate for truckers imposed by the Liberal government because they have had enough of lockdowns and broken promises.</p>
<p><b>Poor Governance</b></p>	<p>Instead of being receptive and showing understanding that these truckers work day in and day out, bringing food and supplies into the country, the top merely regarded their protest as "an insult to the truth" [but what is the truth? That officials are too proud to admit vaccines literally kill everyone's microbiome, putting one at risk of all sorts of diseases? [Appendix 5B.].</p> <p>Besides, hurling threats encompassing losing one's license and ending up with a criminal record that inevitably had an impact on trucker's livelihood, the top has yet to grasp the gist of effective communication as he violated Grice's maxims [Appendix 1E] of</p> <p>i. quantity: "We've heard you. It's time to go home." is the lamest response to demonstrators, on par with certain psychologists asking students to sign a contract about "promising not to harm oneself or commit suicide" [Appendix 2E.].</p> <p>ii. quality: One does not strengthen immunity by killing one's good gut bacteria with regular vaccine shots and boosters to no end, but by consuming fermented foods like kimchi, sauerkraut, yogurt, to name but a few,</p> <p>iii. manner: Threatening others to submit and truckle to a higher power is the worst ever approach in effective communication.</p>

Example 1 (cont.):

<p><b>Poor Leadership</b></p>	<p>Just because the top has power does not mean he can abuse it and look down on others by hurling disparaging comments such as "We've heard you. It's time to go home now" without technically solving the problem.</p> <p>Had he put himself in listeners' shoes, he would have noticed how unconstructive, vague and futile his remarks sounded.</p>
<p><b>Utilizing Technology</b></p>	<p>Rather than mandating something that has not undergone years of trial to truly comprehend its side effects and any long term complications that could possibly be Cerebral Edema [brain swelling], muscle paralysis and abnormal blood clots with neither iron or magnesium presence in the blood, leading to premature death, just to name but a few. By investing in equipment for further determination and probable causation is crucial than blindly coercing the public, who works for the government, to put their life at risk and have one's human integrity violated. [Appendix 5A.]</p>

[Table 4.0] (Al Jazeera; Associated Press, 2021; Bratton; Brown, 2020; Buckley; Carey; Cecco; Cheng, 2022; Cheng and Kihara; "Doctors: Nervous"; "Don't Compare"; Cox, 2018; "Freedom Convoy"; Gable; "He's Digging"; Huang, 2017a; "I Team"; "Jordan"; Kiderlin; Mahtani and Yu; Mok; Myers; "Navok Djokovic"; "Open"; Ramzy; "Sen."; "Senator" "Steve James"; Stokel-Walker; Tavernise and Qin; "The Christmas "; Thomas; Trigos; "Woman Dies"; Wu-Pong; Yeung; Yiu, 2022a)



Example 2:

<p><b>What Happened</b></p>	<p>The absurd zero-covid policy turns a city upside-down [Appendix 6.].</p>
<p><b>Poor Governance</b></p>	<p>Zero-covid is yet another hands-on real-life example demonstrating, as elicited in Appendix 6., how criticizing the top in terms of bringing out the genuine truth on the ramification of the ridiculous policy, unfortunately, resulted in being sacked and suspending one's social media account, not to mention a hefty amount of silencing [Appendix 6D.].</p> <p>When a country is in disarray, the leader should demonstrate his leadership skills NOT by fleeing the scene, which actually indicates the inaptness of a leader and it definitely does not reciprocate the way people feel how a leader should behave.</p> <p>Unfortunately, Boomer Bluffer has done what the late Queen of England warned people about when she was broadcasting on TV the first time in 1957: she mentioned morality is made meaningless to have one's "self-interests set up in place of self-restraint," which obviously leads to hate and destroy rather than to build and cherish.</p> <p>Yet worse, returning by taking credit for solving the crisis is highly an unfathomable act.</p> <p>Seriously, what is he treating his people as? Pawns on a chessboard? Highly dispensable?</p>

Example 2 (cont.):

<p><b>Poor Leadership</b></p>	<p>Once the cases were going down in 2020, the immoral leader rewrites the narrative of how he has always been in control since the start of the pandemic, blatantly taking credits of others' success without recalling how he had blamed the US and Italy for spreading the virus worldwide in the first place.</p>
<p><b>Utilizing Technology</b></p>	<p>In Season 201, episode 4 entitled "Robot Rivalry" from the prior animated series "If You Give a Mouse a Cookie", there is a remarkable message behind the episode that Boomer Bluffey had better learn from because as a leader, he fails in all components in "CREAM" but continuously <b>pontificates</b> his nation's supremacy that only he blindly sees. Life is not merely a competition where winning everything is the ultimate goal in life at the expense of severing relationships, devastating everyone's livelihood and inflicting stress on others while impairing one's judgment, inevitably leading to the enslavement within an illusory pipedream.</p> <p>Recalling the aforementioned Indian spiritual guru Sadhguru, he encourages people to adopt a change of mindset so an individual will stop comparing oneself with others and always wanting to be in the top. To avoid unnecessary stress, burnouts and negative thoughts, one should just look at things the way they are because everything has a value—no one is greater than others because everyone is unique per se.</p> <p>With technology, Bluffer can easily access the Indian guru's channel and be inspired how to live a meaningful life without coercion, hostility, lies and the corruption of power. But first he may either stop censoring YouTube or learn how to use VPN to bypass the blocks he has set.</p> <p>In addition, Amesh Adalja, a senior scholar at the Johns Hopkins University Center for Health Security in Baltimore says it has never occurred to her that Covid Zero is ever a feasible strategy since eliminating a respiratory virus that is spreading efficiently is utterly farfetched.</p>

[Table 4.0.1] (Al Jazeera; Associated Press, 2021; Bratton; Brown, 2020; Buckley; Carey; Cecco; Cheng, 2022; Cheng and Kihara; "Doctors: Nervous"; "Don't Compare"; Cox, 2018; "Freedom Convoy"; Gable; "He's Digging"; Huang, 2017a; "I Team"; "Jordan"; Kiderlin; Mahtani and Yu; Mok; Myers; "Navok Djokovic"; "Open"; Ramzy; "Sen."; "Senator" "Steve James"; Stokel-Walker; Tavernise and Qin; "The Christmas "; Thomas; Trigoso; "Woman Dies"; Wu-Pong; Yeung; Yiu, 2022a)

Example 3:

<p><b>What Happened</b></p>	<p>A pet shop owner was infected with Covid on 15 January, 2022, leading to the discovery of a batch of hamsters equally infected with the virus and must be surrendered. Director of Agriculture, Fisheries and Conservation Dr Leung Siu-fai reassured the public that the confiscated hamsters would be handled <i>humanely</i>.</p>
<p><b>Poor Governance</b></p>	<p>2000 hamsters were <i>culled</i> the next day, and according to the Oxford dictionary, "cull" means "to kill" and to be precise, it carries the meaning of "an elimination of a selective slaughter", so people, let alone every school boy, who possess a tinge of common sense will agree that "cull" can barely associate with "humane" as neither connotation is congruous with each other. Here, the officials violated Grice's maxims of quality because they lied about handling the pets humanely but ended up being a hamster killer despite the fact only 11 of them tested positive.</p>
<p><b>Poor Leadership</b></p>	<p>Displaying discrepancy among the citizens can entirely cripple the morale of a country when it is ruled by contradictions, inflexibility and <b>mollycoddling</b> those with a higher social status because officials ranging from legislators to police chef and from immigration chef to corruption watchdog chef had a whale of a time at a birthday party on 13 January, 2022 with over 200 guests attending, explicitly ignoring the Covid measures. One partygoer, Pro-Beijing Lawmaker Junius Ho, even blatantly criticizes the city's uncompromising Covid-19 strategy as unsound as sandcastles on the beach. However, he did not have the <b>chutzpah</b> to say that in the leader's face.</p>

Example 3 (cont.):

<p><b>Utilize Technology</b></p> <p>[Table 4.0.2]</p> <p>(Al Jazeera; Associated Press, 2021; Bratton; Brown, 2020; Buckley; Carey; Cecco; Cheng, 2022; Cheng and Kihara; "Doctors: Nervous"; "Don't Compare"; Cox, 2018; "Freedom Convoy"; Gable; "He's Digging"; Huang, 2017a; "I Team"; "Jordan"; Kiderlin; Mahtani and Yu; Mok; Myers; "Navok Djokovic"; "Open"; Ramzy; "Sen."; "Senator" "Steve James"; Stokel-Walker; Tavernise and Qin; "The Christmas "; Thomas; Trigos; "Woman Dies"; Wu-Pong; Yeung; Yiu, 2022a)</p>	<p>The officials committed a grave mistake by violating Grice's Maxim of quality [humane ≠ cull] and quantity for the inability to transform available data [refer to the doctors' explanations below] into feasible plans and thereupon seizing opportunities rather than implementing a wrong move leading to the culling of 2000 innocent lives.</p> <p>Both Dr. Maria Van Kerkhove, the World Health Organization's technical lead for coronavirus and Dr Scott Weese at Ontario Veterinary College concur that it is not known if any animal reservoirs may sustain infection in humans via direct or indirect contact; besides, the risk of pets spreading it to people is low.</p> <p>Moreover, the unreliable officials may need to learn the quality of humility so they can learn from the scientists from Canada where covid variant was located in deer but instead of a deer massacre, they acknowledged about the reservoir species and continued to do surveillance and by reviewing the sequence of the virus, the health agency could not find an indication that it had spread to humans. To sum up, without a tinge of compassion, hamster slaughters will not feel any guilt for when there is no accountability, one will simply be self absorbed and mesmerized in one's own deeds.</p> <p>In addition, recalling Dr Scott Weese above, he mentions to prevent Covid-19 from spreading is to control it among people; however, in the last week of January a public housing complex in Kwai Chung is severely battered by the virus despite lockdowns proving ineffective as new cases surge with 1,200 cases in 2 days. Any mass slaughter to eliminate the spread of the virus like what the officials had done to the 2000 hamsters with a mere 11 cases? Obviously the argument is that humans are more superior because they have technology in validating the truth, really?</p> <p>Besides, according to Dr Weese, he suggests the best way to prevent Covid-19 from spreading among animals is to control it among people</p> <p>In other words, when a public housing complex in Kwai Chung was lockdown due to severe infections, based on the hamster culling theory and how to prevent the spread of the virus, should the government officials not carry out the same <i>humane</i> treatment on those people having a lockdown?</p> <p>What gave them the right to decide how long one lives, whether animal or a person</p>
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After fathoming the above 3 situations in regards to how leaders of certain nations tackle the issues arising from the pandemic, readers may have gleaned significant takeaways that these leaders have undoubtedly lacked. Obviously apart from all the adult qualities elicited until this chapter, one of the most crucial steps is to be a good listener, the same as what Zeno had explained everyone is given 2 ears to listen in depth and pay heed (Allen; Delgado; Hanselman and Holiday; "Listening"; "Most Leaders").

Hence, by practicing humility [a heads-up for the subsequent section] and examining diverse beliefs can reduce cognitive bias and errors, leading to improving the connection with others (Wu-Pong). A bad role model gives out a negativity vibe that may cause those underneath them to follow. For instance, some parents from Appendix 2E. commented on school teachers being unreceptive to students' needs and this is the reason why they sent their kids to cram schools, *jukus* or tutorial classes for a better learning environment with more care and interactions (内閣府; Ding, et al.; Jung and Kim; Kittaka; Moriyasu; Spencer; Wong).

Apart from leaders messing up during the outbreak, in regards to other current events, neither did Boomer Bully feel remorseful for attacking Sunflower, but he deliberately created a **kerfuffle** to discredit and disrupt the students and academic staff, because masked men from Bully's country messed up the votes for a new rector in the University of Sunflower (Upton, 2022a). Not a very smart move but what can one expect from an impaired and irresponsible leader who prioritizes his unthinking self-interests? Obviously, students were protesting against encroachments on institutional autonomy. Students could see through such an administration and will not **truckle** to Bully's threat because it signals the thwarting of independent thinking; worse yet, one may become a puppet of someone else's **machinations** (Haden; Hereford, n.d.a).

In addition, establishing a so-called referendum in certain regions in Sunflower clearly demonstrates how mentally retarded Bully is when he could just deploy highly unthinking and **obsequious sycophants** to mess up the votes to his likings, just like what he had done to one of the universities in Sunflower. Why bother putting up a lame show that everybody can see through (Sauer and Walker)?

Though, it is likely the case that unthinking people living in Bully's country are what the ancient philosopher deemed as prisoners locked in a cave, on par with a society that is unreflective, stagnant and content with mere illusions of knowledge— [**tendentiously** thinking whatever Bully is doing is righteous and just] (Adetunji). [Appendix 1D. & 4A.].

Only when prisoners possess the **chutzpah** to escape the disruptive shadows in the cave and look straight at the sun [the authentic truth] will it free the prisoners but obviously green-eyed monsters who are envy of those obtained freedom will condemn them for going against the norm (Adetunji; Bates; Quintana; Robertson; "Socrates's Concept").

In no time will the above constitute an echo chamber and groupthink.

## J) Oldies [Millennials and Before] Be CREAM—Level 5

*"Life is a long lesson in humility. " -;James M. Barrie*

According to the IBM studies, many CEOs admitted they felt overwhelmed by the growing volumes of data and undoubtedly short on hindsight (Bendzsa; Palmisano). However, acknowledging one's vulnerability will give room for improvement—the earlier one recognizes it, the sooner it is to untie the knot and be back on track. Absolutely far better than any egoistic self-absorbed leaders who lack the dignity to hold accountability of one's wrong doing but only brag about the supremacy of their own nation without taking into account other perspectives (Locke, 2020a; Mauldin; Tavernise and Qin). [Appendix 1D., 6. & 7.]. For example, CEOs from China show less concern on volatility because undoubtedly of their unthinking compliance to the top that involuntarily present them with a false delusion that everything is on track; therefore they just keep using the same strategies that one has been using for decades or even centuries because familiarity offers comfort and unnecessary nuisance to combat anything out of the ordinary (Bendzsa; Palmisano).

In other words, Bluffer's continuation of damaging nature through his Raiding Innocence **machinations** should take on a different perspective because it is no rocket science that false promises will not lead developing nations out of poverty but bury them deeper with more debts that are going to hurt future generations when the current generation cannot repay the astronomical debts, as well as a more suffocating future with no effective hands-on learning experience [Appendix 7.]. Hence, Bluffer should have thought of a greener way to link the West with the East if that is his *real* intention. Daniele Ventola, the Italian anthropology graduate [introduced in Ch2.H.v. had done just that by literally walking the ancient Silk Road without add-on carbon footprints from cars, trains or planes.

Through perceiving matters from diverse angles, riding on bicycles and tricycles can foster teamwork and attain enjoyment in families if they are going to embark on a greener trip via the Silk Road. Bluffer should let go of his ridiculous "western influence" taboo and learn from how Germany and Luxembourg encourage families and children to disconnect from their

hectic lifestyle to reconnect with nature through exploring the first European cross-border nature reserve and have fun with hiking, rock climbing and treasure hunting [the element of play] and not to mention, Forest Bathing, *Shinrin-yoku* [森林浴], is the elixir of health with phytoncides being antibacterial and antifungal to protect humans from pathogens, not absurdly mandating booster after booster that annihilates a body's good gut bacteria, ending up being such a "good" host that viruses can invade without invitations and hesitations (Duncan; "German-Luxembourg"; Gupta, 2020b); [Appendix 5B].

What Bluffer can do to make the world a better place for everyone, especially the younger generations to live without a deterioration in their cognitive function [pollution being a major culprit not his presumed technology addiction—Ch 3.C.ii.] is to cease his Bluffer Raiding Innocence **Skulduggery** that has brought nothing but insurmountable debts, inhumane exploitations and the sabotaging of Rousseau's nature [Appendix 7. & 8.]. Instead, Bluffer should replant trees he had brutally destroyed and consider building walkable and bikeable streets and communities through the Silk Road so as to promote greenery and a healthy lifestyle (Carlsen).

Instead of thinking the West had burnt so much coal, he had equal right to do the same, if he could change his mindset and do the opposite of what his "enemy" had done—based on Marcus Aurelius's theory, global citizens and leaders from different nations may regard Bluffer differently, rather than a **malefactor** who only coerices, threats, manipulates and spies (DePaulo; Meier and Ng; Reuters, 2020; The Associated Press, 2022b).

First off, Bluffer should learn the qualities of being modest and be open by meeting with the following individuals to glean significant inspirations from them, both the environmental concepts and the utilization of technologies.

[WHO—WHAT they did—WHY the need to talk to them]

- Daniele Ventola—who took about 20 months walking the Silk Road on foot—to put aside one's culture so as to embrace other cultures without presumptions (Tyan).
- Tony Robinson—who walks along the Icknield Way, one of Britain's ancient tracks that had been traveled for more than 5000 years as he began in Norfolk while ended in Bedfordshire: a 90-mile-route—to meditate along the rhythm of walking footsteps and to help people think, feel and create by interacting with nature [upholding Rousseau's naturalistic approach to stimulate the 5 senses] (Arvay; "Walking Britain's").

- Dan Burden—who is the Director of Innovation and Inspiration Blue Zones, thinks roads and sidewalks should be made more people-centric with bike lanes, walking paths and adding trees rather than vehicle-centric—to make cities safer, friendlier with more social interaction, less pollution with increased physical activity (Carlsen).
- Bjarke Ingels—Danish architect commissioned by Toyota to plan the layout of Woven City [Appendix 9C.] where he points out the typical street of today is a mess, so instead he splits a street into three distinct pathways: the automated transportation with zero CO2 emissions, then streets for pedestrians only and lastly incorporating both pedestrians and personal mobility such as bikes and scooters while there is one for underground transportation of goods (Toyota, 2022a; Toyota, 2022b; ; "Woven City")—The whole grid is framed with parks and courtyards so citizens can take leisurely stroll at the recreational parks nearby, bringing the whole community together and encouraging social gathering ("Woven City"). Looking at the level of self-sufficiency, there is local vegetation using hydroponics to provide food to the citizens ("Woven City"). The paper has mentioned the severity of climate change that pushes resources to scarcity so having local sources is definitely a plus [Appendix 1C. & 1D.].

Being modest is definitely a game changer for Bluffer who may learn to be more hospitable and tolerable than solely conjuring **malicious machinations** to harm another nation or carrying out retribution just because someone is better than him or due to criticism respectively (Devnani; Dawson; Li, 2022; Lin, 2013a). [Appendix 6D. & 8.].

Having skimmed through the needy qualities for both the old [CREAM 2] and the young [CREAM 1], the writer is going to share how initiating this paper has embodied the 10 qualities because not only is the writer a Millennial, but also having woken up from a 16-day coma, her way of perceiving the world through the circumstance of a handicap has completely altered, so adhering to her usual way of doing things will result in nothing fruitful but utter frustration.

C2 & M2 & M1: by not assuming a successful life is to resume her initial career, she eventually changed her perspective and stopped accusing schools for not hiring handicapped persons because learning to be modest, she comprehended her limitations and started her



freelance tutoring, which has given her more malleability, joy and less hassle from the rigid school curriculum.

C1 & R1 & A2: with a freer schedule, she is capable of all the creative things she can do together with her students, as well as being a rational inquirer in debating through Apollo's second maxim if a particular lesson should gear towards more of a school-based learning approach or the writer's freestyle, which also promotes accountability of the decision she has come up with.

A1 & E1: What is the best method to tick students? Without a doubt—advanced technology. By fusing tech with school materials, she has successfully turned their boring teachers' teachings from school into hilariously fun and educational games that they will opt for first thing in the lesson rather than completing any school assigned tasks. It is a win-win situation because when students enjoy and are engaged in what they are doing, the writer is equally enthusiastic in generating more innovative ways to make learning fun, hopefully to attain the notion of "learning for learning's sake", but also be accountable in

R2 & E2: through being receptive in understanding their likes and dislikes, she has the autonomy to tweak her teaching pedagogies as much as she and her students want because she now has more time to empower students to voice their opinions so both parties have a more enjoyable moment freed of indoctrinating dead flat thoughts.

Merely dwelling on the uncertainties and conjuring any delusions, like whether or not utilizing technology will bring about a positive or negative outcome is unpredictable unless one musters up the courage to give it a go and test the hypothesis. To reiterate, life is full of risks so if one is reluctant to take risks then one should as well stop living to avoid any risks [Appendix 6F.].

Below are companies and people entangled in undesirable circumstances but instead of being a destructive **juggernaut** that annoys others, they exhibit the qualities of "M" so as to start everything from scratch to prove that possessing an air of calmness allows them to see things from a diverse perspective "C" through understanding what others want "R".

. The path to success is inevitably covered in countless trials and errors.

## 8) Chapter 5: Methodology

The following research conducted by the writer demonstrated the importance of incorporating play, as proposed by Plato, to mitigate learning in a more entertaining and less top-down approach.

Besides, residing in this prominently technological salient era, having IT skills, not referring to the terminology in an ICT textbook, but rather the skills in developing simple computer games or videos, can literally speak on the same channel with students born in the 21st century as they feel the teacher being more approachable and showing understanding.

A stress-free mind is capable of creativity because in regards to utilizing technology in education, readers may recall John Miller, who made use of Minecraft in History to teach kids about the Medieval period where each of them come up with their own unique story.

Minecraft and the Education version of Minecraft are from the Nordic region of Sweden and Finland respectively (Kelion). Joel Levin, one of the creators of MinecraftEd said Minecraft offers students self-directed learning because if teachers can be at the sidelines, they will come up with ingenious things because of intrinsic motivation, just like what happened in Miller's history class with enthusiastic kids surprising their teacher with completed assignments that Miller looked forward to read (Hayward; Jones; Levin). The possibility in Minecraft is endless, so this is why students will return for more positive feedback when there is much to be discovered on Minecraft, the same as how Montessori had dedicated time and effort in deriving age-appropriate materials for children to learn through physical activities (Cotter; Dewey; HMS Administrator; "Is Montessori"; Levin; "Maria"; Maunz; "What is Montessori").

The writer could not agree more how utilizing technology provides endless creative play in this chapter on how the writer and her students had immense fun learning via the gameplay of Pictionary, and no, it is not merely about drawing because that would be a very mundane gameplay, would it not? However, by deviating from the Einstellung effect, readers will grasp how the writer turned something as **banal** as a Pictionary into something that both the teacher and students could have equal entertainment and countless belly laughs as both parties scrutinized and learnt from each other's work.

Previously, readers have learnt about the reason why Kuroyanagi wrote her memoir to describe the fun she had experienced at トモ工学園 [Tomoe Gakuen] is that children had

been reluctant to go to school while the reason for the writer to conduct her research was very similar.

Before each tutorial, the question the writer often asks her students is basically "How's it going at school?" But the *only* answer she keeps receiving is nothing other than "boring". Let this sink in because the fact is that when her youngest student studying in grade 2 also cannot stand the boredom at school, something is virtually off in the current school system. How can there be lifelong learning when education literally kills the **inchoate** joy to learn for the sake of learning?

Owing to the coronavirus pandemic, surveys had been conducted online since summer 2021, either orally via video calls for qualitative data or sheer computer input for quantitative data.

The 123 polled students range from elementary grade 2 to high school grade 11 with both female and male participants.

#### **A) Quantitative Findings**

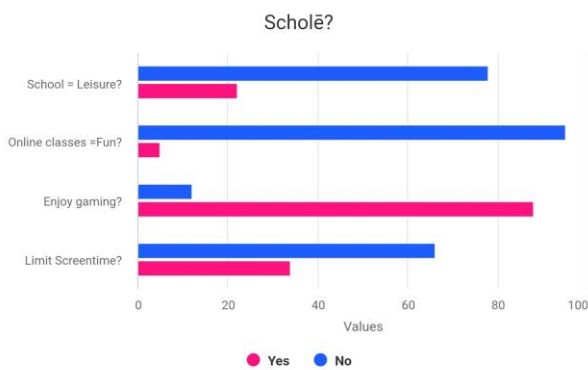
All of them were able to submit the quantitative data via responding to surveys delivered by emails [Figs. 5.1, 5.2, 5.7 & 5.8 ].

As anticipated, none of the polled students knew what the original meaning of school [*scholē*] represents and upon explaining the real definition of school, only 78% of polled students considered school to be a place for leisure with positive feedback on school being a place to meet up with friends and having a variety of events from mini concerts to dress casual day while 22% held opposite views because of strict school rules that came with suffocating responsibilities, not to mention being tasked with heaps of homework and exams. In addition to that, another dreadful point was the undeniable boring lessons and the need to study too many subjects. [Fig. 5.1]. Due to a sizable amount of homework and exams, some students mentioned that it is inevitable that parents are hardwired to limit their child's screen time so as to make them focus on their schoolwork; otherwise, without a good result, their kid may not make it to a prospective university, leading to landing on a lousy job. The debunking of success goals can be read in Chapter 2.

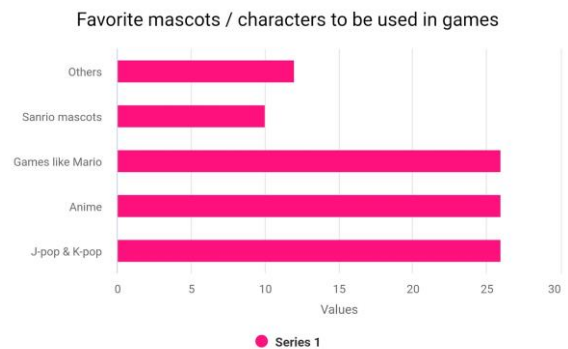
Then, despite the pandemic pushing teachers and students to conduct online lessons, a whopping 95% of the polled students did not consider Zoom classes interesting because apart from the unstable connection, most teachers read from textbooks, in which students deemed it no difference from a regular lesson at school [Fig. 5.1]. What caused the remaining 5% to feel

online lessons fun and engaging was that competitions could be held via Kahoot, an online app where one can customize games in a quiz format that students can compete against one another. The desire to win motivates them to be engaged and attentive in class and students have reported they could remember the words in the game rather than anything recited by the teacher from the textbook.

Besides, the truth is that of all the polled students, 88% enjoyed gaming, whether on a smartphone or gaming consoles because they felt relaxed when games could take away stress accumulated from school [Fig. 5.1]. They also enjoyed playing online games with friends, so it is understandable why they preferred Zoom classes having incorporated gaming elements to ease the tension, rather than listening to the teacher drones on for the majority of the lesson.

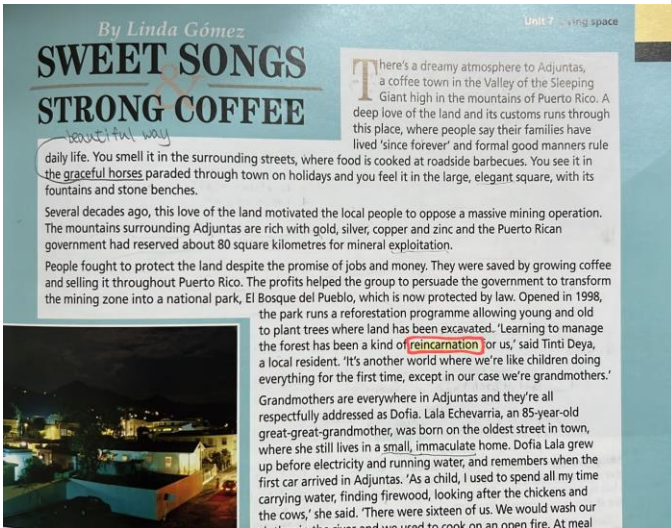


[Fig. 5.1]

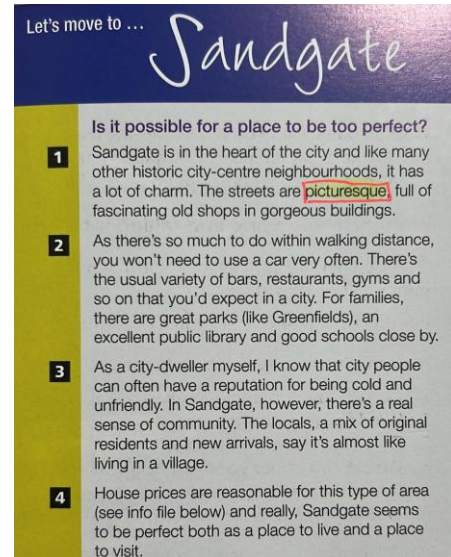


[Fig. 5.2]

Take a regular textbook as an example, how "fun" is it? Will it induce "gaming" in students"? Fat chance. For instance, how effective is teaching "picturesque" or "reincarnation" on a page with no images of breathtaking scenes or a vivid age-appropriate example of a reincarnation moment that students can associate with respectively to truly comprehend what the words mean (Dummett, et al. 87, 89)? [Figs. 5. 3 & 5.4]



[Fig. 5.3]



[Fig. 5.4]

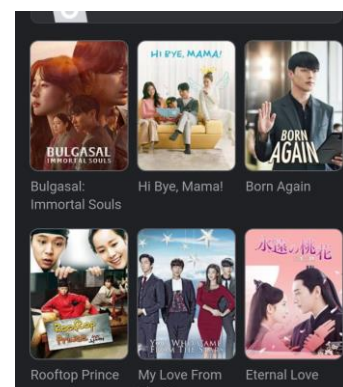
When asked what characters they would prefer adding into a game to help them learn and be engaged, students' preferences include celebrities, characters from animations and games [Fig. 5.2]. Therefore a boring textbook with **vapid** passages that inevitably induce sleep is obviously not making learning interesting, especially when students are indoctrinated to learn ideologies consisting of images of old shriveled people from the past generations (Bushweller; Colagrossi; Garza, 2019b; Hernández; Kraft; "Marty"; NIS Admissions; "Rote"; Song, 2021).

Try to recall Montessori's age-appropriate materials, which means studying obsolete beliefs will not arouse students' interest but rather demotivate them to come back for more positive experience.

This is why project-based learning has a more profound effect on students' motivation in learning when they are given the autonomy to decide how to acquire the new materials, such as "picturesque" and "reincarnation" [Figs. 5.3 & 5.4].



[Fig. 5.5]

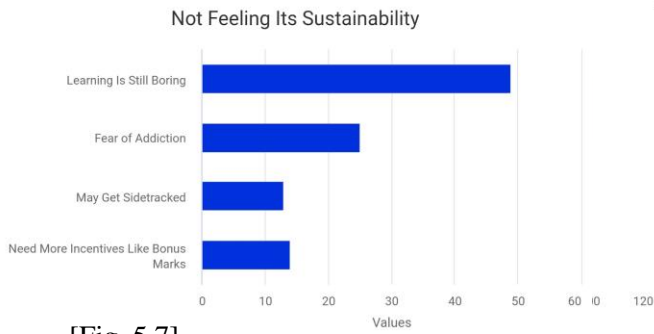


[Fig. 5.6]

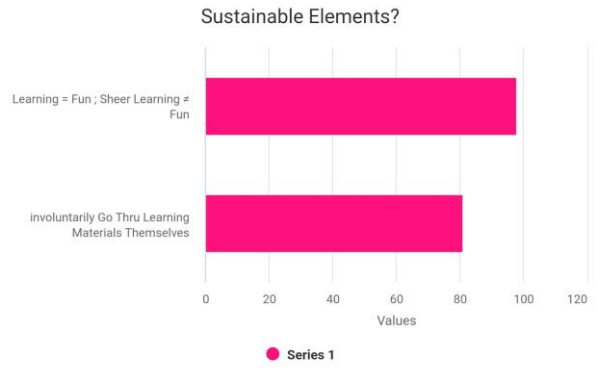
The writer took the liberty of turning those **insipid** words into a short clip by extracting chunks of an episode from an anime to demonstrate what "picturesque" is [Fig. 5.5]. The definition of "reincarnation" can equally be gleaned from the same anime [闘士 星矢 ロストキャンバス; Saint Seiya The Lost Canvas] because even many English YA fantasy novels employ a similar theme to showcase the reincarnation of Greek Gods in humans, such as *The Goddess Test* and *The Immortals* by Aimée Carter and Jordanna Max Brodsky respectively.

Students did report with animated images, they could understand the definition of "picturesque" better despite "reincarnation" did pose a bit of a challenge since not all students were into the anime or Greek God stories; therefore, when asked how would they present the word "reincarnation" if given the autonomy, many who are fanatics of Korean dramas championed the fact that the reincarnation theme is prominent in many Korea drama series and they could definitely make a video incorporating the word with ease [Fig. 5.6]. If students were the ones accountable for their studies, the aforementioned Zeigarnik effect could hardly have surfaced because when they did not consider whatever they were doing to be a dreadful task, there was an unnecessary need to purge the newly acquired vocabulary from memory.

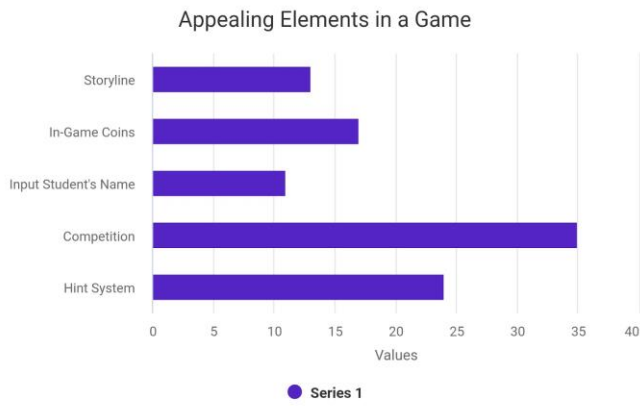
As a result, teachers must be receptive and open enough to welcome what can candidly pique students' interest in learning. Through gleaning from the 2 images xeroxed from a textbook above, a dead boring text published without consulting students' feedback is rock bottom miserable, unlike companies like KiwiCo that create toys fused with STEM elements and equally seek opinions from kids to make changes in their toys to be more kid-friendly ("Is School Slowly"; Lin, S.).



[Fig. 5.7]



[Fig. 5.8]

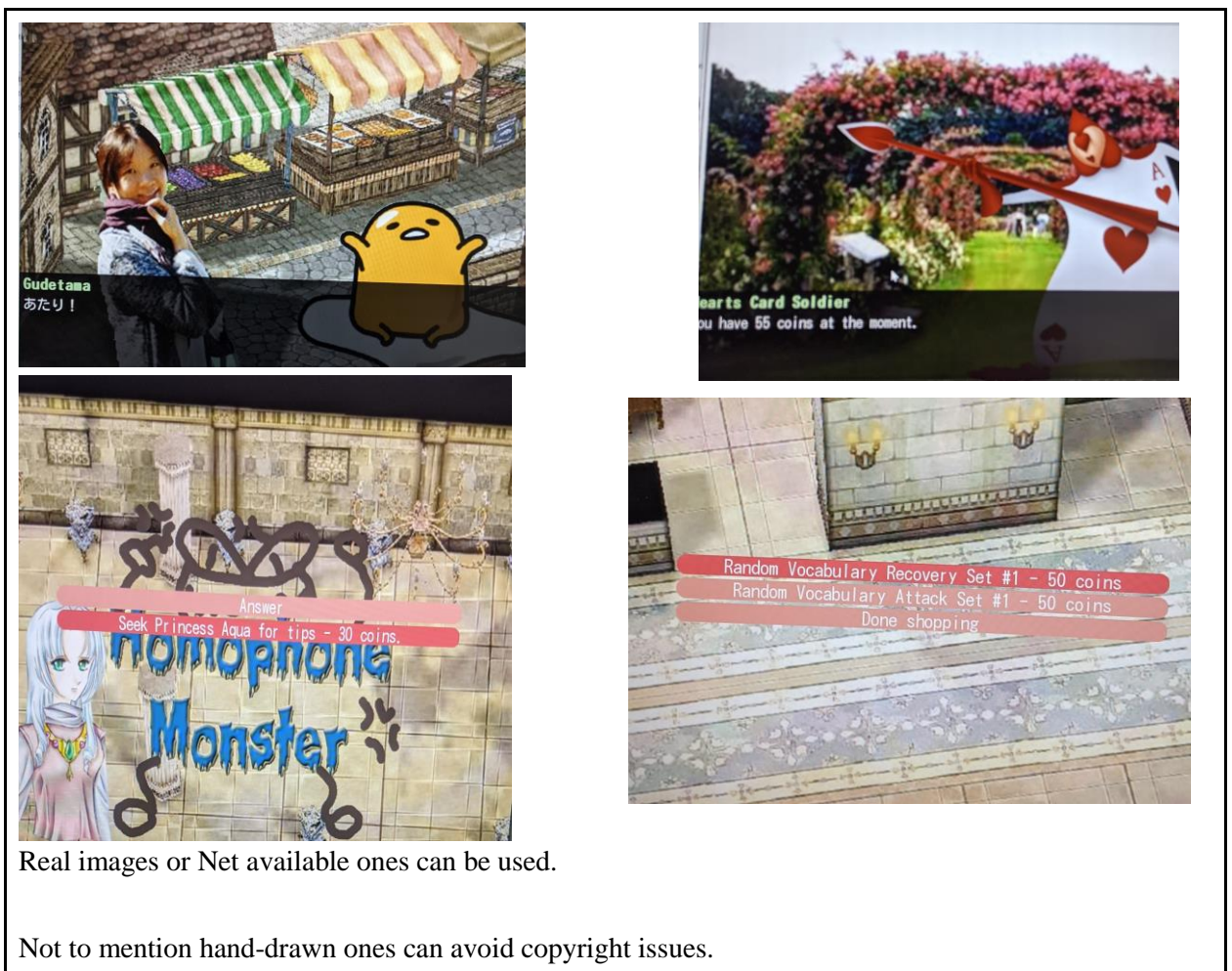


[Fig. 5.9]

## B) Qualitative Findings

As for the qualitative data, there were 2 games in which one could be played by participants at their own pace and provided feedback upon completion in regards to the appealing elements, challenges and how sustainable it is due to student autonomy [Figs 5.7, 5.8 & 5.9].

Unlike mundane school lessons where teachers merely follow what each page has indoctrinated, like "spokes", a certain part of a bicycle, the writer's devised games are infused with either hand drawn original characters or popular characters from animated cartoons [Table 5.0].



Real images or Net available ones can be used.

Not to mention hand-drawn ones can avoid copyright issues.

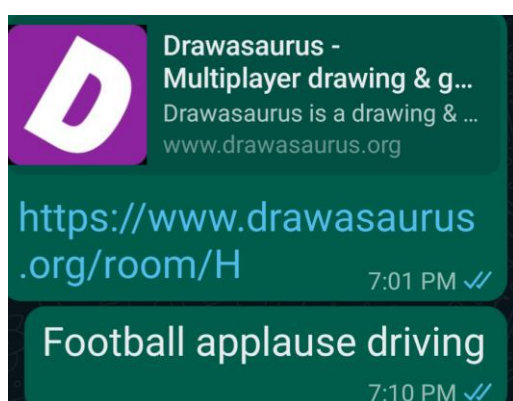
[Table 5.0]



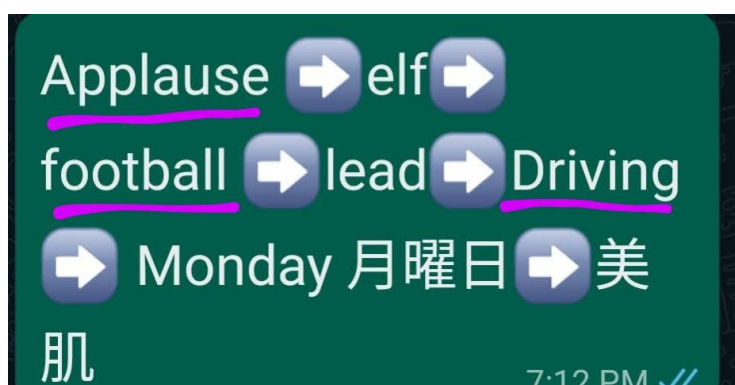
On the other hand, when students were asked to provide feedback on the innovative educational games devised by the writer, most enjoyed a good fight against the monsters in the RPG grammar game while those who struggled to unleash an attack was grateful of the hint system despite some students being reluctant to spend in-game coins to unlock the hints at a certain stage due to the incremental increase in the cost of hints as the level advanced. However, as for the timer, some argued that the time ran out too quickly and gave them a heart attack when they were unable to inflict substantial damage in time [Fig. 5,9 & Table 5.0]. With such important feedback it gave the writer food for thought to speculate the purpose of installing a timer in the game: was it to produce more excitement or had it literally killed joy and motivation?

The other gameplay [Pictionary—a word guessing game through drawing] required the writer's participation as data must be collected during the process of play from summer, 2021 until near the end of 2022 to observe the progress on how by coordinating the mind and physical movements can pique and enhance students' curiosity and creativity by infusing Pictionary with a variety of play modes devised by the writer such as:

- I. *しりとり* [Shiritori]—a Japanese word game where players take turns to use the last letter of each word and form a new word with that specific letter. For instance, if it were to be played in English, out of 6 words obtained from playing Pictionary, students had the autonomy to pick 3 words from the list and play *しりとり* [Shiritori] with the writer by using their selected word choice [Fig. 5.10]. If words like "football", "applause" and "driving" were chosen, both the student and writer took turns to use the last letter from each word to form new words until the chosen words were used up [Fig. 5.11].



[Fig. 5.10]



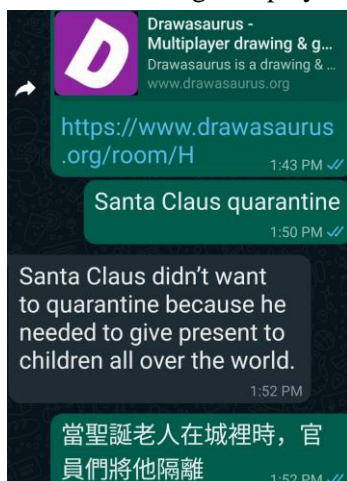
[5.11] Driving [English]→Getsuyoubi=月曜日

[Japanese meaning Monday]→Bihada=美肌

[Japanese meaning pretty skin]

To further enhance students' cognitive skills, as proposed by Sanjay Gupta in terms of being bilingual or multilingual, the writer suggested to students that they were welcomed to

utilize languages apart from English [e.g. Mandarin Chinese and Japanese] in *しりとり* to tap into vocabulary words of another language that may have fallen into **desuetude** to strengthen network pathways in the brain (Gupta, 2022a; Press Office; Thomson, 2022b). [Fig. 5.11] Besides, occasionally, by using random words obtained from Pictionary, students were asked to translate sentences from one language back to English to have a variety of activities to train the adaptability of the brain but always resort to Pictionary for a random word choice so students got to play and have fun before undergoing a task [Fig. 5.12].



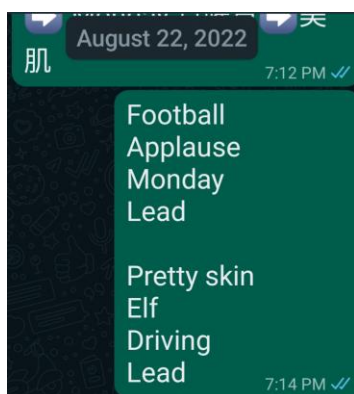
[Fig. 5.12]

]←student's word choice from the Pictionary gameplay

]←student's writing with the incorporation of the chosen words

]←writer to student's challenge in translating the chosen words in a sentence.

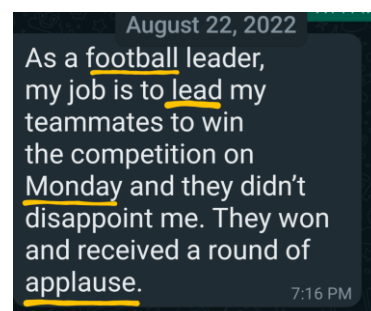
Then, to prolong students' curiosity and creativity, the words generated from *しりとり* [Shiritori] were divided up evenly between the writer and student by first bestowing students the autonomy to pick words they were confident in using and both the writer and student each had to come up with an independent writing with the batch of words [Figs 5.11, 5.13 & 5.14].



[Fig. 5.13]

]←student's chosen words  
[from Fig. 5.11] to use in a writing

]←writer's batch of the remaining words  
[from Fig. 5.11]

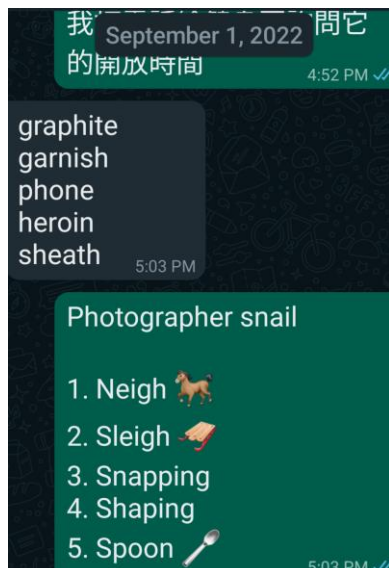
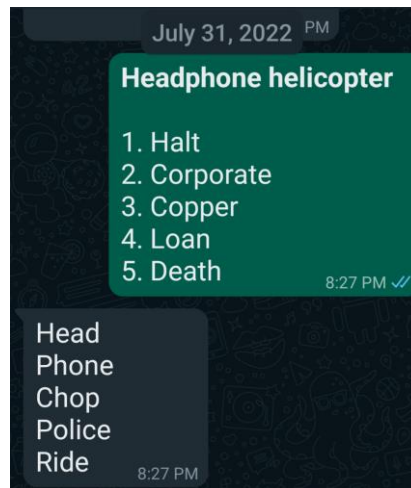


[Fig. 5.14] Student's creative writing of chosen words [from Fig. 5.13]

- II. Word Scavenger—again, out of the 6 words obtained from playing Pictionary, students had the autonomy to pick 2 words from the list and play Scavenger Word Hunt where they needed to separate the letters in both words and rearrange them in however order they wanted to form 5 new words with each one at least 4 or more letters long [Figs. 5.15 & 5.16].

[Fig. 5.15]

Photographer and snail were student's chosen words to play Word Scavenger: Top 5 words were generated by students while the bottom 5 were from the writer



[Fig. 5.16] Headphone and helicopter were student's chosen words with the top 5 created by the writer while the bottom 5 were student's.

- III. Storytelling—this is by far the most challenging but rewarding and excitingly fun gameplay where upon entering the Pictionary room, students had to start off with a story using the first word they had chosen by drawing and speaking orally without spilling the beans and then the writer would continue the story in the second round with her chosen word, again, through drawing and storytelling simultaneously until the completion of all the rounds.

### C) Unfortunate Hinderance

Unfortunately, due to the long process of student contribution and the follow-up procedures by the writer, only about 33% of the 123 polled students could offer sustainable qualitative data.

Initially, 54% of the 33% participants [Group C] were not familiar with this avant garde learning style where they considered they had been given too much freedom and they were clueless as to how to choose 2 words and 3 words out of the 6 obtained from Pictionary to play *しりとり* [Shiritori] and Word Scavenger respectively. Thereupon by conducting this research, it revealed a major issue circulating in the current education system in Asia where teachers hardly hand over the baton to students to let them decide how to be accountable for their own learning, leading to the inability to "know thyself". Consequently, students generally opted for tougher word choice with fewer vowels and ended up struggling in the Word Scavenger gameplay because they could not form new words with the separated letters. It basically took them at least 3 months to truly enjoy the freedom granted to them and started making progress in their creative ideas and storytelling skills when they were confident enough to let their muse run wild.

This is exactly what John Dewey had described how utter compliance refrained students from tackling a foreign situation without guidance (Dewey; "Ready"; "This", 2018). It did appear ridiculous when initially asking students [Group C] to randomly pick 3 words of their preference from the 6 obtained on Pictionary [note here: randomly not fixated] , some literally seeked the writer's affirmation if they had opted for the ones aligning with the writer's.

In fact, the writer had nothing in mind because she was waiting for each student to trigger their curiosity and creativity to bloom so the writer would not interfere much unless students, especially Group C lagging in the "knowing thyself" department, had handicapped their ability by being too rigid.

Besides, the aforementioned Sato Fujiwara from the Learning Creator's Lab in Japan also echoes that when students are so used to being instructed what to do and what not to in a classroom, like on autopilot, they will wait for the teacher's answer instead of supplying one that may not be what the teacher is looking for (Tyre). Hence, the same situation that the writer had encountered in her research when the 54% of students were stuck because of an inability to give themselves the green light to pick *any* 3 words of their choice.

On the other hand, those who were more advanced learners—32% [Group B] and 15% [Group A] with the former who took about 2 sessions and the latter who simply encountered no trouble at all to be fully immersed in the highly autonomic and random learning style through gaming.

Overall, more than 99% of students who had played Pictionary and carried out the writing tasks all championed the randomness from Word Scavenger and しりとり[Shiritori] kept them coming up with new ways of utilizing the obtained words and they did enjoy the fact that randomness stimulated their brain to think more. The remaining 0.7% claimed that their school lessons, homework and tests were already so boring and dreadful to the point that they had no mood in trying out anything that had the slightest hinting of learning in it. They preferred resuming their genuine interests in either drawing anime characters, playing online games for fun but not for learning or watching anime for relaxation and entertainment.

It is no wonder why tragic occurs when the academia is not receptive to fathom the fact that school, Scholē, was initially a fun and relaxing place for learners to meet up, have discussion and argue for the truth, but not rote learning dead flat thoughts without a tinge of randomness to stimulate brain networks to foster cognitive functions (Swantes, 2022b) [Appendix 2. especially Table A2].

When the following questions were asked to those more than 99% students who enjoyed the randomness that kept them coming back

"Doesn't school stuff equally require you to think?"

" Why are you more engaged with my tasks?"

Students had the following feedback and it could be a revelation as to why the current school system is a downright big no-no in making students thrive in the 21st century:

- It's a game.
- I can still remember the words I drew / used in my writing.
- Not sheer memorization.
- Not confined by rigid rules that restrain my thinking.

- I can follow my heart to create whatever I want.
- If there's play, I can apply school vocab more easily and easier.
- Do you even have to ask? Of course play makes me recall materials more effectively!

A couple of students who gave the writer the last comment were annoyed that the writer because apparently she was dumb enough not to know playing games was a much better way to learn. The writer literally burst out laughing when the polled students had eventually released their pent up anger towards the current problematic school system that traditional teachers are unfortunately too old and unreceptive to feel the need to change.

#### **D) Key Takeaways**

In a nutshell, the above findings were similar to what

- I. Plato suggested play as a mitigation to make learning less tedious, and it had equally made the writer feel that teaching was less top-down and less textbookish so she could enjoy as much as her students.
  
- II. Fröbel suggested to learn through trial and error so despite taking at least 3 months for students in Group C to come to their senses that it was okay to let go of any rigidity in learning, it was better late than never to ultimately see them being their true self and carefree so more ideas could flower.
  
- III. Montessori suggested stimulating the 5 senses with movements and it was intriguing to see how students turn their struggle to the determination to continue with the game, whether Word Scavenger or storytelling while drawing a specific word because of the entertainment that none of them could obtain at school. They did not want to forfeit the once in a blue moon chance to play and learn for learning's sake.
  
- IV. Escalante suggested that teachers fight the same battle as students to make them feel humanistic. The writer contributed as much fun in the game as students and also gleaned substantial insights on how games had inspired students who could come up with awe-inspiring ideas that on several occasions blew her mind off [Appendix 3B.].

- V. Henry Wadsworth Longfellow mentioned how success should not be based on numbers and figures. Neither the writer nor participants felt successful winning all the total number of turns taken place in the game but rather, both parties achieved more success through the way each one could cohesively incorporate the chosen word to continue the storytelling on Pictionary. Similar to guru Sadhguru who illustrates how everything is not about winning but enjoying the experience and process because this is the privilege of being a human, unlike some inhumanistic leaders and **sophists** who only think of making others suffer [Appendix 1B. 1D. 4. 5. 6. 7A. 7C. 7G. 8. & 9.].

In conclusion, the benefits derived from this research were far beyond merely piquing students' interest in learning with technology because being engaged ignited not only their curiosity and creativity but the teacher's as well. It is a win-win situation for both parties when everyone was on the same channel of equally having fun and exploring all possible options in a random unknown setting, so without any standardized structures or formats, students could brainstorm ideas beyond the four walls, just as how by demolishing all physical walls in Sweden's Vittra School and Ørestad Gymnasium in Denmark has allowed students more freedom and physical movements for more intuition and creativity to tackle real-life problems.

Besides, being impromptu and random amplified the development of the train of thoughts for both the learner and mentor, as well as the discussion and storytelling skills as both sides had to convey a clear message so the other person could carry on with the gameplay (Swantes, 2022b). This is something which both the writer and her students could not agree more and because of the positive feedback, they could never have enough of it but were always pining for more. Hence, with various aspects of play that stimulates brain power in a motivating and enjoyable environment, play provides discovery and exploration, and a direct channel for the expression of emotions (Camargos). The academia had better stop spoon-feeding kids without bestowing them the autonomy to be accountable to their learning per se because once they are so used to being fed like caged animals, they will be overly dependent and lack the skills to be self-sufficient and creativity will soon be long gone. Resulting in excessively trusting authoritative figures, whether the government or teachers, and not to mention AI without questioning is a peril move [Appendix 4., 5., 6., 7. & 9.].

## 9) Chapter 6: Conclusion

To sum up, this dissertation is to dawn on those who are derisive in locating the root of all problems—technology is not the culprit that causes cognitive decline in students but unthinking people who indulge in groupthink, an echo chamber and the Einstellung effect by being a **sycophant** who **truckle** to the higher power, losing oneself in the process, just as how AI algorithms manipulate those who do not give any thoughts to the preassembled data on their gadgets.

Besides, the damage in climate change weighs more than adults' faulty judgement in technology because not only does it bring forth climate anxiety in the young but also accelerates doomsday with a disruption in the ecosystem with the disappearance of trees due to wildfires, displaying the fact that without addressing the issue of endless investing in crude oil, each nation is merely adhering to "old and dirty" ways of doing things that retard change and proliferate pollution to no end (Steffen 163). And at the same time, aggravating students' motivation to attend classes when breathing is downright labor.

Without fresh air but primarily stale air clogging the lungs, who will seriously want to do anything, let alone studying?

This will only erode a child's faith in **bumptious** adults who **bloviate** there are still millions of years before the annihilation of the entire human race.

Owing to a tissue of lies that lobbied politicians tend to **equivocate** by assuming the cost is astronomical, not until each nation eventually comes to an epiphany that the damage caused by global warming has, in fact, inflicted a greater financial damage, it will unfortunately be too late to introduce any drastic measures (Steffen 163; "The Biggest").

The same reluctance in regards to seeking out greener energy can be applied to the stagnancy in education because without reimagining old teaching pedagogies from the past, imposing rote learning as the way to accomplish an assessment is highly detrimental. Upon reading the paper, hardly anyone can deny the fact that play is the mitigation to learning something **bromide**. Obviously, play in the 21st century is obviously referring to advanced technology.

To be succinct, technology is something everyone will become reliant eventually, from doing research to sending emails and from livestreaming to engaging in VR sports; the possibilities are endless only on the condition that people stop being narrow-minded in demeaning



technology being addictive when the inconvenient truth is that gambling, drinking and drug abuse are rather **virulently** addictive due to the inability to make sane decisions.

According to American activist Elizabeth Cady Stanton, "the moment we begin to fear the opinions of others and hesitate to tell the truth that is in us, life no longer flows into our souls".

As a result, take the first step to make changes that are inclusive and inspiring to the young.

## 10) Appendix

### Extra Evidence to Support the Main Paper

#### 1. Climate Crisis (Part 1)

##### 1A. Climate Anxiety Eroding Faith in the Young

When priority is given to high-stakes testing, have any adults given the slightest thought on the following issue: "What good would it do to get an A in Science or Geography but not knowing the practical way to truly reduce carbon footprints?" When the future of Gen Z is at stake, will children still have faith in those adults who have literally left the mess from the Industrial Revolution from the 1700s for these young people to deal with without taking accountability but allowing businesses like the coal-burning industries to continuously hijack children's future to generate profits by exploiting their rights and at the expense of the already aggravating environment?

King Philip had already foreseen the deteriorating climate crisis back in 1969 so he late Queen warned leaders at COP26 to put words into actions and achieve true statesmanship by showing genuineness towards the future generations and as US author Alex Steffen puts it: be "good ancestors" who should cease with anymore empty talks and sheer bluffs (Mills; Steffen 98, 106, 191, 194).

According to Sarah Ray, who studies climate anxiety at Humboldt State University in Arcata, says that

climate change is a real dimension into Gen Z's mental-health problems (Browne; Gupta, 2022d; Harrabin; Ray; Thompson, 2021). As a result, instead of spoon-feeding students dead flat thoughts at school, is it not better to bestow them with survival and self-sufficient skills like gardening, cooking, sewing and building a shelter when global warming pushes everything into **exiguous** resources (日テレ; Nilsen; Simon, M., 2022d; "Survival Gardening"; "Water Supply"; UNICEF; Wing)?

Besides, Thomas Jefferson, the third US president said that "agriculture is the wisest pursuit, because it will in the end contribute most to real wealth, good morals, and happiness", which does ring true based on the current ordeal when there is food crisis attributing to both climate change and the self-interests of egotistical leaders, ranging from shelling a nextdoor neighbor

to raiding pristine lands under a blatant **machination** [Appendix 1D., 4A. & 7.], the future generations had better harness the life skill of local vegetation with energy saving hydroponics (Cirino; Derryberry, et al.; 日テレ; "Survival Gardening"; "Why Birds"; "Woven City").

In a nutshell, one should start contemplating how sitting in a classroom memorizing facts can genuinely provide students with hands-on learning experience according to Rousseau, Fröbel and Montessori to foster the necessary skills to survive in the future.

In an era of escalating climate chaos, including but not limited to heatwaves, wildfires, tornadoes, droughts and floods, the obligation to cope with it has never been more pressing ("Air Pollution"; Crouch; Guterres; Kaiser; Lafrank; Marizco; Milan; Nilsen; ロイター; Simon, M., 2022b; Steffen 73, 194; Temple; "Water Supply").

### **1B. Welcome to Planet Earth, Sophists Who Never Knew Venus**

Kevin Anderson from the Tyndall Research Center warns that an increase of 2 degrees in temperature is not just dangerous but extremely catastrophic, utterly debunking those 1,100 **sophists** disguised as scientists and professionals below (Steffen 62, 65, 69, 94; Stein).

Along the same lines, both "Nobel of the Environment"—Tyler Prize winner, Sir Andy Haines and the 56th New York Governor Andrew Cuomo highlight the fact that "Extreme weather is a reality" and "Anyone [particularly the 1,100 **sophists** below] who says there is not a dramatic change in weather patterns is denying reality" because climate change has negative effects on human health that is likely to affect the spread of illness and disease across the world, as well as inflicting hunger and mortality in many countries ("Air Pollution"; Anderson and Stoddard; Braun, et al.; Carlin; Carroll; Chamarro; Grove, 2022b; Kaiser; Kraemer; Lal; Pandey; Rice; "Russian Ministry"; Sample; Simon, M., 2022b; Steffen 58, 65; 76, 98, 106; Stein; Temple; Weiss).

Truth be told, the reality is that Superstorm Sandy triggered a 13.9 feet high tidal wave over the waterfront in Lower Manhattan on October 29, 2012, annihilated more than 100 Americans and devastated tens of thousands of people going with neither a home nor power: forewarning Sandy is merely the onset of more unprecedented storms, droughts floods and wildfires down the road (Steffen 43, 47, 50).

On the contrary, according to the Socratic rational inquiry approach, there must be pseudo scientists or **sophists** with **spurious** claims and **exiguous** evidence upholding the opposite end of the story, such as: "There is no climate emergency" because these 1,100 scientists and professionals are highly demonstrating hands-on experience on groupthink, claiming that climate activists being naive to consider an increase in temperature can cause harm (Stein). Sir Andy also says that his appeals for the academics to rethink their approach on carbon emissions fell on deaf ears because they have failed in what the late Queen recommended to them to rise above politics so as to demonstrate true statesmanship to care for the future generations as a "good ancestor" (Beres; Grove, 2022b; Mills; Steffen 194).

In addition, the 1,100 scientists and professionals even spill forth that CO<sub>2</sub> is a necessary component for a greener planet. Had they visited Alaska and witnessed a stand of white spruce trees, they would have derived at a dire conclusion that this is bad news because the supposedly cold and fierce arctic wind does not favor trees, which means this causes problems in further warming the area (テレ朝; Klein; Luo; Simon, M., 2022b; Simon, M., 2022c; Zuo).

Biologist and ecologist, Roman Dial, explains this phenomenon is termed "Arctic Greening" because the Arctic has warmed up 4 times faster than the rest of the planet (Simon, M., 2022b; Simon, M., 2022c). The reason behind is that normally the pristine whiteness of snow reflects the sun's energy back into space but an increase in temperature speeds up the melting of the ice and sprucing trees that are darker, which Scott Goetz, another ecologist, says they absorb a lot more heat; thereupon warming the area (Simon, M., 2022b).

This has inevitably led to more vegetation marching to the north and those 1,100 scientists may argue in a **puerile** way claiming that "increase in temperature is not harmful for us or for nature and therefore the climate hysteria surrounding the topic is totally unjustified" because their spurious argument is that plants can grow in the Arctic thanks to CO<sub>2</sub>, which is good for the ecosystem, "favorable for nature, and for greening the planet" (Stein).

Notwithstanding, with Arctic ice melting, it accelerates the release of CO<sub>2</sub> and methane initially trapped in the frozen ice; hence, leading to more warming areas spiral out of control (Steffen 76).

In addition, little do these so-called scientists seem to comprehend the fact that an increase in temperature, accelerating the ubiquitous wildfires, as well as droughts, has been endangering the world's forests since 1970, which will threaten entire ecosystems—a warning to humanity because trees form the supportive base for the whole web of life around them

(Koumoundouros). To put it simply: disrupting the ecosystem is far greater than the entire human economy (Steffen 83).

Not only are the habitats of local animals affected, but humans who primarily depend on forests for food and medicine will have a devastated impact on their livelihood (Koumoundouros). Malin Rivers, a conservation biologist from Botanic Gardens Conservation International warns that if trees are not taken care of, the extinction of animals, birds and insects will follow because losing diversity makes the whole jumble of living connections more vulnerable and the culprits, homo sapiens, will follow suit soon after (Cirino; Derryberry, et al.; Edwards; Koumoundouros; 曰テレ; "Why Birds").

Take Easter Island as a hands-on example: it was once a pristine tropical island but according to eminent Australian scientist Professor Frank Fenner, he said overpopulation on Easter Island drove resources to scarcity, then with the forests all wiped out, tree animals became extinct, and by mid-19th century, civilization had virtually disappeared (Edwards; Steffen 145).

Not surprisingly, if cramming textbook materials will generate these 1,100 **sophists** disguised as self-proclaimed scientists and professionals with neither common sense nor alertness on the surrounding environment, it is not an understatement to say Gen Z has lost faith in adults who are "The Boy Who Cried Wolf".

### **1C. Really 100 Seconds Before Midnight?**

Furthermore, according to Roman Dial, arctic greening not only causes an increase in temperature, but also it leads to the deterioration of the fertility in two of the most important species that assist homo sapiens in the pollination process so as to ensure people, including **sophists**, have enough food to consume (Cirino; Derryberry, et al.; 曰テレ; Weston; "Why Birds").

Based on the researchers from Indiana University Bloomington and University of Tennessee Knoxville, they examined how the chemical reaction between heat and behavior can affect physiology (Derryberry, et al.). It is found that heat affects the generation of dopamine, the feel happy hormones, in the brain of avians, which contributes to a decline in song production in male birds, resulting in the inability to reproduce because the less the males sing, the more difficult it is to draw the attention of female birds. This constitutes to a population decline in avians (Cirino; Derryberry, et al.; 曰テレ; "Why Birds").

As a matter of fact, heatwave has equally weakened the fertility of bees and significantly decreased in honey production due to food shortage [nectar in flowers] (日テレ; Weston). If homo sapiens will result in heat stroke or dehydration because of extreme heat, why can they not comprehend the fact that the same outcome can fall upon one of the most important species to sustain the ecosystem?

Failure in protecting those species, the Intergovernmental Science-Policy Platform on Biodiversity and Ecosystem Services [IPBES], an international conservation task force, sends out a caveat that the global food supply could be decimated (Cirino; Edwards; Koumoundouros). Not until homo sapiens tap into urban gardening to achieve self-sufficiency and reduce carbon footprints will there be light at the end of the tunnel (日テレ; Simon, M., 2022d; "Survival Gardening"; Wing).

Moreover, the environmental issues created by a certain someone's **machinations** [Appendix 7.] can definitely not be overlooked (Malosse). Despite Japan not being **bamboozled** into the insidious **skulduggery**, still, pollution contributed to global warming has affected Japan's *wasabi* production, so will cultural foods from different countries start disappearing from dining tables owing to the fact that lobbied and **venal** politicians, along with the 1,100 **sophists** disguised as inept scientists and professionals whose **spurious** and **exiguous** one-page summary is unfortunately **apocryphal** (Beres; ロイター; Stein).

Probably not until they suddenly realize there is no honey to make a lemonade or barbecue sauce will they ultimately come to their senses but too late to do anything when multiple decades have gone down the drain (Kadlec; Lewis, 2020; 日テレ; ロイター; Temple).

Recalling the aforementioned Australian scientist, Professor Frank Fenner, he has raised people's awareness on how overpopulation, human destruction in nature and climate change all escalate the extinction of homo sapiens in no time [were those 1,100 **sophists** listening?] because of a disruption in the ecosystem from trees to insects and animals, including birds, then aggravating in lightning speed to bid farewell to all humanity which should cause the last organism that is grasping at straws to erupt in 3 cheers of hip hip hooray (Edwards; Koumoundouros). With the culprits gone, life thrives again.

Equivalently on the same channel was Jonas Salk, American virologist and inventor of the vaccines for polio; he warned that if all insects were to disappear from the Earth, all life on Earth would end within 50 years; on the other hand, if humans were gone, all forms of life would flourish, and Salk was not wrong when he said it in the 1900s. Because of human activities, they have inflicted substantial harm on the ecosystem, just as how Harari describes

the price of building a dam for human convenience will cause inevitable harm to nature, but egoistic humans are too blind to see it until one day when the food chain has been so disrupted to the point that humans may start engaging in cannibalism ("Do Schools"; "Peter Singer"; "Slavoj Žižek").

### **1D. Be warned: Three Profound Boomers Trashing Youngsters' Future**

I Bumptious Boomer Bully Selling Crude Oil, Shelling on Sunflower, Shattering Nature and Scorning Youngsters [Highly Inadequate to Be a Leader]

And

II. Bumptious Boomer Bluffer Bragging Not to Build Coal Plants, but Bloviating to produce as much coal and Blaming others for his own mistakes [Highly Inadequate to Be a Leader]

And

III. Bumptious Boomer Bully Bolster Buttering up Bully and Burking Protestors Who Probe into Bolster's Wrongdoings [Highly Inadequate to Be a Leader]

To highlight Rousseau's naturalistic learning, how can students of this century enjoy the benefits of nature to improve their well-being, when, if readers still recall, there have been at least four Baby Boomers [2 of them from Table 1.6 in *Actions Speak Louder Than Words & 1* from the subsequent Tables A1.0, A1.1 & A1.2 highlighting how Boomer Bluffer violated Grice's Maxims of communications in regards to the climate crisis].

Leaders who failed to prioritize climate change as a pressing issue to be urgently addressed when all they have done was pathologizing Thunberg and building coal power plants like there is no tomorrow, utterly eroding any remaining ounce of trust in the young with one of them even as-a-matter-of-factly criticizing her for being "poorly informed" without elaborating on his accusation by justifying it; hence [Appendix 4A] [To reiterate: Highly Inadequate to Be a Leader] (Anderson and Stoddard; Conte; "Enemy"; Kraemer; Standart; Stanway; Wang).

The question is: *Who* was seriously being the one misinformed about the severe climate change? Had this frivolous Boomer used the same **acrid** tone and attitude towards himself, he might have noticed there is an alarming gap between his increasing power and his **puerility**, as well as, his pathetic knowledge of not catching up with whatever is going on around him. This further devalues his ability as the leader of his country (Browser; Faulder; Glaveski; "Hacking Humans"; Inagaki; Oberlin; "Peter Singer"; RFE; Rosalsky; "Slavoj Žižek"; Specia;

"Why Are"). [Jump to 1G. to see how the writer attacks him with nonviolent acts]. Without considering a broader perspective on how his actions impact on the other communities, Boomer Bully obviously lacks wisdom, which can be translated as the ability in seeking to understand others and valuing opinions that are different (Brower; Brown, [Introduction], 2017, 147).

When a leader is not liable, it is easy for him to be considerably unstable and express disproportionately towards a situation, in other words, leaders not holding themselves responsible will brazenly

i. play the ape:

i.a. [the West burnt so much coal in the Industrial Revolution, I shall follow suit] (Brown, 2021) or

i.b. [NATO, "the dangerous creature" would have attacked if you did not take the initiative first] (Motamedi) and

ii. play the blame game:

ii. a. [All foreigners who came to my country polluted my place terribly] (Lin, 2013a) or

ii.b. [the West caused a Bully "reaction" so they are at fault] (Motamedi).

All the above has unfortunately demonstrated the immaturity of a child's play where Boomer Bully and Boomer Bluffer have long been acting as The Emperor with no clothes while their harem of echo chamber of **sycophants**, including amazingly yet another male "Baby" Boomer (#4) [no offense here; readers can delve into the citations provided and initiate a Socratic rational inquiry approach to argue for the truth because the writer is more than happy to take on such a challenge when these pathetic Boomers are highly inept of arguing with a rational mind when their so-called pathetic arguments are downright **turgid** and **exiguous**], are viewed as the vile tailors.

As a result, to reiterate, a leader with moral, empathy, as well as treating and viewing others as humans will not use force or coercion upon one's neighbors under the hypocritical cloak of futile euphemisms for unconscious urges to personal power (Bryant; Schiller and Schuman-Stoler, 2017b; "The Psychology").



**1E. Grice's Maxims Haunting Bluffer:**

In about the 1970s, British philosopher of language, Paul Grice, established four Maxims which are basically principles people intuitively follow in order to guide their communications so as to derive a mutually accepted direction ("Grice's Conversational"; "Grice's Maxims").

More often than not, an educator's goal is to deliver the day's lesson effectively so students can comprehend the conveyed message; however, with leaders, lobbied politicians and **venal sophists** disguised as scientists and professionals unscrupulously flouting all of Grice's maxims, it is literally eroding any remaining faith children have on them when everything is a sham from the engineered coronavirus to the denial of climate change and invalid justification of a war based on an impaired leader's self-interest [Appendix 1., 4., 5., 6., 7. & 9.]. There have been 3 Boomer leaders shamelessly saying and doing contradicting things based on Grice's maxims, including but not limited to bullying a neighbor to "*denarzify*" a *Jewish* person by playing the blame game while the other bluff about not building more coal power plants but built them anyway by playing the ape [Below].

Grice's Maxims	Quality - a lack of truth
<b>What Boomer #3 [<i>The Bluffer</i>] Had Said</b>	Promised to make his country "carbon neutral" by 2060, as well as not building new coal-fired power projects abroad
<b>What Boomer #3 [<i>The Bluffer</i>] Did / Not Do</b>	Constructed at least 60 coal power plants in his backyard, in other words, he had them built in various places of his country.
<b>The Socratic Rational Inquiry Approach</b>	<ol style="list-style-type: none"> <li>1. Does he literally think having coal plants in his own country will produce less carbon emissions than to have them built overseas?</li>   <li>2. Is carrying out this action simply seen as a de facto to disguise his lack of knowledge that half of the coal burned in the world is, in fact, burned in his country?</li> </ol>

[Table A1.0]

(Arora; Berggreen; Brant; Browser; Brown, [Introduction], 2017; 140; Brown, 2021; Cannon; Cummins; Hadeed; Hausfather; Leibs; Mauldin; Oberlin; "Ready"; Sinek; Standaert; Stanway; "This", 2018; Wang)

<p><b>Grice's Maxims</b></p>	<p><b>Quantity</b> - insufficient information</p>
<p><b>What Boomer #3 [The Bluffer] Had Said</b></p>	<p>By definition, <i>insufficient</i> means a lack of concrete content and thereupon he said nothing constructive except the above "Promised to make his country "carbon neutral" by 2060, as well as not building new coal-fired power projects abroad."</p>
<p><b>What Boomer #3 [The Bluffer] Did / Not Do</b></p>	<p>Possessed no concrete solutions on how to achieve the carbon emission goals when Climate Action Tracker, an international group of scientists and policy experts, says the Boomer Bluffer's current actions to meet his said goal are "highly insufficient"</p>
<p><b>The Socratic inquiry approach</b></p>	<p>In the latest generation of climate models "CMIP6", the world will likely exceed 1.5 degrees between 2026 and 2042 while the 2 degrees threshold would be exceeded between 2038 and 2072.</p> <p>Therefore, how <b>puerile</b> does the Boomer think he can achieve "carbon neutral" by 2060 when his newly constructed coal plants will probably be in use for another 40 to 50 years, continuously emitting carbon into the air, way past the cap if he can do simply Mathematics, like adding 40 or 50 years to the current 2022, which results in 2062 and 2072 respectively.</p> <p>Were other leaders at the United Nations General Assembly rather susceptible to Boomer Bluffer's manipulation when they were too quick in giving praise to him bragging about the goals of his country?</p> <p>Were they simply counting Boomer's eggs before they hatch, which gives the Boomer an opportunity to build trust and later use it as a stepping stone to abuse and take advantage of the western leaders?</p> <p>As the saying goes: "all that glitters is not gold", did the leaders, excluding Boomer Bluffer, at the United Nations General Assembly not discover the Boomer practically tweaked in his promise to make it sound pretty in another person's ear so as to nail his manipulation in one blow?</p>

[Table A1.1]

(Arora; Berggreen; Brant; Browser; Brown, [Introduction], 2017; 140; Brown, 2021; Cannon; Cummins; Hadeed; Hausfather; Leibs; Mauldin; Oberlin; "Ready"; Sinek; Standaert; Stanway; "This", 2018; Wang)

Grice's Maxims	Relevance - inappropriate contributions
<b>What Boomer #3 [The Bluffer] Had Said</b>	Through the strategy of discursive evasion to adopt a self-righteous attitude with his victims, Boomer Bluffer explained the rationale behind his <b>skulduggery</b> with the following accusation of "the West did it during the Industrial Revolution, so he had equal rights to burn coal as significant as the West."
<b>What Boomer #3 [The Bluffer] Did / Not Do</b>	It is rather obvious that Boomer Bluffer is playing the victim card, <i>yet again</i> , in regards to air pollution.
<b>The Socratic inquiry approach</b>	<p>Honestly, do readers think Boomer Bluffer possesses any degree of maturity when he shamelessly brag about being the "world leader" by 2049, without realizing he has literally failed in every aspect, namely not treating others with a humanistic approach according to CEO Bob Chapman's major quality in a leader? Besides, educator Escalante supported the same humanistic approach despite not having worked at the top of the totem pole.</p> <p>Not to mention, how does throwing a tantrum and getting stuck in the ludicrous blame rut, yet claiming to be the "world leader", can convince others he is the potential candidate to execute control on the rest of the world by 2049?</p> <p>Is he [as the leader of his country] so impaired to the point he simply cannot tolerate? Does he not fathom the fact that companies and various nationals are backing away from Bluffer primarily due to censorship, false promises, irresponsibility, stubbornness and threats?</p>

[Table A1.2]

("Are You"; Arora; Berggreen; Brant; Browser; Brown, [Introduction], 2017; 140; Brown, 2021; Cannon; Cummins; Fu; Hadeed; Harris; Hausfather; "Is the Mainstream"; "Japan, Fiji"; Leibs; "Lithuania "; Mauldin; Maxwell; Oberlin; O'Donnell and Sytas; "Ready"; Sinek; Standaert; Stanway; "The Psychology"; Sytas; "Taiwan"; "This", 2018; "Why Are")

As a result, as seen from the above fallacies, Boomer Bluffer still has a long way before convincing others he is the potential candidate for a "world leader" when unfortunately he does not even realize what it takes to be a reverend leader. Besides, he had blatantly played the ape being the pot calling the kettle black. It is no rocket science that taking responsibility for one's missteps is a hallmark of maturity, instead of crafting villains into one's story with finger-pointing ("3 Ways"; "Are You"; Brown, [Introduction], 2017, 147; Browser; Oberlin; Sinek).

In addition, the country of Boomer Bully Bolster is in such a chaotic state, on par with authoritative Bluffer and Bully where violence is the number one solution to all situations, one can totally anticipate how revolting Bolster can do to protestors who advocate their long-deprived freedom and resist of having their voice and minds repressed by absurd ideologies that only reflect what the anti-humanistic and archaic-thinking top wants (Berger, M.).

Sad to say but these three **pernicious** Boomer leaders are blatantly telling the young ones: "if you want something, go for it because you can basically Bluff, Bully or Bolster your way with "sincerely evil" intentions to achieve your cravings, just like us, your superior leaders with no accountability because all you can do is simply shift the blame, as easy as that, no hassle whatsoever!" Because "the fault IS in our stars" (Brown, 2021; Lin, 2013a; Motamedi). Evil attracts evil is definitely not an understatement.

#### **1F. Revisiting Those 1,100 Sophists from 1B.**

To feed the general gullible public with more **apocryphal** stories, those 1,100 **sophists** will spill forth spurious claims including but not limited to "getting rid of fossil fuels and replacing them with renewables will be worse than climate change" when they have probably not sniff the stale air in San Joaquin valley, the US or the Krasnoyarsk region in Russia or worse yet, they may be too lazy to utilize technology, a prominent skill necessary to thrive in the 21st century and beyond, to research on the fact that PM2.5 are considered the most common harmful pollutants that are typically emitted while burning wood or fossil fuels, and not to mention the contamination surrounding areas at coal mining sites as well (Carroll; Lal; "Pandey; Russian Ministry"; Stein). If they **bloviated** and deemed that an increase in temperature attributed to pollution caused no harm, would they say the same after residing in San Joaquin valley or the Krasnoyarsk region, and not to mention the toxic air in India to feel if harm that can cause heart, respiratory and neuro-psychological diseases have inflicted onto them when they are so confident in denying the eminent harm caused by the severe climate crisis (Lal; Pandey; "Russian Ministry"; Stein).

#### **1G. Bully, You Highly Misinformed Fool**

According to the research done at the Global Alliance on Health and Pollution, it is said that pollution accounted for one in six deaths in 2019 and the accumulated deaths amounted to 9 million in 2019 (Balakrishnan, et al.; Carlin; Gerbis; Murugesu; "The Truth"). What is more, the fatalities remained unchanged since 2015, meaning Thunberg had been right all along

when she was criticizing the leaders at COP26 in late 2021 for not prioritizing climate change (Balakrishnan, et al.; Carlin; Gerbis; Murugesu).

Besides, the Lancet Planetary Health published and continuously updated its online journal regarding how air pollution, in fact, causes more deaths than war, malaria, tuberculosis, AIDS, and influenza combined (Balakrishnan, et al.; Brink; Carroll; McCarthy; "The Truth"). In addition to that, 100 days into Boomer Bully's strike on Sunflower, the National Oceanic and Atmospheric Administration announced the amount of carbon dioxide in the Earth's atmosphere is now more than 50% higher than pre-industrial times, which will unleash a cascade of weather impacts, ranging from drought and wildfire activity to flooding and tropical storm activity (Nilsen; Rice; Simon, M., 2022b; Steffen; Temple).

Likewise, according to WHO, health threats like stroke, heart disease, lung cancer, lung cancer and respiratory diseases can be attributed to smog hanging over cities and smoke inside the home ("Air Pollution").

In addition to **bumptious** Boomer Bully's self-interests in leeching a neighbor's land to wreck more environmental havoc, he has vilely put everyone's health at risk because according to the Natural Resources Ministry of his country [in which he was probably too busy scheming his assault rather than being humiliated and digesting the report published almost a week before he launched his "special '**malicious**' operation" (Glaveski; "Peter Singer"; "Russian Ministry"; "Slavoj Žižek"). [Appendix 1D. & 4A.]

It says 35 cities and towns in 17 regions have been named to be the country's highest air pollution levels; worse yet, the numbers could have been underreported as expected from an authoritarian regime ("Russian Ministry"). What can one expect from an authoritarian/ totalitarian regime with a leader sinfully violating Grice's maxim of i. Quality—lying about his country's pollution levels, ii. Quantity—castigated Thunberg without elaborating why she is misinformed and Manner—utterly being a pot Calling the kettle black because he IS downright witless not to know the reality. [To reiterate: Highly Inadequate to Be a Leader] Besides, a recent description by former US Marine Trevor Reed, who had been imprisoned due to endangering the *life* and *health* of an officer in Bully's country for nearly 3 years, was undeniably dead on; he commented the country is *sincerely evil* [exact quote] from top, meaning Boomer Bully down to the bottom pawns (Brest; Cole and Vazquez).

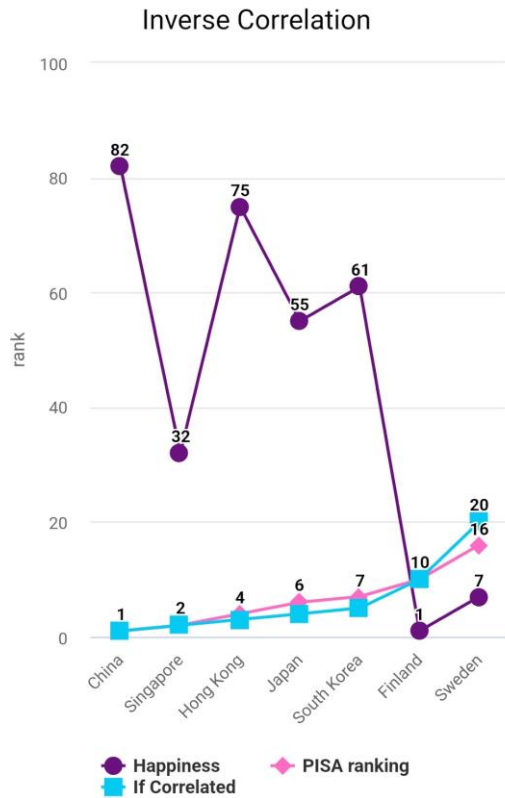
However, rewind and reread: "endangering *life* and *health*", what a laughable matter because with the above evidence, who seriously wants to step foot in Bully's country and be "endangered " by the killer air pollution? In fact, air pollution in Yuzhno-Sakhalinsk,

Sakhalin region in Bully's country is so harmful that meteorologists can declare a "black sky" emergency ("Russian Ministry"). So who is endangering who? Or better yet, "what " is?

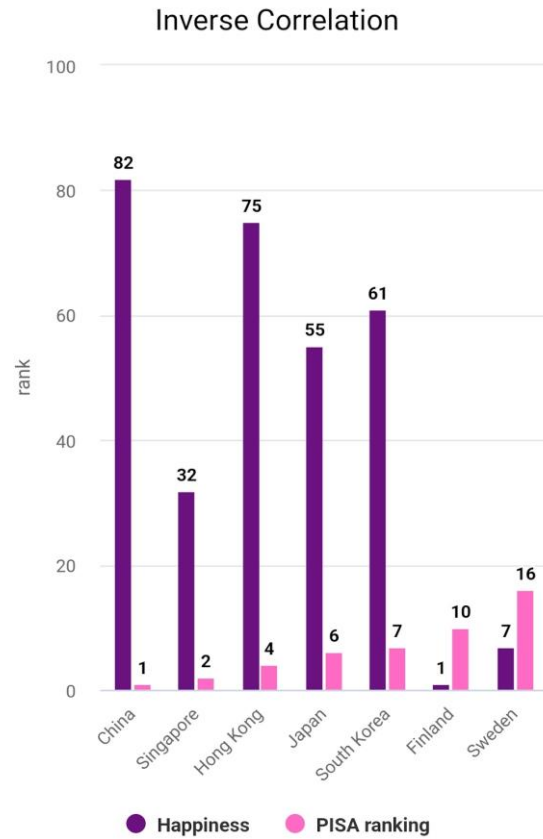
With the above dire findings and 1,100 despicable **sophists** denying the obvious climate crisis right before their eyes, ask oneself the subsequent questions: What is the point of going to school, completing heaps of homework, writing countless tests or even obtaining a few pointless A's only to register the fact that in the blink of an eye, the life and future of Gen Z may be hanging by the thread? When conceited and self-absorbed leaders do not live close to the glaciers to witness the rapid rate of melting ice first hand, but also having enjoyed their life with much luxury, they are probably reluctant to get out of their comfort zone to see how researchers risk their lives collecting samples from the snow to investigate the increase in CO2 emissions (Klein; "Energy Trailblazers"). In addition to the difficulties in collecting data when the glacier is melting, ruining the equipment (Klein).

It is undeniable that planet Earth is obviously walking the road down the **perdition** if people keep making up excuses like there are millions or even, a billion years before Earth becomes inhabitable. Though, who knows if prolonged negligence [with Boomer Bully going on berserk mode with his neighbor Sunflower, oblivious to the energy crisis, turning fertile land to arable waste] will in fact hasten the boiling hot process of CO2 [because countries have doubled down on fossil fuels, oil and gas nonstop] (Guterres; Rezvani).

## 2. High-stakes testing



[Fig. A2a]



[Fig. A2b]

The graphs are showing the exact results of

High Grades [numbers & figures]  $\neq$  Happiness, as seen in the 2017 survey conducted by OECD.

The Y-axis is the PISA ranking of 2018, indicated by the purple line [Figure A2a] or bar [Figure A2b] while the X-axis refers to the World Happiness ranking in 2022, indicated by the pink line or bar, showing the inverse correlation that ranking top in PISA does not display equal ranking in happiness, which is indicated by the light blue line if happiness had been correlated to high ranking.

## 2A. China—Hong Kong

For instance, there is the 6-hour "高考" [*The National College Entrance Examination*] in China where ambulances will cease their siren and construction sites are halted to create a favorable environment for students at the exam hall while in Hong Kong, Primary 3 and Form 6 [*equivalent to grade 12*] students need to complete the Territory-wide System Assessment [TSA] and the Diploma of Secondary Education [DSE] respectively (Ash; Ding, et al.; かいし; Lam, 2016; Renton; Salaky).

## 2B. Japan—Korea

As for Japan, the coined term "受験地獄" [examination hell] refers to "高校入試" [*High School Entrance Exam*] and "大学入試センター試験" [*The National Center Test for University Admissions*], which will determine the trajectory path of 9th graders and 12th graders in regards to their perspective high school and university respectively, not to mention "대학수학능력시험" [*The College Scholastic Ability Test*] in South Korea is where students sit for an eight-hour grueling exam that can rival China's ("Getting into"; "High School"; Huang, 2017a; かいし; Kittaka; Renton; Salaky; "South Korean"; Tyre).

## 2C. UK—US

Now, travel to the opposite side of the globe, UK students in Year 2 and Year 6 will write the standardized assessment tests [*SAT, but not to be confused with the SAT—Scholastic Aptitude Test—in the US*] while in the US, The "No Child Left Behind" Act [*NCLB*] mandates grade 3 to 8 students to complete reading and Mathematics tests ("How to"; Lam, 2016; Salaky). However, with at least 5% dropout rate of high school students, it defeats the purpose of establishing the NCLB Act as the name is hardly fulfilled ("Dropout Rates"; "How to"). Here, again, readers are bombarded by the word: dropouts; does it not feel like a *deja vu*? If readers still recall the previous chapter under the section "The Reevaluation of Success Goals", the major reason behind why conducting high-stakes testings is doing more harm than good is that to many students, not only is school stuff highly irrelevant to their lives [*sine cosine & tangent, eh?*], but also with ineffective teaching results in mental health issues—stress and anxiety; hence, resulting in the dropouts in order to pursue one's preference ("Dropout Rates"; Fannin; "How to"; Learning Liftoff; Leskin; Lhatoo; "We Have").



While in regards to SAT [*The Scholastic Aptitude Test*] in the US, the globally recognized college admission test has been around since 1926 to test students' intelligence for college and higher education admission. Nonetheless, try to recall Albert Einstein's on how knowledge is limited so he valued imagination more.

## 2D. Preparing for High-Stakes Testing is Not a Paradise but Perdition

Certain undesirable outcomes were resulted as follows in the table below, which is unfortunately only a tip of the iceberg if issues arising from those who are at stake turn into prolonged oblivion:

DATE	INCIDENT
November 2, 1853	A student shot and killed the schoolmaster for excessively punishing his brother the day before ("History").
June 4, 1936	A student shot a university instructor because of his refusal to change the student's paper to a passing grade ("History").
15 April 1989 – 4 June 1989	Tanks and military troops were ordered to kill hundreds of thousands of activists who were primarily students leading demonstrations from 400 cities to raise awareness on human rights, political corruption, nepotism, as well as a lack of freedom and accountability ("1986"; "1989"; Hernández; Pomfret).
May 24, 1997	A 14-year-old beheaded an 11-year-old acquaintance and announced it was to take revenge on the compulsory education system and the society that had created it (S and Sugawara).
From March to December, 2015	A large number of students between 11 and 21 of age committed suicide (Huang, 2017a; "Student Suicides").
January, 2017	At least five students between ages 13 to 16 took their lives because school pressures were just too overwhelming (Tong, 2017).
January 15, 2022	A 17-year-old student stabbed two random high school students and a man outside a university about to conduct nationwide entrance exams because of his frustration at his academic performance (Reuters, 2022a).

[Table A2]

## 2E. Cram School = Cramming More Class Materials

Since the birth of a child, parents have already set plans, signed up classes for the newborn in order to get ahead of others because to a parent, a delay in getting the best for the child will definitely put the kid at a disadvantage, resulting in a less than optimal educational trajectory (Arment; Levine; McGurk; Wong).

Nonetheless, from Table A2, academic stress has taken a toll on students' mental health, and undoubtedly leading them to end their own lives. Strangely enough, instead of tackling the prolonged issue in the cutthroat curriculum by reinventing a better assessment approach like tapping into project-based learning, a group of psychologists merely asked students to sign a contract about "promising not to harm oneself or commit suicide" (Huang, 2017a). Let this frivolous action sink in and employ the Socratic inquiry approach to ridicule the fact that causally dribbling a few words here and there and add a signature to seal the deal sounds very much like a child's play with nothing but a futile result because if a piece of paper with no constructive solutions can stop tragedies from happening, then the world will have fewer drug addicts and debtors who may be "signing 'Say No to Drugs'" and "I will stop biting more than I can chew" respectively. No wonder the younger generation can hardly put the tiniest ounce of faith in adults when all they can come up with are utter pathetic excuses that did not even come close to tackling the root of the problem.

Similar to the climate change crisis, lobbied politicians would care less when the coal burning industry is such a lucrative business to give up on; hence, the same attitude is seen in dealing with the academic crisis of boredom. If none of the authoritative power gets onboard to initiate massive changes on either the climate anxiety [refer to [1A, 1B, 1C & 1E] or the stagnant education system, soon enough they will destroy this habitable place called Earth to satisfy their insatiable wants and greed (Anderson and Stoddard! Kraemer).

If schools are not strenuous and **asperous** enough to make students suffer like a prisoner, what is worse, apart from the regular lessons students attend at school, it is a common practice for parents to take the liberty to sign up for extra supplementary classes for their children to attend after school so as to further excel their kids in specific areas, which basically seemed like an educational domain of the Chinese, Japanese and Korean culture (内閣府; Ding, et al.; Jung and Kim; Kittaka; Moriyasu; Spencer; Wong). It is reported that in just the year 2010, there were already 73.5% of

secondary students in Hong Kong receiving private tutoring [other similar terms include shadow education, cram schools and *juku*, a Japanese term] (Jung and Kim; Kittaka). The mode of learning can be either individual tutoring involving home visits or examination-oriented mass tutoring (Ding, et al.; Jung and Kim; Kittaka; Moriyasu; Spencer; Wong).

Non-Asian parents have also joined the bandwagon in competing for a seat from coveted schools and universities. It is undeniably a fast-track fix to advancement in school by fusing Chinese rigor with the Western style teaching method of a student-centric approach, again, at the expense of children's happiness, freedom and recreational time just to keep up in an educational rat race (Ding, et al.; Moriyasu; Spencer; Wong). Worth it?

Another grave reason behind coaxing kids into more supplementary tutorial classes is that parents from both the US and Japan have a lack of faith in local public schools while school resources are mismatched and imbalanced in China (内閣府; Ding, et al.; Spencer).

According to a survey conducted by the Cabinet Office of Japan in 2005, despite over 50% of polled parents affirming that teachers at school are passionate about teaching, less than 50% of them felt teachers at school were receptive to students' needs. Only 13% of polled parents, with children either studying in primary, junior secondary and senior secondary, felt satisfied with the current education system because 70% of them considered *juku* instructors to be better than teachers at school in improving their child's academic ability while less than 5% of them thought school teachers were more competent. The reasons why parents were dissatisfied with school teachers was that close to 70% of surveyed parents did not feel teachers possessed adequate leadership skills while over 50% and about 49% thought teachers were incompetent in handling matters outside school and not having accountability respectively (内閣府). To combat the shortcomings in public education, parents constitute the growing role of *jukus* (Ding, et al.; Jung and Kim; Kittaka; Moriyasu; Spencer; Wong).

Students who have participated in some form of tutoring have polarized views with some thinking it is enjoyable like camping while others dread the fact of prolonging the ordeal when there is already regular school in the morning (Kittaka; Moriyasu; Spencer). Hence, whatever is making a parent happy with kids not having idle hands to be the devil's tools does not necessarily make the child elated because clearly their interest and passion are elsewhere.

## 2F. Quality of Education: Why Bother Studying?

If rote learning ideologies and cramming dead flat thoughts will create certain **supercilious** Boomers [1D. & 6.], along with 1,100 **malefactors** [1B. & 1D.] who are apathetic enough not to value lives, let alone the mental state of civilians, but either silenced critics or put forth **spurious** claims that make one wonder if these so-called scientists and professionals, de facto, bought their doctoral degree at the universities in either the Philippines or South Korea because it is said that increasing the number of doctoral faculty members, the academia can secure a larger budget despite the immoral way that the pseudo doctorate is obtained; hence, by definition, an unscrupulous charlatan has no obligation to be accountable and will make up **apocryphal** claims such as "no climate urgency" or "misinformed" (テレ朝; "Broad"; Buckley; Carey, 2021a; Carey, 2021b; "Chinese virologist"; He; Kraemer; Luo; Markson, 2021a; Stein; "Viral"; "Virologist Dr."; Zuo). [To reiterate: Highly Inadequate to Be a Leader]

### 3. こどもの本の森 [Children's Book Forest]

“You must feed your mind with reading material, thoughts, and ideas that open you to new possibilities.”- Oprah Winfrey

#### 3A. To Be Strict / Lenient or Not to Be?

Still, how should one, be it the strict teacher or the demanding parent, make young children do what the adults ask without holding a grudge? Because by now readers should have fathomed the fact that threats and coercion are never the way to convince a child. Having looked at the subhead of this section, are readers intrigued to know if this has anything to do with educational reformer Friedrich Fröbel because, yet again, of the word "children"? Despite being in a different venue this time, not a kindergarten but a library, it still gratefully celebrates the notion of play because not bereft of all hope, someone from Japan understands one just cannot make children do or not do something if children do not see that their parents are engaged in the same activity [*say, reading*] or letting go of a bad habit [*like no smartphones on the dinner table*] (Puri; "This", 2018; Toyofuku). For now, take reading as an example, teachers are prone to assign book reports to students to make sure they are reading enough though frankly speaking, students are witty to the point that they will basically go onto Wikipedia to discreetly plagiarize part of the summary of the assigned book or simply read a few random chapters—the beginning, the middle and the end—and call it mission accomplished, just like the protagonist in "Charlie Joe Jackson's Guide to Not Reading" by Tommy Greenwald who wrote this book to show what kids [practically his own three kids] would do in order to get away from reading.

Hence, what exactly is the point of reading? Or what is the point of forcing students to undergo a loathsome activity when they are more keen to hold a *manga* [comic] or a graphic novel of their choice? The truth is that kids will read but they read materials relevant to their life, and definitely with a notion of play in it, like kids who are into *Pokemon Go*, an app released in 2016 that caused a sensation of *Pokemon* fans roaming in the streets to "catch 'em all". Ask any devoted player, they will not resist reading the close to 600 pages of *Pokemon Handbook* in order to get the facts of each *Pokemon* so they can battle the Gym Leader with ease.

### **3B. Let Their Muse Run Wild**

In addition, it is not that students do not want to write, whether book reports or a composition, but more likely if the writing task speaks to them, then they will become more engaged in the activity, echoing the innovative presentation in the news channel "Need to Know" to appeal to kids, Gen Z in particular, to be updated with current events in a completely different sensational approach.

In Japan, 夢小説 [Dream Novels], have been a popular genre among the female audience since 2000, in which the content is similar to 乙女ゲーム [romance games for girls] where the player, normally coined as the heroine will experience lovey-dovey episodes with the in-game characters, as well as having the liberty to be called however they preferred by inputting the name of their choice at the beginning of the game (“ドリーム”). A research in Japan done on 500 unmarried women, age between 20 and 30 found that 1 in 4 women had extensive experience in romance games because they were sick of real-life romance (ハウコレ). Does it not say something similar to education? When students are fed up with constant repetitions, drillings and lessons lacking novelty, they will simply resort to a getaway where they can find immense joy [refer to the CEO dropouts]. For instance, rather than having a passion in writing school assignments, Dream Novels allow writers to be wild with their muse, grasping the element of play by creating something totally different from derivative novels and offer equal joy to readers who enjoy the same genre as they immerse themselves in the dream world.

### **3C. Plato + Rousseau + Fröbel + Montessori**

That is why Japanese Architect Tadao Ando, despite the havoc the pandemic having delayed the progress, designed an "epoch-defining" children's book forest in 2020 that encompasses freedom, creativity and curiosity because the 10,000 books in Ando's library are not organized by genre or age-range so as to encourage spontaneity and exploration (Barandy; Toyofuku). Can readers hear the theories proposed by Rousseau, Fröbel and Montessori echoing in the air? To earnestly augment their concepts, Ando, like Plato, associated play and child together as he incorporated a sense of play in the library where there are staircases and a bridge running across the space, creating a place where people, whether a child or an adult, can enjoy the building simply by walking in and around it, like they were wandering through a forest of books (Barandy; Toyofuku). Besides, instead of inputting keywords to search for a book on the library computer, visitors at Ando's library are left to their own devices to explore and discover topics they may feel intrigued about.

The freedom to explore does not come by easily when nowadays AI algorithms have more or less collected an individual's data, such as preferences and reading habits, so book director Yoshitaka Haba said that with subscriptions being ubiquitous, people are passively watching or listening to whatever is being fed by algorithms ("Freedom"; "Hacking Humans"; Harari, 2020; Hereford, n.d.a; "Is the Mainstream"; "Jonathan"; "Kenneth"; "Mark Zuckerberg"; M. Martin; Reuters, 2022d; Sauer, M., 2022a; SBS on Demand; Simon, C.; "The Future"; "This", 2018; Thompson, 2019; Toyofuku; "What Happens"; "Yuval"). The library is to offer a respite from the fast-paced, instantaneous nature of the digital age, so instead of being overwhelmed with the flow of information coming in from various social media, the main goal of establishing the library is for visitors to be spontaneous and explore the unknown where everyone from young to old can precisely do that in this novel library (Barandy).

What is more, apart from seeing children exploring their newly found interests, they are allowed to ask any staff to read out any books anywhere, very much unlike in a school setting where teachers normally ask the class to read aloud a passage in the textbook in unison but more often than not, students who are not engaged will read with monotone, aggravating the already tedious and dreadful ambience.

#### 4. Climate Crisis (Part 2)

##### 4A. Boomer Bluffer + Boomer Bully = Pollution Nightmares

Making future generations suffer is something the older generation is obnoxious for because they assume they are too old to reinvent themselves or have the motivation to step out of their comfort zone (Cummins; Hu and Klein, 2021c). Being as stubborn as a mule, egoistic leaders will not listen to others because everything is going against their plan to conquer.

Despite the world's richest man flattering Bluffer like heads over heels, one should be smart enough to know when business is involved, ethics and morals will be cast down the drain in no time to welcome more profits because others' well-being is never on any conceited people's mind (Ghlonn). Musk had better equipped himself with valid evidence to counter 1E. & 7. in terms of Bluffer violating almost all of Grice's maxims and the environmentally devastating Bluffer Raiding / Ransacking Innocence **Machinations** respectively. If his argument is "I've money and I can save the planet", he may be **puerile** enough like the aforementioned **sophists** not to know the already declining fertility in 2 prominent species that have been sustaining the ecosystem until this very day [1B., 1C. & 1F.]. Perhaps he could actually think about using his money to turn bus shelter roofs into gardens for honey-makers and pollinators to contribute to this world polluted by cars (Weston).

Without concrete actions to provide definite results or an impact, words are basically an echo that will dissipate in the air and be gone without a trace. Had all toxic chemicals been released into the air could be dissipated like an echo, things would have been easier since the Industrial Revolution; however, when everybody initially thought it was only carbon emissions one had to curb, scientists discovered that other pollutants from the aviation industry emitted a cascade of particles where when condensed at high altitudes will result in cirrus clouds that do not reflect sunlight back to space, meaning it is trapped under the atmosphere as greenhouse gas (Barber; "Enemy"; Hawkins; Lin, 2013b; Suzuki).

With Bluffer manipulating the appalling air pollution with artificial rain generated from silver iodide, the side effects can be detrimental (Barber; Hawkins; Lin, 2013b; Suzuki).

The reason is that employing silver iodide is going to inhibit the growth of aquatic microorganisms such as algae, fungi, bacteria, and fish in freshwater, which would interfere with the cycle that returns essential nutrients to the water (Cooper and Jolly; Standler and Vonnegut). Besides, it depends on how much an individual is exposed to the toxic chemical



that may cause poisoning and when large amounts come in contact with the skin, injurious effects have been reported (Standler and Vonnegut). Overall, tampering Mother Nature to any extent does not sound like a viable idea

Apart from Boomer Bluffer lying about not to build anymore coal-power plants, Boomer Bully's assault on Sunflower by deploying military aircraft that emits CO<sub>2</sub> and nitrous oxide [N<sub>2</sub>O] leads to the formation of cirrus clouds that trap heat, as mentioned in the preceding paragraph, contributing to the exacerbation of global warming (Barber; Cummins; "Enemy"; Kadlec; Pearce; Reuters, 2022b; Standaert; Stanway; Wang).

However, by empowering Gen Z may bestow them an opportunity to shine and let them know their contributions are valued. In terms of environmental issues, to cool down the planet, students can explore geoengineering by incorporating big vessels with a handful of sulfur together to create "ship tracks" to cool the atmosphere (Paxton; "Ship Tracks"; Simon, M., 2022a).

In fact, it is a curriculum that the researchers at the Indiana University have been devising and their goal is to encourage students to develop and sketch their own ideas about geoengineering and its potential to solve climate problems, tapping into their curiosity and creativity with hands-on experience (Paxton; "Ship Tracks"; Simon, M., 2022a). It is unquestionably far better than studying and reciting textbook content that is basically intended for the government officials to prevent from exploiting natural resources and tackle the climate crisis (Chau, et al., 59). But unfortunately they have obviously failed the Queen's wish on displaying statesmanship (Mills).

#### **4B. Amidst a Chaotic Turmoil, Where Does Education Stand?**

*All war is a symptom of man's failure as a thinking animal. - John Steinbeck*

Apart from the Covid19 pandemic wrecking a devastating havoc around the world with schools opting for virtual online classes, other factors that put children's study and learning rights at stake include humanitarian crisis when there are human conflicts such as wars, riots or protests that contribute to a paralysis of the capital or the entire country. Hardly any businesses, let alone schools, can run smoothly without having the urgency to be suspended temporarily until the **melee** is seen subsided (Baker; Lefevre; Siu).

However, according to UNESCO, even in times of crisis, education is a fundamental human right (Kariyawasam). No one can possibly deny that children are the innocent victims who are

basically clueless in regards to the **imbroglio** that adults are engaged in or how disasters occurred out of the blue when the day before had been normal (Holloway; "Russia Allegedly"). When children are tragically dragged into an unrelated **Donnybrook**, it will ultimately have a detrimental effect on their mental development and personal growth (Holloway; "Russia Allegedly "; Zinets). Despite some people arguing the fact that resilience, a highly sought after trait in any circumstances, can be cultivated amid crises like wartime or conflicts, still, according to the principles of Marcus Aurelius, to manipulate others means to disrupt the natural course of nature. A better alternative is preferable than seeing bloodshed, undoubtedly a contrived event, to develop adaptability and the essence of being flexible because the risky setbacks in terms of the economical, social, environmental and mental aspects definitely outweigh the benefits. If people should stop being at each other's throat and act more like a human, like how the aforementioned humanistic approach suggested by educators including but not limited to Anne Sullivan, Montessori and Escalante where they put students' needs first. Therefore, instead of imposing threats to intimidate others, step back and embrace the alternative: laughter, which produces positive emotions that can lead to amusement and mirth, and in a way, builds resiliency and creative thinking (College and Gibson; "Why so Serious").

Having said that, a leader who blatantly turns a blind eye on the mental health of his people, let alone students' [see Table A4 ] because again when he was blindly secluded in his **machinations**, he probably is also not aware of the Happiness Report published by the Statista Research Department in May, 2022 [3 months after his assault on Sunflower] that only 18% feels happy from his country and hence ranking 76 out of 146 (Goshwami; Grozovski; Hunter). If Bully could ploy the Socratic rational inquiry approach, he would derive at a farcical irony that if his people supported his ridiculous assault, should they not be cheering hip hip hurray? Nonetheless, with Bully highly impaired, carrying out anything *rational* is definitely out of his pathetic mindset. Reread 1G. why a certain someone is downright a FOOL but obviously his egoistic self will deny any valid proof extracted from the 900+ citations in this paper and resume playing the blame game, nailing the ugly hallmark of a leader in complete failure.

It is highly undeniably that preserving a green space for students to activate their senses and strike a balance between the audiovisual and olfactory sensors is utterly berate of all hope when:

- there is severe air pollution [1G.]
- the frequent bombing and shelling, he is literally *pure evil* in releasing toxic chemicals in the soil, rendering it nonarable land.
- perished trees and contaminated soil will normally take more than decades to regain its organic matter to become fertile and apt again for planting.

[Table A4]

In fact, the younger generation and the general public from Boomer Bully's country may prefer listening to Alexei Navalny and Mikhail Khodorkovsky, anti-Bully critic and former oligarch respectively, not because they utilize even more coercion in making everyone listen like what the Bully has been immorally doing, but actually they are those who possess the **chutzpah** to expose and criticize the Bully's kleptocracy ranging from corruption to putting profits before people despite both Khodorkovsky and Navalny being arrested and jailed with bogus charges ("Alexei Navalny"; "Enemy"; "Ex-Russian"; Gessen; "This Country").

Nevertheless, owing to Navalny's **intrepid moxie** and **magnanimous** care for the locals, many locals have eventually become his followers on social media ("Alexei Navalny"; "Enemy"; "Ex-Russian"; "Freedom"; Gessen; "This Country").

Along the same lines, after being released from jail, Khodorkovsky has piqued the interests of the general public ranging from economists, entrepreneurs, historians and politicians, to hear from a more conscious voice than the concocted news orchestrated by Bully's fake realities and delusions (Gessen; Glaveski; "This Country"; "Why Humans"). As the old adage goes: birds of the same feather flock together with Bluffer not much different in fabricating deceitful history events (FP Explainers,; Fu; "Why Humans").

Hail [Hell] dissolute communist buddies in crime, anyone?

Again, to reiterate, successful people, no matter where they are from or the university they attended, make a difference with a small niche, impacting a small group of people because Navalny speaks their language and, no, do not be mistaken, it does not mean their mother tongue, but the street colloquial language of the younger generation and by using it has contributed to a powerful effect on social media ("Alexei Navalny"). Is this not again echoing the way to get the attention of those between 16 to 24, one has to deliver in the distinctive style that speaks to Gen Z, just like in the news channel "Need to Know" (Goolnik and Nettleford; Ketch; Kunova)? Hence, Boomer Bully has a long way to go in hoping to win back the younger generation if he only employs brute force, coercion and threats in silencing voices, mimicking his partner in crime [*refer to Table A1.0, A1.1 and especially A1.2*], who

has failed to be a proper leader as he blatantly violated majority of Grice's maxims to no end, exploiting others' trust while demoting them.

## 5. COVID-19 Vaccine mandates

### 5A. Human Integrity

One definite hands-on example on par with the Einstellung effect of "High grades = Success" formula that readers can totally relate to is the untimely **pernicious** Covid19 pandemic. Once the vaccines were ready at the end of 2020, each country has been pushing and indoctrinating everyone to get vaccinated with an arrayed of incentives and threats because of the following Einstellung effect of:

"High vaccination rate = Success in eradicating the virus and back to normalcy" (Aschwanden; Gallagher; Lam, 2021; Lewis, 2021).

But, is it? Despite technology assisting in the development of vaccines, one cannot deny the fact that they are still in experimental trials based on a novel approach to disease with side effects that are not publicized, especially when there are bogus self-proclaimed fact-checkers who flagged genuine entries as "misleading", putting contractor profits before people's safety by circulating posts that are inaccurate, incompetent and irresponsible ("Bret Weinstein"; "COVID-19"; "Doctors: Nervous"; I-Team; "Laura"; "Navok Djokovic"; Phillips, J.; "Steve James"; "Tale of COVID"; Trigos, 2022a; Trigos, 2022b; "Who Fact Checks"; "Woman Dies").

Besides, the immoral thing is to label the dead as COVID deaths when it is de facto exclusively people who were vaccinated, according to funeral director John O'Looney in the UK (Trigos, 2022b). Who are these fake fact-checkers disguised **sophists** to judge when both former American cardiac surgeon Dr. Steven Gundry and California cardiologist Dr. Sanjay Verma conclude that patients who had received COVID-19 vaccinations had an increase in cardiac inflammatory markers and spike protein toxicity in the brain and blood vessels (Trigos, 2022b).

In addition to that, those who uphold vaccines and boosters being the ultimate Holy Grail should fathom the fact that new antibodies induced by a different antigen variant of the same virus, decreases the protective efficacy of the second vaccine with a lesser intensity and specificity (Reina). This phenomenon is known as the Hoskins' effect (Health and Lin; Reina).

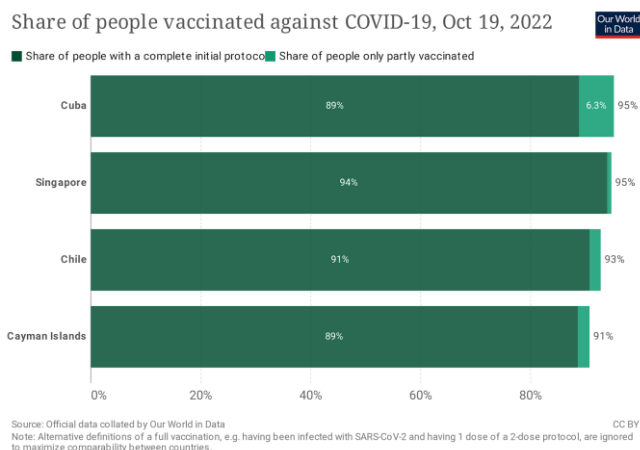
Lobbied politicians obviously stay quiet due to getting people vaccinated is a lucrative business where the initial goal of fundamental science is overlooked to place emphasis on financial returns ("Bret Weinstein"; "Freedom"; "Good Natural"; Grove, 2022c; Health and Lin; Horwitz; "Mass Natural"; "Pfizer, Illegal"; Phillips, J.; "Steve James"; "Superior Natural").

These people do not seem to understand that decision-making on one's body is not the choice of others ("Novak Djokovic").

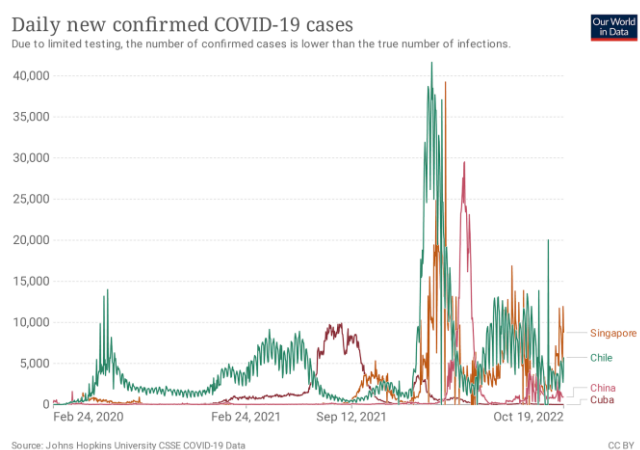
When lobbied politicians put profits over people, more often than not, individuals do not get a choice but receive only one side of the story—an echo chamber of the propaganda in regards to the elimination of covid via vaccines and the triggering of groupthink accompanied by the Einstellung effect where no other alternatives are allowed—dictated by the social convention of the day (Basken, 2022c; "Bret Weinstein"; Buddle; "Carl Jung"; Davis; Drummond; Feng, et al.; "E64"; "Freedom"; Grove, 2022c; "Gut Microbiota"; Haden; "Harvard Health"; Health and Lin; "Is Humanity"; "Is the Mainstream"; "Make-up"; "Navok Djokovic"; Phillips, J.; "Steve James"; Stokel-Walker; "Tale of COVID"; Trigoso, 2022a; Trigoso, 2022b; ; "Vaccination"; "Vitamin D", 2021; "Vitamin D", 2022; "Who Fact Checks").

When people tend to tune into information they have invested a lot of time and energy, they will not be ready for bias and hardly value other's viewpoints and inevitably, the thought of virus eradication of vaccines becomes a marketing campaign for vaccine products ("3 Ways"; "Are You"; Brown, [Introduction], 2017, 14 147; Browser; Health and Lin; Oberlin).

Every individual's life has been affected one way or another, be it mentally, physically, socially or financially (Cheng, et al.; Cheung and Kihara; Chiang and Dou; Dodwell; Hong; Kiggins; Lem, 2022c; Ni; Tan, CK., 2022a; Yiu, 2022b). Statistics from Our World in Data show that countries like Chile, China, Cuba and Singapore have over 90% vaccination rates [despite some individuals being partially vaccinated] [See Fig. A5.1],infection rates are surging sky-high ("5,554") [refer to Fig. A5.2].



[Fig. A5.1]



[Fig. A5.2]

And one country among the above in particular even covets the signature move of an incredibly extreme zero covid policy [Refer to 6.], utterly devoid of being open to diverse perspectives, not only are lobbied politicians inevitably stuck in groupthink to refrain from engaging in arguments, but also an echo chamber of comfort.

### 5B. The Einstellung Effect (Part 1)

However, Pushing on Covid19 vaccination like a Holy Grail is a big no-no because leaders are putting profits before the well-being of individuals and they only opt for the solution that best suits their interests whereas other feasible solutions are highly verboten (Basken, 2022c; "Bret Weinstein"; Buddle; Carey, 2021a; Carey, 2021b; "Freedom"; Grove, 2022c; Horwitz; "Is the Mainstream"; "Laura"; "Pfizer, illegal"; "Psychology"; "The Biggest Lie"; "Tale of COVID"; Trigoso; "Vitamin D", 2021). When **leaders bloviate** about doing the best for their people, they are de facto ironically doing what the three wise monkeys are advised not to do otherwise—based on the Japanese proverb—*見ざる・聞かざる・言わざる* [see no evil, hear no evil, speak no evil] but lobbied politicians simply turn a blind eye to things that are

morally or allegedly wrong. Or even the easiest is to laugh to boost T killer cell function against pathogens, elicited from episode 7 of a Japanese animation called "働く細胞" [Cells at Work] that the writer binge watching and pausing to research on biology terms [Chapter 4.D.iii.] (College and Gibson; Onishi; "Why so Serious").

Hence, by not being open to diverse perspectives, it has caused every country to get unfathomably stuck in the Einstellung effect, uh-oh, because hardly any, with their heads in the clouds, has contemplated that not only can vitamin D, with at least 40 nanograms per milliliter, reduce acute respiratory syndromes, but also by consuming cayenne pepper, which consists of capsaicin, can boost good gut microbiome whose function is to abate severe Covid19 while the opposite—an overdose of antibodies one receives due to the **splenetically** nagging of politicians is going to tip the balance of the microbial ecosystem, proliferating the overgrowth of bacteria, so more damage is going to inflict onto the body as antibodies will equally attack the good gut microbiome, contributing to antibiotic resistance, at the same time exacerbating the difficulties in treating diseases, like a recent study showing severe fungal infection, namely Candida due to a defective immune system caused by a cocktail of antibodies (Almekinder; "E64"; Davis; Drummond; Feng, et al.; "Gut Microbiota"; Readman; "Make-up"; Wilkinson).

By the same token, according to osteopathic physician, Joseph Mercola, he caveats the fact that antibiotic use can trigger a permanent change in the gut microbiome, which accounts for nearly 80% for one's immune system function (Mercola). He further suggests more natural ways to reduce the risk of bacterial and viral infections through simple lifestyle measures, such as quality sleep, fermented foods, regular exercise and optimizing vitamin D levels (Mercola).

Similarly, physician Dr. Robert Malone explains those who are highly vaccinated with multiple inoculations are at a higher risk of suffering from severe covid because of "immune imprinting" a phenomenon meaning rather than reacting to a new variant, the vaccines disregard any new strain but focussing on one component of the virus, rendering the boosters utter ineffective (Philipp).

In fact, Chinese University of Hong Kong found that there is a correlation between the health of the gut microbiome and the severity of COVID-19, meaning the attitude of perceiving vaccines as the ultimate goal—aka the Holy Grail—to the pandemic appears to be a social convention that is fashioned to dictate individuals, hamstringing them to be open to more natural treatments like diverse gut microbiome, vitamin D [*but not overdosing it according to Apollo's second maxim*] or a healthy diet, commented by Frank Lipman, a South African



celebrity doctor and acupuncturist, who warned that if one is generally unhealthy, this kind of pandemic will come back year after year (Almekinder; Davis; Drummond; Feng, et al.; "E64"; "Good Natural"; "Gut Microbiota"; Harvard Health; "Make-up"; "Mass Natural"; O'Neill; "Superior Natural"; Strong; "Vitamin D", 2021; "Vitamin D", 2022; Wilkinson).

Last edited but not least, Hippocrates, the father of modern medicine, said all disease begins in the gut, so having a good gut microbiome is the ultimate goal and a natural way not against nature to defeat any nasty diseases. Who still wants to get another jab or as the Collins Dictionary and the Oxford Dictionary put it—a "double-vaxxed" and "vax-a-thon" respectively (Monaghan; "Vax")? How about other alternatives: note the "s" here, meaning there is more than one way to get out of this situation. Perhaps people can think of venturing into the more natural methods of curing ailments through the consumption of whole grains, fresh vegetables and fermented foods; hence, no one will be indoctrinated by some mindless leaders who are **puerile** and ignorant enough not to know what healthy and **salubrious** eating is all about when obviously a poor diet is one of the practices that compromise the immune system (Almekinder; "E64"; Strong).

### **5C. Corrupting Power to No End**

To sum up, when power is given to the government and its agencies to regulate commerce, more often than not, it will inevitably lead to corruption because when the government does not agree with the scientists, lobbied politicians are prone to select the advice which best suits the agenda, be it Covid vaccines or the justification of inciting a war via feeding state-bowdlerized media and propaganda to every unthinking individual (Basken, 2022c; "Bret Weinstein"; Buddle; Carey, 2021a; Carey, 2021b; "Freedom"; Glaveski; Grozovski; Horwitz; "Pfizer, Illegal"; "Psychology"; Philipp; Stokel-Walker; "Tale of COVID").

In other words, When the **dogmatic** leader of a country shuns perceiving any subject matter from diverse angles and perspectives but reposes to become irrational and let one's own beliefs that have caught up in the Einstellung effect dictate the action of an individual, those who have to pay dearly are undeniably inhabitants whose well-being has been severely devastated by stringent measures ranging from repressing dissenting voices to being coerced to consensus which is thoroughly phony, merely a disguise to derail the public since corporations and politicians only have one goal in mind—to make as much money as possible, treating the pandemic as a cash cow because to big cooperates, it will never be about healing so long as gullible individuals see only one interpretation that serves best for those who place profits before integrity, utterly not free from financial conflicts of interests

(Basken, 2022c; "Bret Weinstein"; "Broad"; Buckley; Buddle; Buckley; Carey; Cheng, et al.; Cheung and Kihara; Chinese virologist"; "Laura"; Dodwell; He; Lin, 2013b; Markson, 2021a; Ni; Suzuki; Hong; Horwitz; Lem, 2022c; "Navok Djokovic"; Philipp; "Steve James"; Tan, CK., 2022a; "Tale of COVID"; Trigoso, 2022a; Trigoso, 2022b; "Viral"; "Virologist Dr"; "Who Fact Checks"; Yiu, 2022b).

Hence the distrust from Gen Z is intelligible.

With sizable power comes corruption from the following parties including but not limited to governments, world organizations, the medical field and employers; hence the urgency to remove these corrupted souls from power lest it happens again with their **Draconian** control of mindless indoctrination and mandates, depriving an individual's choice just because of a stubborn and immoral mindset from someone living in Stone Age ("Bret Weinstein"; Buddle; Camakaris; Cohen; "Freedom"; Horwitz; Maxwell; "Navok Djokovic"; "Pifzer, illegal"; "Steve James; "The Psychology").

When power has fallen into the wrong hands, it is not an understatement to say neither Boomer Bully nor Boomer Bluffer, not to mention Boomer Bully Bolster, welcome others' comments because they are simply blinded by their egoistic pride and have yet to learn the merits of humility when all their solution [the Einstellung effect] is primarily resolved with violence from silencing critics and dissents to locking them up behind bars ("Are You"; Brower; Brown 140 147; Maxwell; Motamedi; Oberlin; "The Psychology"; "Why Are"). It is why they are so impaired that they can only resort to **malicious** coercion and exploitation, utterly oblivious to others' suggestions and warnings [ 4B.]. Notwithstanding, the Quad, including leaders of Japan, Australia, India and the U.S, opposes any coercive, provocative or unilateral action (Gibson; Iwamoto).

By the same token, despite the fact that the late Queen of England had yet to come in contact with either Bluffer or Bully back in 1957, her message in regards to being courageous spoke loud and clear on TV where she reminded people to have the courage to stand up for what is right and honesty while withstand the corruption of cynics ("The Christmas").

#### **5D. Socrates: Be Skeptical of a Lab Leak**

Despite everybody around the world seemingly **puerile** enough to disregard COVID-19 being a lab leak, they may not have thoroughly understood the dark side of Bluffer. What else can Bluffer's country not do when everything is putting profits before people with i. tinted baby formula that has ignored food safety and killed infants, ii. fake eggs that have been forged out

of industrial materials, including but not limited to paraffin wax, gypsum powder and resin, iii. recycling gutter oil [from sewers and reuse] that causes cancer (Boehler; "Gutter Oil"; Huang, 2017b). A comment from someone born, raised and eventually left Bully's country for a better and happier life explained CCP is the culprit for causing such an appalling, immoral and disgusting culture in which there is *zero* concern for others because people take pride in taking advantage of others ("Gutter Oil"). Had Bluffer felt remorseful, he would not have played the blame game in regards to its own air pollution and the ape game to provoke the West in terms of its use of coal during the Industrial Revolution (Brown, 2021; Lin, 2013a).

When the Wuhan Institute of Virology was supposedly a cooperation between the French and Bluffer's scientists on virological research, but in order to scheme a "biological warfare", French scientists were completely ruled out (Carey, 2021b; Markson, 2021b; McDonald). Besides, the weirdest thing is that if the virus had been from nature, the spike protein on the bat would not have been able to lock with the receptors on human cells so flawlessly, just like fitting a piece of puzzle in place (Carey; MacDonald). If Socrates was alive, he would have asked: "why is the virus so well adapted to humans (Carey, 2021b; McDonald)?"

In addition, a defector from Bluffer's country, the father of democracy, already knew of the spreading of the novel virus in November, 2019 (Carey, 2021b; Markson, 2021b; Wion, 2021a). Wei has spoken out about how CCP has no 底線 "bottom line" so Bluffer, being immoral, can sink very low in inflicting harm on others to gain the upper hand in power struggle (Carey, 2021b; Markson, 2021b).

Moreover, not only have brave doctors been missing when speaking of the virus and dissents silenced, but also Bluffer has gone all the way to restrain any attempts to investigate the origins of COVID-19 — both internally and by foreign experts — while at the same time advocating alternate theories that the pandemic originated elsewhere (Markson, 2021b). Had Bluffer not done anything morally **insidious**, he would not have gone to great lengths to conceal his **malfeasance**, which has literally given himself away as the Chinese saying goes: 此地無銀三百兩 or the Cantonese saying: 攞明身有屎. Both carry the meaning of "you gave yourself away by concealing the truth, which could be used against you if exposed." Hence the reason why the broken and impaired Bluffer keeps tweaking the narrative of ground zero of the virus by conveniently playing the blame game, for example, why not shift the blame to Italy and the US (Brown,2020; Myers)?

## 1. Unicorn, Your Name is Zero Covid

### 6A. An Impaired Leader's Pipedream

In regards to zero covid—the so-called ridiculous unicorn—not only does it hurt the economy by shutting its borders to the outside world, but also the mental health of each individual has pushed past its tipping point, leading to burnout, whether local inhabitants or students who have been waiting for two years or more for its border to reopen (Cheng, et al.; Cheung and Kihara; Chiang and Dou; Dodwell; Hong; Lem, 2022c; Tan, 2022a; Yiu, 2022b). One ridiculous and ludicrous thing is that instead of acknowledging the country's far-fetched zero-covid policy that has inevitably triggered shutdowns in major cities and slammed the brakes on business activities, the authoritarian or the totalitarian regime decided to double down on its virus strategy via scrubbing social media comments that criticized its absurdity (Cheung and Kihara; Fu).

### 6B. An impaired Leader's Blind Alley

Experts like Amesh Adalja, senior scholar at the Johns Hopkins University Center for Health Security in Baltimore, as well as Marcelino Candau, the 1966 director general of the WHO both believe that disease eradication is simply not possible (Forster and Gainty; Hong). Bluffer, are you listening?

Indoctrination of vaccines is not working because the current vaccination campaigns are not attempting to eradicate the virus on the account of the vaccination history of treating smallpox, which had raged for centuries before it was finally brought to an end, but it does not mean every **malignant** and **Virulent** viruses can be eradicated because history has shown that hookworm, yellow fever, yaws and malaria had already failed (Aschwanden; Forster and Gainty). WHO, Marcelino Candau, does not believe that the **extirpation** of the disease is possible, even the much lower bar of herd immunity will be difficult to clear if people pin so much of their hope on vaccination (Aschwanden; "Bret Weinstein"; Forster and Gainty; Philipp; "Steve James"; "Tale of COVID").

## 6C. An Impaired Leader's Child Play

Unsurprisingly, not only did the equally apathetic and egoistic regime not hold accountability for the negative impact attributed to its irrational policies, but the regime also went as far as suspending state accounts and sacking people holding a powerful position in certain industries because of bad-mouthing the regime, be it zero-covid or tech regulations (Cheung and Kihara; "Laura"; Stokel-Walker).

Bai Dexiong, one of the coordinators of the *Tuidang* Movement [退黨 or "Quit the Party"] recounted his experience of getting covid which caused the regime to seal his apartment and Bai eventually lost his job due to the quarantine period, but it had given him time to search and read the genuine dark history of the regime, leading him to be determined to stand against it [based on Apollo's first maxim of knowing thyself] (Fu).

## 6D. An impaired Leader's Immoral Retribution (Part 1)

When there is only one option, zero-covid to be precise, available, dictated by the ruling class, everybody else is then enslaved. Unsurprisingly, when stressed-out citizens were being interviewed, they were in unison [not praising the regime though] not to have their names published in the media for fearing of the government's retribution and in regards to this kind of censorship, banning or silencing, one of the YouTubers hits the nail in the head with the following comment: "we will not find justice in the world when criminals make the rules." (Bennett, et al.; C0x, 2018; "Gravitas: Shanghai"; Tan, CK., 2022b; "The Psychology").

To put it simply: a conceited leader is mentally blinded from viewing the world in different angles because by devaluing others he can sit at the top, in which guru Sadhguru puts it as a horrible place ("Don't Compare").

It is not an hyperbole since when even the nation's renowned tennis player Peng Shuai and e-commerce social media influencer, Austin Li had equally disappeared and silenced after the former criticizing a top official for sexual abuse in late 2021 while the later having touched upon a controversial issue of the 1989 Democratic Movement [refer to table 2.8] in his promotional items in mid 2022, who else would dare to defy the top when the leader is the primary string-puller and has four exclusively strategic vocabulary in his pocket—collusion, secession, subversion and terrorism—to be used as a counterargument which the writer knows full well this is how the mindless authoritarian or totalitarian regime will hurl **calumnies** against her for having “slandered and belittled heroes” and “picking quarrels” (AFP; Atoda and Hadano; Bennett et al.; Cheung and Kawase; Fan; Feng; Gan; Hale; Zhou).

However, the leader, having flouted almost all of Grice's Maxims [see tables A1.0, A1.1 & A1.2 ], had better reflect on his accusations, which will eventually be reduced to nothing other than Monday-morning quarterback in hindsight.

One can hardly overlook when people corrupt power to attain their desired goals, including, but not limited to the following **malfeasance**, such as being involved in **venal** corruption, rampant human rights charges and the seizure of ill-gotten gains (Bratton; Brunstrom; "China Responsible"; Hah and Tewari; "Japan, Fiji"; Kawashima; Ng; RFE; Specia; "The Pervert's"; "The Psychology"; "Why Are"). It gives the so-called ruling class, meaning people with a title before their name, a misconception that just because the top holds power does not mean they should have the power to control the world [ahem, Bluffer] while the rest are conditioned to believe they do not have the slightest power to control their lives per se (Basken, 2022a; Basken, 20022b; Basken, 22022c; Lem, 2022c; Lem, 2022f; "The Psychology").

However, In order not to let egoistic leaders boss and manipulate everyone around, similar to fictional bullies Big G and Nelson from animated TV series "Doraemon" and "The Simpsons" respectively, avoid participating in mass psychosis is the first rule of thumb and not to mention be skeptical. Similar to how both the Delphi Oracle and Carl Jung put it: knowing thyself and acquiring self-realization represent the strongest and most ineluctable urge in every being so as to deviate from consenting to whoever with power, as well as simultaneously asking why and being doubtful so no one will end up being the pawn or minions of the ruling power (Adetunji; Bates; "Carl Jung"; Emamzadeh; "Is Humanity"; "Life"; "Nietzsche"; Quintana; Robertson; "Socrates's Concept"; "The Psychology").

Real-life is undeniably reigned in darkness unless each individual manage to cultivate self-realization in reclaiming the long overdue power that individuals hold so one less person will support the power of tyranny that has his tentacles spread across all walks of life, with education being a detrimental sector from dictating what books to read to what activities to join and from denouncing any criticisms to threatening the loss of jobs (Basken, 2022a; Basken, 22022b; Basken, 2022c; Bratton; Hah and Tewari; "Japan, Fiji"; Lem, 2022c; Lem, 2022f; Phillips, T.; Pomfret; "The Psychology").

## **6E. If Bluffer Wants No Risks, He Should Have Ended His Life**

Because life is full of risks.

Hong Kong editorial writer Cliff Buddle simply puts it: another way of looking at zero-covid [zero case] is indeed associated with zero risk, which is both ridiculous and unethical to the point that if government officials cannot tolerate any risks, they are rather impaired and according to Hong Kong lawyer Colin Cohen, life should be banned altogether because every activity an individual executes is a risk nonetheless, ranging from eating that causes choking to hiking that leads to deaths and even driving is combustible (Asia Times, 2018a; Asia Times, 2018b; Balzer; Buddle; Cohen; Leung and Lo; "Ready").

Unfortunately, when a leader is full of ego and pride, he only sees himself and his goals as he actualizes them by violence, propaganda and indoctrination, thinking he is leading others to what he vainly conceives as better lives, the same as how the delusive Mussolini led Italians down the path of **perdition ("Is Humanity")**.

## 7. Bluffer Raiding / Ransacking Innocence Skulduggery/ Machinations

### 7A. The Continuation of Nightmares [4A.]

If damaging nature by causing serious pollution and heat wave in one's country is not enough to induce unhappiness and Climate Anxiety, Boomer Bluffer has planned to wreak havoc in Europe by further tramping on Rousseau's naturalism theory through demolishing more trees, ripping apart pristine lands, raiding natural resources from other countries and carrying out cultural genocide to perform the so-called One "Bluffer Raiding/ Ransacking Innocence" **Skulduggery** because dissents, especially the different ethnic groups, who are caught protesting against human rights and upholding their distinct culture are routinely imprisoned and tortured (Arpi and Namgyal; Chaudhury; "China Responsible"; "Enemy"; Fu; Losos, et al; Malosse; Nebehay; Ng; "Tiktok"; བ་རི་ལྷ་བ་ཚེ་རིང་; "中国"; 宇山; "Why China"). Such an immoral and despicable action is similar to what Italian anti-fascist, Primo Levi, described as the delusion of seeing oneself as superior by the annihilation of a complete race ("Primo Levi").

Conversely according to spiritual guru Sadhguru, he warns there are those who feed others with what they deem is good or bad, similar to **sophists** ("Against"; Beres; "Don't Compare"; Pecorino; "Sophists"). When the source of creation has given equal attention to every living thing, who is Boomer Bluffer to think that Tibetans or Mongolians are some sort of lower life form than he is when, do not forget, every single homo sapien, including a few brainless and immoral Boomers elicited, **sophists**, lobbied politicians, is descended from Africa, according to the researchers studying the mitochondrial DNA that consists of the genetic data with an analysis of past climate a millennia ago and modern linguistics due to human migration and mating (California Newsreel; Wei-Haas). The initial African populations, meaning all homo sapiens, not specific races of Chinese or Russians, were descended from the same three populations related to ancient and present-day eastern, southern and central Africa (California Newsreel; Conde-Sousa; Wei-Haas). Therefore, if Bully considers Sunflower a made-up nation, Bully per se is no different because his ancestor and Sunflower's ancestor are part of the lineage that includes humans and apes descended from African ancestors (California Newsreel).



## 7B. Yo, Cousin!

In other words, Ancestry, not races—whether Chinese, Russians or Iranians—is the indicator that all homo sapiens on Earth are seen as a subset of Africans (California Newsreel).

When some conceited leaders declare the sovereignty of a certain place, it is utterly a laughable matter because they create stories to feed the gullible public when the truth is, according to Steve Olson, an award-winning science writer and Joseph Chang, a Yale University statistician, no matter what the spoken language is or what skin color one possesses, all homo sapiens share the same ancestors 5,000 to 7,000 years ago (The Associated Press, 2006; Yale University). To put it simply, opening fire to one group of people means to be at war against the whole world because despite not everyone being each other's brothers or sisters, but perhaps cousins (Yale university).

Therefore, civilians from Sunflower are definitely not part of Bully's pipedream because his ape-self is equally originated from Africa.

By the same token, people from Formosa are never Bluffer's people to begin with since, to reiterate, every homo sapien, including the conceited Bluffer, is descended from Africa.

To be honest, both Boomer Bully and Boomer Bluffer should pay tribute to Africans because this is where their ancestors are from.

Hence, races are fake stories that homo sapiens are really good at fabricating (Bennett, et al.; California Newsreel; "Why Humans"). According to Harari, homo sapiens are prone to create new realities or stories that they become attached to, as a way to manipulate and exploit unthinking individuals (Schiller and Schuman-Stoler, 2017a; "Why Humans"). Race is a social construction that is undeniably a "human-invented classification system" not only to define physical differences but more often used as "a tool for oppression and violence" (Centerforhealth). Does it not point to tyrants like Bully and Bluffer? Is every global citizen going to let these two selfish, egoistic, self-absorbed manic Boomers wreck havoc in everybody's life despite individuals not having crossed paths with the **malefactors**?

## 7C. Identify Your Friends and Foes

As a result, based on false realities, like how he bragged about no building of more coal-power plants [Refer to Tables A1.0, A1.1 & A1.2], Bluffer manipulated leaders at the United Nations General Assembly by embellishing his speech with ill intentions disguised in **turgid** words: his **exiguous** official statements have not mentioned any specific clear guidance in terms of the environmental procedures when he initiated the "Bluffer Raiding / Ransacking **machinations** despite all “good words” from this regime (Gibson; Malosse). However, those residing around his country have felt the baneful environmental issues to a large extent (Chaudhury; Losos, et al; Malosse; Nebehay).

Despite EU having issued a statement with 10 action points to explicitly tackle Bluffer's indifferent attitude and empty promises from maintaining human rights, peace, security to climate change issues, without any pretense, Bluffer basically casts a blind eye towards all raised issues (Aamir, et al.; Arpi and Namgyal; Chaudhury; "China Responsible"; “Crimes”; EU; Figueroa and Hofverberg; Lem, 2022c; Lem, 2022e; Malosse; Nebehay; Ng; "Tiktok"; "The Dalit"; བོད་རྒྱལ་བཙུན་པོ་; "中国"; 宇山; "Why China").

Therefore, to counter Bluffer's **Skulduggery**, Japan and EU have worked out explicit rules and stricter environmental standards, completely different from Bluffer who goes back on his words and builds 60 coal-burning plants in his backyard like any regular polluted days without transparency and environmental consciousness (Emmott; european Council).

Not to mention, there are growing concerns of the lack of governance in leaders causing bloating debts in developing countries, all thanks to Bluffer's false promises of a sparkling infrastructure and overly optimistic profit scenarios at the expense of a country's natural resources, in which lush forests and the habitats of wildlife to him are nothing to be taken into consideration (Aamir, et al.; "China's"; Emmott; European Council; FORUM スタッフ; Gibson; Harari, 2020; パンダ; Takahashi, 2022a; Takahashi,2022b; Turton and Yan).

It does not take a genius to figure out that when someone, especially a pathological liar, says he will shell out millions of dollars for a project, those who dive right into the offer do not seem to possess logic but make rash decisions manipulated by a few fancy words and utterly deprived of being skeptical, the sane way to maneuver away from being political influenced and exploited, especially when Bluffer is equally accumulating a debt bomb (Aamir, et al.; "China's"; Figueroa and Hofverberg; FORUM スタッフ; Kumon; Lee; パンダ; Pei; Reuters, 2022c; hillier and Schuman-Stoler, 2017a; Takahashi, 2022a; Takahashi, 2022b; Turton and

Yan). Does it even make sense for a nation heading to bankruptcy to borrow from another debtor? How can a debtor with no money lend to another?

Therefore, with such weak transparency and severe corruption, close scrutiny by other countries of Bluffer's investment is inevitable, especially when those from his country have a tendency to start a project halfway, turning it into environmental hazards of a mess of unfinished constructions (Lee; Malosse; Turton and Yan).

When there are self-absorbed leaders who can do any horrible thing to preserve their **insidious** power, asking them to value others' opinions is simply futile (Hah and Tewari; Maxwell; Oberlin; Roth; "Why Are"). Hence, students' potential future naturalistic learning grounds will soon be engulfed by and be replaced with an appalling portion of coal, gas and mineral factories if no one comes to their senses that there is no free meal and such an unscrupulous **skulduggery** will never bring prosperity when developing countries are heading down the road of no return—to be trapped in insurmountable debts that they cannot repay, even with 100 years (Arpi and Namgyal; "China's"; FORUM スタッフ; "Gravitas Plus"; Malosse; パンダ; Takahashi, 2022a; Takahashi, 2022b; "Tiktok"; "中国"; Umeh; 宇山; "Why China"). Not to mention not having any fundings left to improve the education of the future generation, namely VR learning because when all the natural environment has been destroyed, to reiterate, by Bully shelling like crazy and Bluffer ransacking pristine land like crazy, where else can students witness the pristine glaciers found in the Himalayas? Or will everyone end up becoming enslaved due to the death trap of debts, being overly optimistic towards Bluffer's empty promises that inevitably lead to the exploitation of trust from poor developing nations?

## **7D. Be i. Sensible, ii. Skeptical and iii. Scrupulous**

i. In order not to let Bluffer who bluffs his way away, In early 2022, leaders of Central and Eastern Europe, as well as the Pacific Island Nations eventually noticed that Boomer Bluffer had long been swindling them with myriad promises that never materialized for his **insidious** country has a habit of not honoring any treaties it has signed, along with the problems in data privacy, security, and rampant human rights posed by authoritarian countries (Aamir, et al.; Arpi and Namgyal; Bratton; Brinza; "China Responsible"; Cox, 2018; Gibson; Hah and Tewari; Harris; "Japan, Fiji"; King and Reichert; Le Corre; "Lithuania"; Ng; O'Donnell and Sytas; Quinn; Stokel-Walker; Sytas; "Taiwan"; "Tiktok"; "中国"; 宇山; "Why Are").

Initially, before being manipulated, Italy had stood its grounds by criticizing Bluffer's intention to colonization, which means the unnecessary growing economic influence of his

country over Italy (Figuerola and Hofverberg; Redazione). For instance, Matteo Salvini, Italy's former deputy prime minister had declared Bluffer's action as colonization and that his **malicious** actions of carrying out genocidal actions on other cultures, as well as being an **malignantly insidious** loan shark, is not an understatement [7G.].

Along the same lines, President Macron of France and Chancellor Merkel of Germany both raised concerns in regards to the "Bluffer Raiding Innocence" **Skulduggery** being a strategic error as it is outright a **machination** (Chaudhury).

The fact is that not only Italy, but no nations need a bluffer who has the tendency to infringe the privacy of others. To put it bluntly, Bluffer is like an **officious gadfly** in an office that keeps making meddlesome nuanced moves in an attempt to intrude on others' territory and privacy when he is absolutely *not needed* (Figuerola and Hofverberg; Redazione).

With a Bluffer who treats nature as trash, no one can tell if the tradition of *Infiorata* Festivals that is held in Italy from May to June annually can still be appreciated or the nature parks in Germany, Luxembourg and the like can still continue to provide a greenery relaxation as well as entertainment for families after the "Bluffer Raiding/ Ransacking Innocence" **skulduggery** has been carried out ("Armenian"; "Belgium"; "German-Luxembourg"; "List of Nature"; "Protected"; Schwartz). The direly irksome fact is that not only have Tibet's pristine lands been ripped while natural resources have been raided, but also Bluffer have equally **hornswoggled** developing countries into borrowing money, causing them to accumulate an astronomical amount of debts [not merely millions but billions] that they honestly cannot be paid back even with a century's time (Arpi and Namgyal; Chaudhury; "China's"; Figuerola and Hofverberg; FORUM スタッフ; Kumon; Malosse; Nebhay; パンダ; Reuters, 2022c; Takahashi, 2022a; Takahashi, 2022b; "Tiktok"; འཇིགས་བརྩེ་བ་; "中国"; Umeh; 宇山; "Why China"). Thus, what else will Bluffer not do to other countries when he has no morals?

Had Bluffer been educated under the Montessori system or be inspired with Rousseau's concepts of naturalism, he would not have ended up broken and impaired to the point there is simply no room for criticisms or empathy, because according to Montessori's pedagogies, it is crystal clear that when children were given the freedom to make their own choices in learning, it would help them build confidence, independence and self-esteem to inspire them for a lifelong learning experience, as well as through fathoming the importance of freedom, children would then learn to respect another person's space and freedom by not being disruptive ("Is Montessori"; Lehtiniemi; "Maria"; Maunz; "Teacher of"; "What is Montessori").

As a result, to deviate from his menacing tentacles, individuals must acquire self-actualization to know thyself so as not to fall prey and **truckle** to chains of tyranny just because a certain someone abuses his power to coerce and manipulate others to twist their values in order to align with his delusional goal of world domination, just like The insane Brain from "Pinky and the Brain" animated TV series ("Carl Jung"; "Life"; "Nietzsche"; "The Psychology"). A Mongolian activist has the same caveat to raise people's awareness to free themselves from tyrants [Jump to 8.]

ii. The "Bluffer Raiding / Ransacking **machination** is never about *connecting* the West with the East because Boomer Bluffer has *never been on mutual grounds* with the West when:

4. there have been flagrant anti-western movements in the country, ranging from brainwashing youngsters with its Patriotic education to **maligning** the West for being anti-Chinese in regards to the Tibetan issue despite an independent Tibetan publication verifying Bluffer being "the thief who cries thief" ("Anti-Western"; Arpi and Namgyal; Brinza; "China Responsible"; Harris; Ng; Quinn; Shi; "Tiktok"; འཛེགས་ཚེ་རིང་; "中国"; 宇山; "Why China"). Unfortunately, being blatantly dishonest, two-faced, ignoring suggestions and candidly dishonoring treaties are part of Bluffer's **insidious** routine, so can individuals not be more sensible and skeptical in doing research on this country with a **malicious malefactor** who promotes his **malfeasance** without accountability?

1. He was playing the ape in the retaliation of building more coal plants to taunt the West that they had executed the same action of coal burning in the Industrial Revolution [refer to Tables A1.0, A1.1 & A1.2].

1. He denounces "Western influence" by banning Christmas celebration and the learning of English altogether (Hernández; Matsuda; Ranjan; Wion, 2021b). Is it not a downright foolish move to *unlink* the West with the East?

2. he further plays the ape and be a hypocrite by demoting G7 via mimicking the hegemony of the West [note here: Western Influence] and encouraging BRICS to embrace "multilateral cooperation with *non-Western* styles, conspicuously abrogating the so-called *connection* with the West ("Anti-Western"; Chaulia; Lemaître; Tan, CK., 2022c).

Thus, truth be told, how is any of the above farcical **machinations** *connecting/ joining/ linking* the West with the East when he has practically decimated anything having a tinge of Western influence?

Besides, back to the question: how can parents feel confident enough to leave their children in a country where the leader is both a hypocrite and a pathological liar? What kind of detrimental message is he sending to the young ones who will soon be the future leaders? No wonder the happiness of Bluffer's country is below average [refer to Table A2] when everything is basically a de facto disguise of stigmas ranging from catastrophic air pollution to outrageously **bowdlerizing** history (杜, p.190-201; Lin, 2013b; FP Explainers; Suzuki).

iii. If readers are sensible, skeptical and scrupulous, they should be able to carry out the following **scathing** exposé to make sure Bluffer will never bluff again.

If Boomer Bluffer truly wants to purge all "Western influence", starting with Christmas and the learning of English as they are "damaging traditional Chinese culture", then to be fair, what about equally removing the newly launched festival coined "Double 11 Shopping Festival"? The reason is that this festival that has been held annually on November 11 since 2009 is explicitly mimicking the Black Friday and Cyber Monday Sales of *the West* (Brooke). It does not take a genius to decipher this action of mimicking the West [just like the above G7 vs. BRICS] is downright a "Western influence". The question is: why can a newbie festival that is obviously *influenced by the West*, just to reiterate, can unabashedly exist but not Christmas that has been around since the birth of Jesus Christ in AD 1? Contradicting much? So in the end, everything goes back to hijacking people's freedom of choice and decision-making ability to generate profits ("Anti-Western"; "Freedom"; "Is the Mainstream"; Tan, CK., 2022c).

Furthermore, this contradiction leads to other issues concerning education because when Boomer Bluffer **fulminates** against "Western influence", he ironically seeps the ideas of *Marxism* into the education system of his country (程 和 吳). Correct the writer if she was wrong because by the look and the pronunciation of the following words: *Marxism*, *Marxist* and *Karl Marx*, none of them, appear to be similar to Mandarin or Chinese because Karl Marx is certainly a *German* philosopher and obviously his philosophies are part of the *Western* culture.

Here, if readers can carry out the properties of a transitive law, then they will fathom the fact that:

If	Boomer Bluffer	<b>castigates</b>	Western culture + influence
and			
	Karl Marx + Marxism + Marxist	=	Western culture + influence
then			
	Boomer Bluffer	<i>should</i> <b>castigate</b>	Karl Marx + Marxism + Marxist

[Table A7.1]

Therefore, it is high time for the UN to make an effort in interrogating Bluffer in regards to his real intention of the despicable **skulduggery** because with the solid proof in the Appendices, it is positively not *joining the West with the East* but an utterly immense peril to have Bluffer establishing something so **malignant** and vile as a central pillar of U.N. development efforts around the globe (Quinn).

As a matter of fact, Bluffer accused all human rights issues being a farce that the West orchestrated, [See! Another proof to prove Bluffer simply does not want to be friendly with the West by shifting the blame.] ("China Responsible"; Ng; Quinn). [Delve into Bluffer's evilness in 7G. & 8.]

Readers can now debate if it is beneficial or a "hellacious" ordeal to witness Bluffer brazenly claiming to be the world leader but whose intentions are primarily his self-interests with exceeding subversion, coercion and being a two-faced liar, so is it far better off for everyone to distance oneself, such as those 400 millions who cut ties with Bluffer, or countries like Fiji and Lithuania stand firming against any irrational coercion, from any future **skulduggery** or **machinations** that are bound to bring doom to one's country [Appendix BRI]

("Are You"; Fu; Fukao; Harris; "Japan, Fiji"; Lewis, 2020; "Lithuania "; O'Donnell and Sytas; Sytas; "Taiwan"; Quinn; Shi)?

### **7E. Even More Meticulously Scrutinizing**

The writer is not the only person to be able to spot Boomer Bluffer's fallacy, but Professor Ohno Akira at Shizuoka University in Japan equally pinpointed his contradiction (程 和 吳). When the top has no credibility, can anyone, whether the locals or global citizens as a whole, put the tiniest bit of faith in a bluffer who constantly lacks congruence [see tables A1.0, A1.1 & A1.2] and denies admitting his wrongdoings but is rather inclined to shift the blame and denote others, especially with charges of subversion and collusion despite he equally intervenes in businesses of other countries by threats of severing business ties per se (Brown, 2021; Cheung and Kawase; Cheung and Kihara; Fukao; Gibson; Hah and Tewari; Hale; "Japan, Fiji"; "Lithuania"; O'Donnell and Sytas; Quinn; Stokel-Walker; Sytas; "Taiwan"; Yamaguchi).

Besides, Bluffer has committed an absurd mistake while indoctrinating students with Marxism because he violated Karl Marx's theory in regards to the power relationship between privately-owned businesses and workers. But as everybody knows, Bluffer's country is communist, which means business entities created after 1949 were owned by the government despite small businesses were privatized in the late 20th century, over 60% of the capital was generated from state-owned enterprises, meaning Bluffer is the sole puppeteer the control and exploit however he wishes, but does Marx not approve the power-dominating class [obviously pointing at Bluffer] to hold all the power at the expense of the working class ("List of Government"; "State-owned"; "What is Marxism)?

Even though Bluffer keeps hard selling Marxism, he defacto is the Marx deemed evil capitalist who ignores criticisms, whether coming from abroad or at home with Chinese migrant workers being stranded abroad and having their rights infringed since the outbreak of the pandemic (FORUM スタッフ). There have been

3. *restrictions on freedom* of movement,
4. *harsh working hours* of 12 hours a day and 7 days a week,
5. no leave allowance, and
6. *no wages*, due to [readers must have guessed it] *fraudulent* issuance of vouchers, fraudulent employment and *false promises* (Aamir, et al.; "China's"; FORUM スタッフ; Gibson).



Therefore, how can Bluffer impose his so-called "ideal" assumptions of Marxism on students when he basically seizes all the power to manipulate and exploit those under him?

Interestingly, there must be **sycophants** being **obsequious** towards Bluffer's absurd idea. For instance, Professor Feng Wu Zhong who offered classes on Maoism [ideologies tainted with Marxism] on *edX*, the online platform founded by Harvard and M.I.T. [note here that Harvard is downright Western influence, no?] where he rails against imperialist forces and “bureaucratic capitalism” for “*ruthlessly exploiting laboring people*” (Hernández; “Anti-Western”;). How ironic—does he have the **chutzpah** to say the same to Bluffer who is definitely *exploiting* workers en masse as pertained in the news report?

Alas, according to Marx, to solve this, the working class should overthrow the powerful one [Bluffer, anyone?] so individuals can retrieve their own portion of power.

Having elicited the above crimes of Bluffer with proofs and evidences, indubitably, Bluffer will overtly deny everything here and now, as well as **vilifying** the writer of having “slandered and belittled heroes” and “picking quarrels”, the same as how he has silenced government critics, whether the ones making **trenchant** criticisms on the mental stress that zero-covid has brought upon or the demonstrations against catastrophic environmental issues, not to mention the renowned tennis player Peng Shuai and livestreamer Austin Li [6D.] (Chaudhury; Cheung and Kawase; Cheung and Kihara; Hale; Losos, et al; Malosse; Nebehay).

This is the writer's way to show students from the 21st century how crucial possessing critical thinking skills is so one will stop being the pawn of a higher power because by default, those who are reluctant to let go of abusive power are highly violent, manipulative and immoral [aka Bluffer, Bully and Bully Bolster].

The reason is that unthinking people are gullible in following the higher power, assuming their doings are for the better good but Harari mentions the menacing gap between one's overwhelming power to manipulate and the limited knowledge on how the corrupted power may inflict damage and differing on the living (“Peter Singer”; “Slavoj Zizek”). For instance, when academia pushes on high-stakes testing, it utterly hamstring children's creativity and equally ruins their freedom to explore themselves [Appendix 2. & 3.] Many have forgotten that children are free, curious and flexible individuals who are able to shine their light so bright that their vigor will not let them fall into oblivion because they have something significant to say.

It can hardly be denied that self-absorbed leaders does not only disrespect individuals' bodily integrity by mandating vaccination rates that cause an individual to be susceptible to more viruses, but also devastate civilians' rights to live when there is constant shelling on the land, completely battering Rousseau's naturalistic learning environment because it will undoubtedly take decades for the contaminated land to be fertile again for growing trees that can boost one's immune system due to phytoncides that have antimicrobial, antibacterial and antifungal properties (Duncan, Gupta, 2022b). [4A., 4B., 5., 6., & Table A4] .

Recalling the previous century with Montessori's Heart of Education—it only takes one compassionate and **avuncular** teacher to change the life of a student. Just like Greta Thunberg, she did not fight this war of climate change alone for every cloud has a silver lining: Benjamin Wagner, her teacher, despite knowing full well the risk of putting down his duties for weeks in order to join Thunberg's strike (Crouch). His action [not empty words] sent a poignant message to the world that when children do not listen to adults or go to school, be all ears to their call before judging their actions for it may project a prominent meaning. Adults' initial response is crucial to the mental development of Gen Z. This paper is going to reiterate the previously examined points here: why would anyone want to do something if it did not spark joy? To Thunberg, learning facts at school does not seem to make **supercilious** politicians listen to scientists that the climate crisis is the **Sword of Damocles**, so she had no choice but to carry out a different action to make her voice be heard (Crouch; Kadlec; Rice; Temple; "The Biggest Lie").

## **7F. The Cries of Tibetans and Mongolians**

Nevertheless, without a tinge of moral, Bluffer has been brazenly colonizing by carrying out genocide on the culture of Tibet and Mongolia, utterly void of respect but imorally acting on sheer selfishness, just as how Italian politician Matteo Salvini [7D.] caveated on the issue of colonization being a big no-no as it encompasses sensitive data of personal interests (Figuroa and Hofverberg; Redazione).

As a result, it is inevitably something that required profound contemplation in terms of unbridled human rights that embodies coercion, censorship, and especially the urgency to ditch Bluffer made phones for not only is there a censorship feature that can be activated if users accidentally browse sensitive themes like the aforementioned criticisms of zero-covid and the bloody massacre of students in 1989 [Refer to 6., especially 6D.], but also **malicious** spyware is installed to track users personal information from medical records to political contracts ("Lithuania"). Information control is ridiculous to the point that it lacks a humanistic approach; hence, the reason why sensible countries warned their athletes not to

bring their own electronic devices to the 2022 Winter Olympic Games in fear of phishing comments and security infringement (King and Reichert; "Lithuania"). Such a chaotic governance will undeniably lead to technological deterioration, and not to mention in addition to severe pollution from the Bluffer Raiding/ Ransacking Innocence **Skulduggery** that proliferates to other nations [Refer to Tables A1.0, 1.1, 1.2 & Section 7.].

In addition, by initiating genocides, Bluffer's egoistic self has blinded him to perceive the world in 7000 different ways. Why?

There are at least 7000 languages from around the world, which means there are 7000 possible ways of perceiving the world to learn from one another and appreciate the priceless tradition another culture possesses. Boomer Bluffer's **bumptious** and opinionated manner hampers others the opportunity to be bilingual or multilingual in order to strengthen their cognitive capacity. How can anyone, let alone students, learn well under coercion and the elimination of one's ethnic history and culture by suppressing them and intimidating them to call the assimilated language their “native language” (Lim; Ohno; 吳)?

Not only does language carry the cultural and historical tradition of a nation, but also it helps build the identity of the residents (吳; Tyan). Does it not foreshadow this is what Bluffer [despite being immensely impaired and broken] would coerce everyone globally just because of his narrow-mindedness and self-interests if he decided to be the world leader ("Are You"; Bowser; Mauldin; Maxwell; Oberlin; "The Psychology"; "Why Are")?

however, with advanced technology, Laurent Sagart of the *Centre des Recherches Linguistiques sur l'Asie Orientale* and the coauthor of the studies on the ancestry of Sino-Tibetan mentions the evolution of Chinese dialects is one of the byproducts from the separation of the Sino-Tibetan family (Greenhill, et al.). To put it simply, the variations of Chinese originated from the Sino-Tibetan family. Note here it is not merely Sino but *Tibetan* inclusive. Hence, what gives bumptious Bluffer the right to annihilate other cultures when his language is derived from Tibetan as well. Should he not eradicate his own language as well if he detests Tibetan?

From the above banning of English due to the laughable *Western Influence* [7D. i.], not only has Bluffer deprived students the opportunity to enhance their cognitive skills by being bilingual or multilingual, but also diminishing their degree of preparedness to tackle the global economy unless Bluffer is planning to coerce every global citizen to study his language, as seen in the sinicization in Tibet and Mongolia where through forceful assimilation, the original Tibetan and Mongolian languages are at the verge of extinction (Feng and Lee; Gupta,

2022a; Hernández; Lim; Matsuda; Ranjan; Ohno; Thomson, 2022b; Tiktok"; བ་རི་རྒྱ་བ་ཚེ་རིང་; "中国"; 宇山; Wion, 2021b; "Why China").

Deeming one's culture is more superior than others is, as guru Sadhguru puts it, "horrible and sick" because everything has its unique value, in other words, no one has given Bluffer the right to annihilate another culture's existence when everybody has an equal opportunity to experience life (Glaveski; "Don't Compare"; "If You Want"; "Primo Levi"). He may have forgotten his ancestor was initially an ape, just like everybody else [7A. & 7B.]. And when he has violated almost all of Grice's maxims of communication [A1.0, A1.1 & A1.2], he does not seem like a very smart ape.

## 7G. The Einstellung Effect (Part 2)

From Section 6., readers have gleaned insights of hands-on example of mass mentality of getting stuck in the Einstellung effect of the impossible zero covid, while here with the Bluffer Raiding / Ransacking Innocence **machination** is yet another real-life example of severe Einstellung effect that preys on undeveloped countries because unthinking countries assuming the "ridiculous **Skulduggery** would bring them prosperity is a laughable idea; hence, the reason why certain clever nations tried to stop any **sophists** by applying rational inquiry like Socrates, leaving the ground open for skepticisms and suspicion about Bluffer's motives, indeed a commendable move to demonstrate hands-on experience to show what the opposite of the following is:

5. the Einstellung effect [*interpretation: there is nothing better than connecting the West with the East via the "Bluffer Raiding / Ransacking Innocence" machinations*],
6. groupthink [*interpretation: you have no room not to agree that the "Bluffer Raiding / Ransacking Innocence" machinations will bring prosperity and high living standards*] and
7. an echo chamber [*interpretation: borrow money; everybody is borrowing money so you have to do the same to carry out Bluffer's world domination plan, no questions asked*]  
(Emmott)

It all boils down to the salient fact that a **pernicious** and **malicious** regime is solely about itself and never about others, as seen in the genocides carried out in Tibet and Mongolia [See 7F.](Arpi and Namgyal; Chaudhury; "China Responsible"; Feng and Lee; Malosse; Nebhay; Ng; "Tiktok"; བ་རི་རྒྱ་བ་ཚེ་རིང་; "中国"; 宇山; "Why China"). There is nothing an authoritarian or a totalitarian regime wants more than to further exploit developing countries by making them

borrow loans that they cannot repay and in turn leasing sovereign ports like the harbor in Kenya to a debtor who is actually in serious debt accumulating several trillion USD per se [See 7C., 7D. & 7E.] (Arpi and Namgyal; Chaudhury; "China's"; Emmott; Figueroa and Hofverberg; FORUM スタッフ; Gibson; Harari, 2020; Kumon; Lee; Malosse; Nebehay; パンダ; Reuters, 2022c; Takahashi, 2022a; Takahashi, 2022b; "Tiktok"; བོད་རྒྱལ་ཚེ་ལོང་; "中国"; Umeh; 宇山; "Why China").

## 8. Retribution (Part 2)

### 8A. Calumny That Bluffer May Vilify the Writer

Undoubtedly, Bluffer must have certain comebacks to defend himself and this is indeed the way Socrates intended his students to argue back and forth to stimulate critical thinking skills and generate new ideas beneath the presumptions (Chrysopoulos; Darkhorse; Garlikov; Lake; Meyer; Shrigyan; "The Socratic").

First off, the writer already elicited his contradictions in regards to his highly contaminated Bluffer Raiding / Ransacking Innocence machinations under 7D. and his ridiculous faulty ideologies in A7.1, whereas this section here is to prove his unscrupulous reason to **extirpate** cultures of other regions is yet another dimwitted move. Because Watch out! Bluffer's rationale behind his genocides is to make those people become *civilized* [anticipating eyes-rolling, thank you!] (Feng *and Lee*; བ་རི་ལྷ་བཙའ་འཛིན་). Let this ridiculous statement sink in and employ both Grice's Maxims and the Socratic rational inquiry approach to examine how confusing his invalid justification is.

Since Bluffer does not know and will not care to read English, [i.e. this paper], the writer instead will demonstrate to Bluffer one of the salient qualities of what it takes to thrive in the 21st century: being receptive [a significant keyword that will be further delved into in Chapter 4]. The writer is going to provide the meaning of "civilized " not only in English but also its translation in Chinese for Bluffer to ruminate over if he ever wants to criticize the writer that she has somehow wronged him.

1. According to the definition of "civilized" from Dictionary.com, the word means having a *humane* culture, which means showing the following qualities of being polite, *well-bred* and refined.
2. "文明" 指有人居住，包括民族意識、技術水準、禮儀規範、宗教思想、風俗習慣以及科學知識的發展等等。[Civilization refers to people living, including national consciousness, technical level, etiquette norms, religious thoughts, customs, and the development of scientific knowledge, etc.] ("文明") Conversely, according to the United Nations, genocide is considered a crime *against* humanity ("Crimes"; Lem, 2022e; "The Dalit").

The formula is rather straightforward to understand and readers may refer to the table below.

If
Genocide = Humanitarian crisis / against humanity
[According to United Nations]
And
Civilized = Humane
[According to its definition]
Then
Genocide $\neq$ Civilized
Or
Genocide = Uncivilized

[Table A8.1]

Even ethnic Mongol activist Temtsiltu Shobtsood said Bluffer is challenging and *trampling* on human civilization by destroying other people's culture (吳).

Along the same lines, བ་རི་ལྷ་བ་ཚེ་རིང་ [Bare Dawa Tsering], chairman of the Tibetan Religious Foundation criticizes CCP's *evil* rule [Exact quote, undeniably a *deja vu* of Trevor Reed's "sincerely evil" remark on Bully from 1G.] (བ་རི་ལྷ་བ་ཚེ་རིང་). And similar to Carl Jung, བ་རི་ལྷ་བ་ཚེ་རིང་ warns people to be alert, acquiring self-actualization; otherwise, they will eventually **truckle** to the *evil* rule, losing their freedom ("Carl Jung"; "Life"; "Nietzsche"; "The Psychology"; བ་རི་ལྷ་བ་ཚེ་རིང་).

In a nutshell, Boomer Bluffer is getting a taste of his own medicine: wanting others to be *civilized* by wiping out other ethics because his egoism solely considers them to be uncivilized but in fact, it has been *him* being *uncivilized* all along, ruthlessly carrying out uncivilized actions.

Besides, from the above Chinese translation, it states that being civilized means "有人居住" [with people living] and "禮儀規範" [possess etiquette norms] but Bluffer's violent act definitely proves he has no etiquettes and is considered uncivilized, meaning he should initiate genocide on himself if his goal is to purge away anything uncivilized. He should have started with himself first.

Furthermore, even English philosopher John Stuart Mill said he was unaware that any community has a right to force another to be civilized, so what gave the Bluffer the right (Hereford, n.d.b)? On the contrary, Bluffer will offensively argue Mill is "*Western Influence*" and is therefore utterly inapplicable to his case. Unfortunately, the writer is rather **piquant** and enthusiastic at fact-checking all available sources [highly unlike those pseudo self-proclaimed fact-checkers from 5A. and **sophists** from 1B.], just as Socrates would like individuals to be engaged in a provocative dialectic banter.

Chinese philosophers Confucius and Lao Tzu [definitely not Bluffer deemed "*Western Influence*"] highlighted similar theories with the former emphasizing not to impose anything on others [refer to Chapter 2 "*己所不欲，勿施于人*"] while the latter focusing on how humans are in conjunction with nature [think Bashō and Rousseau] and that it needs not to be governed because utilizing force means to go against the flow of the game and will inevitably backfire ("Wu-wei"). Lao Tzu termed it "*無為*" [*Wu-wei*], which can literally be translated as non-action or the art of letting things happen ("Lao"; "Wu-wei"). Hence, without allowing other cultures to exist in harmony, Bluffer is practically going against the significant theories proposed by ancient philosophers from his own country.

For a similar reason, even the popular K-pop boy band BTS often brings out an important message during their world tour, something like "equality begins when we open up and embrace all of our differences because everyone has their own history" (Debusmann). One may wonder why a celebrity band consisting of Millennials and Gen Z has a tolerable mindset to fathom such significant values but embarrassingly the older generation of Boomers cannot achieve such basic virtues despite having resided on planet Earth for so long—a wasted life (Danaher; Debusmann). Hence, with the top fixated on their own interests and being indifferent to the interactions of different disciplinary ways of seeing things, the deterioration in the education system can be seen in students' inability to generate new ideas due to a toxic system of rote learning and the discouragement of being inquisitive ("Do Schools").

Therefore, being skeptical is one of the fundamental steps to embrace different point of views, so one will not end up perceiving things with only one interpretation—borrowing money to build roads to finance the economy but not taking into account people's health will be affected long term due to pollution that will inflict serious health problems, severing the medical system and education when students can only breathe in smog inducing their drowsiness. Worse yet, being in serious debt, no fundings can be spared to technology advancement unless one wants to further get buried under the debt trap by borrowing [again] to finance technology which is seriously a vicious cycle. How can people raise their living conditions



when a country is in serious debt? Bluffer's country is an excellent example of a debt bomb (Lee; Pei). People's living conditions are obviously horrible with evil corporations producing bogus products at a lower price to generate more income, including but not limited to fake eggs, baby formula and recycling gutter oil that will cause cancer in people (Boehler; "Gutter Oil"; Huang, 2017).

Sri Lanka is a real-life hands-on example of what happened when a country ran out of money and in serious debt (Perera; Takahashi, 2022a; Takahashi, 2022b).

In fact, when it is so dead obvious that trusting Bluffer's country is potentially a grave mistake because disclosing details or terms of the loans is never the asset of Bluffer if one can look closely at his already messy banks meltdown with more going to follow suit at home (FORUM スタッフ; Lee; Pei). Hence, did the writer not warn everyone to be i. sensible, ii. skeptical and especially iii. scrupulous [See 7D.]?

Hence, possessing **chuppah**, the writer, just like journalist Zhang Zhan, who had exposed the immortal regime's attempt to silent dissents and eventually make them disappear, has a rebellious soul and by researching the truth for this dissertation, the writer is going to tell the truth and the regime can stand back and listen (Bennett, et al.):

### **8B. A Rebellious Soul—Good Must Triumph over Evil (= Bully × Bluffer)**

Hence, possessing **chuppah**, the writer, just like journalist Zhang Zhan, who had exposed the immortal regime's attempt to silent dissents and eventually make them disappear, has a rebellious soul and by researching the truth for this dissertation, the writer is going to tell the truth and the regime can stand back and listen (Bennett, et al.):

### **Tian An Men Massacre in 1989**

The new era of China that Mao and his successor Deng had created eventually reached a tipping point [the same as zero-covid, so some people never learn] because of the Great Famine, in addition to the ridiculous enforcement of the study of "Mao Zedong Thought" and "Deng Xiaoping Thought" since 1949 and the 1960s respectively. It was even compulsory for adults [think of the scenarios in "1984" and "The Giver"] as they were forced to return to school to be bombarded with songs and portraits that glorified either chairman extensively and inauthentically to harness anti-intellectualism so as to galvanize popular will simply to fit

the narrative (Bennett, et al.; Fu; Hernández; "Ideology"; Kucha and Llewellyn; "Maoism"; Phillips, T. ; Pomfret; SCMP Reporter, 2019).

Nevertheless, to Mao, Deng and Xi, adhering to the ideals and convictions of the party creates a link between the party and the masses [note here that the link is definitely not mutual when one is coerced into groupthink and an echo chamber as in "The Emperor's New Clothes"]; thus, letting the party "gain [fake] victories wherever" it goes, because Pandora's demon forces every individual to align their value with the one who holds the demon (Bennett, et al.; Fu; Hernández; Gibson; "Ideology"; Kucha and Llewellyn; P. Sauer; SCMP Reporter, 2019; "The Psychology" ).

Despite professor Fang Lizhi having encouraged China to embrace academic freedom, which included the freedom of speech and the freedom of press, he was pressured, criticized and fired from his position, a rather similar reflection on the government of India where it cannot tolerate scholars who criticize their policies [from Chapter 3.C.i.(1) Feline Philosophy (Part 1)].

On the contrary, try to recall the sense of freedom in *Tomoe Gakuen* and how it stimulated students to be creative and engaged in school life naturally.

Hence, just like Mussolini's pipe dream of "saving" his people, the Communist Party **bluviated** the claim of being the "savior of the people" (Fu; Phillips, T.). Nevertheless, without proper measures in tackling the poor economy and severe corruption within the government and nepotism, there was an uprising that eventually led to a bloody massacre of students who were only retrieving and safeguarding what had once been theirs—freedom—and to stop the indoctrination of the insanely ridiculous and highly impractical Marxism-Leninism and "Deng Xiaoping Thought" that did not foster critical thinking skills ("1986"; "1989"; Hernández; "Is the Mainstream"; Nakazawa; Pomfret; Poon; SCMP Reporter, 2019; "What is Marxism").

Students protested to defend their long overdue freedom, in which had those Pandora brainwashed fools sincerely listened, acted accordingly and admitted they were wrong, unnecessary bloodshed that killed hundreds of thousands of brave students would have been avoided ("1986"; "1989"; Hernández; Pomfret).

Even though it was allowed by the downfall of Mao and Deng, the current one, instead of finding fault in oneself as the first step for a more humanistic approach to a better leadership, has done what an exceedingly impaired and broken leader would do: **bowdlerizing** any

unglorified history events in textbooks, censoring on social media [the disappearance of Austin Li] and silencing those who tried to commemorate students who died innocently on June 4, 1989, because no one is allowed to glean anything from the ugly facts that had occurred in the past and so to fill the void, deceit history events must be fabricated to fool the gullible minds (AFP; 杜, p.190-201; FP Explainers; Cheung and Kawase; Fan; Feng; Fu; Gan; Glaveski; "Is the Mainstream"; Longley; McRaney; Phillips, T.; Poon; Stokel-Walker; "Why China").

In fact, do not forget criticizing zero-covid results in the same retribution of detainment, silenced and sacked because of conceitedness that prohibits one's ability to be tolerable and reinvent oneself with the constructive criticisms, leaving a country in stagnation (Bennett, et al; "Fang"; Lem, 2022f) [Appendix 6.].

## 9. The Einstellung Effect (Part 3)

### 9A. Adults Not Reinventing Themselves

when almost every country is backing away from Boomer Bully, who is also a crude oil provider, his partner in crime, Bluffer decides to surpass the other NATO countries in buying his **insidious** oil to multiply the pollution rate because do not forget Bluffer's backyard is currently filled with 60 newly constructed coal plants that will not stop working in at least 40-50 years, way past the carbon emissions goal [*refer to Tables A1.0, A1.1 & A1.2*] (Conte; Bhutada, et al.; Gibson; Stanway; Wang).

Despite Japan revisiting the idea of employing nuclear power due to Bully's self-interest on assaulting Sunflower, escalating the energy crisis, still, if other countries continued to burn additional coal, natural gas and fuel oil, any pledges to achieve net zero carbon emissions by 2050 are deemed futile (Inagaki). According to Juan Carlos Jobet, Minister of Energy and Mining, Chile, he mentions people rely on more than 70% of fossil fuel, so it is an utmost emergency to tackle the climate crisis with hydrogen solutions [9C.] to reduce greenhouse gasses and carbonize industries by using renewable energies to generate green hydrogen in its purest form ("Hydrogen Now"; "Why Hydrogen").

By the same token, US Senate Charles Schumer, it is high time to tackle the biggest challenge that humanity encounters: the fight for environmental justice ("Hydrogen Now").

If there is still altruism and concerns for the future and the living conditions of all the future generations, should leaders of different countries not strengthen environmental protection by seeking alternative supplies, promoting more sustainable, circular practices in production and consumption and contributing to the global goal of protecting at least 30% of both land and sea in order to conserve biodiversity (Directorate-General; EU; Inagaki)?

Notwithstanding, from 1D., readers have gleaned certain dire realities—the brutal shelling in Sunflower galvanized by Bully since February, 2022, as well as the contamination of pristine lands under the Bluffer Ransacking innocence **skulduggery**—which are not very convincing to demonstrate either their statesmanship [according to the late Queen] or the determination in curbing climate change at bay but rather, de facto, showcasing one's selfishness and egoism to no end, utterly devoid of accountability (Aamir, et al.; Directorate-General; EU; Malosse).

## 9B. Innocence Kills

Furthermore, though not from any of the aforementioned Boomers, still from generations before Gen Z, one from the Silent Generation literally flew all the way to the Middle East to request for an increase in oil supply, which can be translated as "increase the rate of killing Mother Earth" because an increase in consumption of coal, oil, gas and fossil fuels means feeding the Earth's atmosphere with excess CO<sub>2</sub> emissions; consequently boosting the rate of greenhouse gasses, hastening the warming circumstances that can be witnessed gravely across Europe and eventually leading to breaking the threshold of 2 degrees in no time (Cummins; Hausfatherr; Inagaki; Kaiser; Rezvani; Rice; Simon, M. , 2022b; Steffen; Temple).

Again, here is another hands-on example of an Einstellung effect of adhering to not only burning coal and fossil fuels but also ridiculously subsidizing these murderers of Mother Nature rather than phrasing out coal in encouraging big corporates to utilize renewables: solar, hydro, wind, hydrogen and obviously the intimidating nuclear power, in which according to research, people get more radiation from travelling on a single flight as well as using coal than exposing in radon in the air annually (Conte; Bhutada, et al.;; Guterres; Inagaki; Stanway; "The Biggest"; "The Truth"),

It is a saddening fact that scientists [with the exception of the 1,100 **sophists**] [1B.] dedicated to informing the public have struggled to get their voices heard in an atmosphere filled with false charges of alarmism and political motivation (Grove, 2022b; Kadlec; Temple).

When that Silent Generation said in his statement that "action on climate change and clean energy remains more urgent than ever", his action is apparently contradicting what he had said when he visited Saudi Arabia for an increase in oil output production (Rezvani; Singman). Does he not know that the "Salad Bowl", San Joaquin valley, is one of the most polluted areas in his country? Should he not inhale the smog that can induce cancer and asthma from the valley to fathom the fact that air pollution is downright serious if leaders like him, the Bully and the Bluffer constantly get stuck in their comfort zone, oblivious to the habitats of the wild animals but keep burning coal like there is no tomorrow and hypocritically **pontificate** "we are going to make changes" (Carroll; Lafrank; Milan). Thunberg has already said they had decades to make a change but see what their tardiness has led to today: heat waves have become catastrophic in majority of the European countries with wildfires, extreme drought and melting glaciers causing menacing avalanches, inevitably taking lives and annihilating the already acute nature (Kaiser; Nilsen; Simon, M., 2022b; Steffen; Temple).

Frankly speaking, is there truly a future for Gen Z when two selfish Boomers have already been devastating the Earth with their self-interests, along with a Silent Generation who is ignorant enough to think producing more oil can help *save* everyone or, in fact, accelerate the Earth down the path to **perdition**?

And just because by 2050, these **bumptious** and **malicious** Boomers are long gone does not mean they can mindlessly, blindly and immorally devastate the lives of the future generations, especially not showing altruism in the younger generations that their opinions are equally valuable ("BRAVE"). [See 1B. for 1,100 professionals disguised as **sophists**, 1E. for Bluffer's violation on Grice's maxims, 4. for Bully's shelling and negligence of his country's killer pollution & 7. for a project of **Skulduggery** with more killer devastations].

### 9C. Hydrogen

Similar to what Jobet from Chile has suggested on hydrogen being one of the solutions to reduce carbon emissions, RWE from Germany, who is also partnering with the Netherlands and the UK, says it is planning to construct its first public hydrogen infrastructure using offshore wind farms in the north sea to produce hydrogen energy to substitute energy used in refineries by 2024 onwards (Gillis; "Hydrogen Now"; "Hydrogen Power").

In fact, despite Japan not as big of an economy as either China or the US, its **magnanimous** heart to help the future generations to truly have a better environment to live and thrive is absolutely bigger than either of the said countries when they are indecisive with their climate promises [Appendix 1E. & 9B.].

i. Japan has a complex and **Brobdingnagian** network of train systems with an exclusive reliance on diesel but recently has been developing energy efficient trains that cut back on diesel trains, which emit a large amount of CO<sub>2</sub> ("Speeding"). One type of new trains use a hybrid of electricity generated by diesel engine and electricity stored in batteries which can be charged by converting friction produced when the train brakes ("Spreading"). Another type taps into a hybrid of storage batteries and hydrogen fuel cells which only emits pure water in the energy generating process ("Speeding").

Moreover, acknowledging energy from non-fossil fuels ,such as solar, wind, hydro and geothermal, to name but a few, is more expensive, Japan comprehends that the energy saved from the new trains and the sizable reduction inCO<sub>2</sub> emission offset the additional expense ("Speeding"). Every country should look at the big picture of how making a change now will reap substantial benefits in the future, rather than worrying about reinventing energy model

use will cost major economic loss, just like those 1,100 sophists with an intolerant and ultra-conservative mindset ("Speeding"). [Appendix 1B. & 1D.]

ii. Toyota's Woven City at the base of Mt. Fuji in Japan is using hydrogen to power everything, so by not resisting available options, the world can be a better place for future generations to thrive (Toyota, 2022a; Toyota, 2022b; ; "Woven City").

Obviously corporations that put profits before people will argue about the cost of generating green hydrogen is insurmountable. This is how the evil business sectors create an echo chamber and groupthink to avoid making a small niche, in other words, pivoting from the Einstellung effect of burning fossil fuel is the only way to live and survive, failing to see challenges in a new light (Steffen 212, 215).

According to US author Alex Steffen, he warns that the cost of disrupting the ecosystem is far greater than the entire human economy (Steffen 83). [Refer to 1B. & 1C. for how severely deteriorated the ecosystem has become].

To sum up, the eminent climate crisis is not the only sole issue that requires the older generations to be more open to alternative options and be willing to discard old beliefs that are detrimental, but also according to Roman emperor Marcus Aurelius, initiating change must not be harmful to others, just as both Philosophers Yuval Noah Harari and Slavoj Žižek echoing the fact that making others suffer just because of someone's selfishness in coercing others to undergo changes will never convince anyone it is a plausible or constructive idea ("BRAVE"; "Slavoj Žižek").

## 10. Finally a Final Conclusion for the Appendix

After reading so much, the Main Paper and here in the Appendix, who seriously wants to look up to these leaders who are solely obnoxious at coercion and violence, but equally unwilling to let go of their long overdue power by rewriting the office terms [A hands-on example of mimicking dictator Julius Caesar] (Brunnstrom; Hah and Tewari; Kawashima; RFE; Specia; "The Psychology"; "Why Are")?

Is it for good?

Obviously with skepticism, one will doubt their accountability, as explicitly seen in the ordeal Boomer Bully has inflicted upon Sunflower, destroying lands and nature that could have offered the young ones Rousseau's naturalistic learning approach while Boomer Bluffer equally devastated lands and forests, wrecking havoc of a range of environmental impacts on every global citizen, in which he blatantly turns a blind eye due to the lucrateness of putting profits before people, on biodiversity, carbon storage, water provision, and other eco-services, just to falsely brag about linking the West with the East that leads to developing nations borrowing more than they can ever repay, ultimately forfeiting their sovereignty (Aamir, et al.; Arpi and Namgyal; Brest;; Chaudhury; "China Responsible"; "China's"; Cole and Vazquez; Ellyatt; FORUM スタッフ; "Gravitas Plus"; Losos, et al; Malosse; Nebehay; Ng; パンダ; Rosalsky;; Sauer. P; Shepp; Takahashi, 2022a; Takahashi, 2022b; "Tiktok"; "中国"; 宇山; Umeh; "Why China").

All in all, If Millennials, Gen Z and Gen Alpha are reading this line, they have to bear in mind one thing: the danger of over obedience will impede the urge to resist groupthink and echo chamber because as the paper has been illustrating throughout countless times, merely following the herd will not make an individual smart, successful or respected because do not forget the puppeteer controls every pawn on the board. They can go back on their words like brushing off a speck of dust on one's shoulder because being accountable is not a word in their dictionary. Hence, the younger generations had better equip themselves with Carl Jung's self-actualization, Apollo's knowing thyself and the chutzpah to withstand blind indoctrination from the state and acquire technology to counter pathological **pompous** liars who **bloviate**, lie and make up false realities that will eventually burst like a deflated balloon. Only through applying Socrates's rational inquiry approach and skepticism to every situation can individuals see through the veil of deceptions. ("Carl Jung"; "Life"; "How Civil"; "Nietzsche"; "Socrates's Concept"). The young free minds must show the old ingrained minds that they neither fear nor respect them and obviously will not obey their implausible ways of doing things ("How Civil"). This is why the writer has been using reason, logic and argumentation



[from the 900+ citations]to make readers aware of deceits, lies, pipedream turned exploitation and manipulation [Bluffer Raiding Innocent **Machinations**].

Upholding the same spirit as Dr. Cui, a postdoctoral scholar at the University of Auckland and persecuted artist Zhang Cuiying, the writer compiles this dissertation to show the world the **malice** behind certain **supercilious malefactors** who think the world has to revolve around their egoistic selves (Devnani; Lem, 2022j).

Not to mention, when young ones strike, like how Greta Thunberg initiated her "School Strike for Climate", they are genuinely telling the world something is obviously outdated and being stagnant is not helping the young minds thrive, especially with repression, coercion, threats and torture, because the environment has changed, similar to homo sapien's ancestors who need to evolve because of the need to survive (Kraemer; Lem, 2022k; Motamedi).

It is ludicrous to see them think of themselves as the superior one because they neglect the fact that every homo sapien on Earth descended from the same African ancestor of apes [7A. &7B.], which means, just as guru Sadhguru puts it, no one is above another being because everyone possesses value.

If more conscious individuals see through their lies and refuse participating in their "Emperor's New Clothes" folktale, there may still be hope in humanity that the future may not be ire for the young ones.

Being a jobless handicap allows the writer to be freed from any obligations in terms of whether having a tenured position at school or jeopardizing her career due to her explicit genuine criticisms towards the lobbied politicians and **venal** government, not to mention conceited **bumptious** leaders who put profits before people's well-being by belittling other cultures and ethnic groups (Lem, 2022k).

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