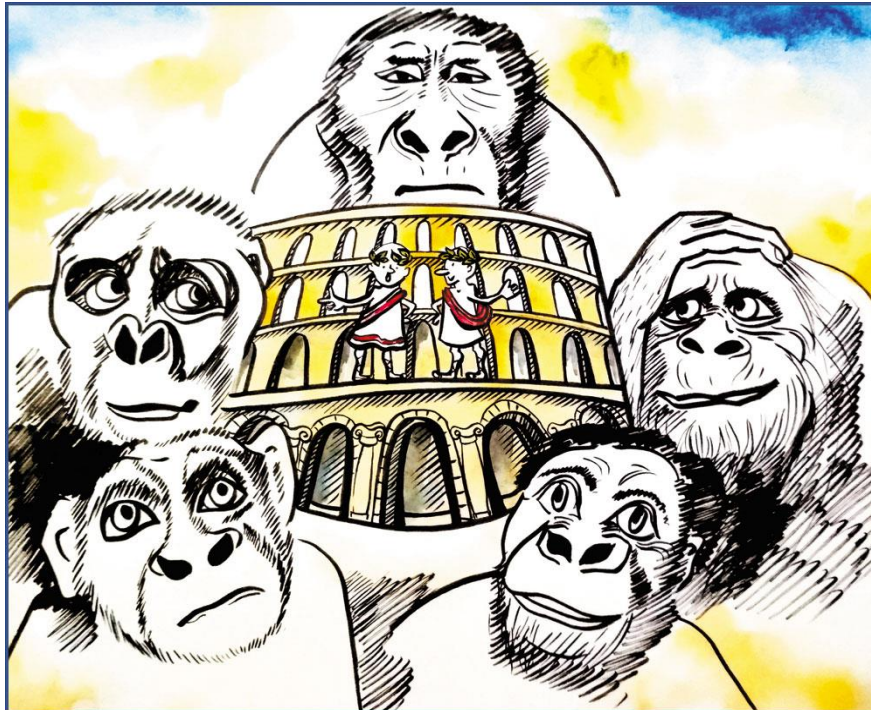


Salvation of the Saviors. 9_369 STUDY OF ROOTS AND ONLY THEN — FRUITS...

Author F.D. Shkrudnev.

When you feel that the goal is unattainable,
do not change the goal — change your plan of action.

I do not undertake to predict what the image of the world and the image of Humanity will be even in the coming decades, but I am deeply convinced that it will be much easier for people to make the transition to a new state, if you like, to a new phase of their development and transformation as a Person, if they are sufficiently armed not only with specific knowledge, but also with a certain worldview paradigm. The spiritual world of man will need a certain attitude, an orientation towards a new value structure, as different from the modern one as the value structure of the inhabitants of the Greek polis was different from the ideas of the Australopithecines, who emerged three million years ago from the rainforest into the inhospitable and dangerous savanna.



Many people have now started talking about the "time of troubles in Russia", and such a phrase is **NOT ONLY** quite justified, but is also perceived by society as a natural expression of reality.

And the way out of any time of troubles requires the affirmation of certain clarity, a **CERTAIN COMMON GOAL** and a common understanding that permeates the spiritual worlds of all the many people who inhabit our territory. Such an understanding, as the history of mankind shows, comes most often (if it comes) as a result of the action of the elements of human passions and the sea of blood. But maybe there is another way? The other way is within the framework of what is happening today, embodied not through violence, which permeates the entire history of human development, but through the newly found reason within the new, today's system of management of all processes, including the processes of the life support system of people. In any case, such a question must certainly be raised, and people must try to solve it! And for its realization, philosophical systems and "pictures of the world" may be necessary, and most likely, some general "philosophy of survival" or "strategy of humanity"! But one of the main directions must certainly be the — development and transformation of today's school and the knowledge that it carries, and the system of thinking and cognition that it should develop and transform.

Let us imagine that a school — is an enterprise for the "**production of human capital**" of a country. In fact, the school turns first-graders into **CITIZENS of RUSSIA** with such qualities that make them equal with their parents: after all, they get the right to vote in elections — at least in this. **There is a question:** what qualities should school graduates have, what should they know and be able to do, so that from the collapsing social structure on the ruins of a parasitic foundation created not by us, there is a chance to build a new one for the possibility of creating a whole social structure with different principles of existence, of which we know only one thing so far — it should not be based on existence at someone's expense. After all, boys after school will legally take up arms and become defenders of the Fatherland, and many girls will become mothers themselves. After graduating from school, they all have to make vital decisions on their own, and most importantly — unfortunately, in the current situation, they must financially support their lives and help their parents. Therefore, after graduation, they received a document that was rightly called in pre-revolutionary Russia "Certificate of Maturity", returning this name later in 1944 and withdrawing again in 1962. Is the school fulfilling this task now? Many people today doubt this. Doubts are so strong that: first — today society considers its Minister of Education the worst Minister of the Government of the Russian Federation, second — most of the time in the State Duma was spent discussing the work of the Ministry of Education (this is against the background of the recession and the so-called "global financial crisis"), third — **NOT A SINGLE** argument was said in defense of the Minister of Education: what does it do? why? why is this so? There is no doubt that **THERE is SOMETHING STRATEGIC** going on in school education, something more important than defense and the economy. Or rather, not in the school, but with the **reform of the school**. But what? Here we will look from the point of view of our human understanding, which has been developed in a controlled way for centuries, and today we have what we have.

It is believed that the main problem of the school is the **continuous and total reform of school programs, the content of subjects and the form of their teaching, and the ways to control their implementation**. Something "mysterious and strategic" is happening in the school. What is it?

The first mystery. What is the project of the school graduate, and for what purposes are the reforms being implemented? School education has been designed by someone in Moscow with the air of being written — by futurists **WHO RUN THROUGH TIME WITH THEIR MINDS** and know exactly what life on earth will be like when the children finish school. **They seem to know exactly what knowledge and to what extent school graduates will need in real life, and what they will not.** But then they must describe this future life for the parents to justify the removal of some subjects and the inclusion of others, the replacement of one content of school subjects with another. So far, these changes **CAN NOT BE UNDERSTOOD** by students, parents, and often teachers. Undoubtedly, the ideological factor dominates, when in our country the portraits of Blucher, then Stalin, then Khrushchev, etc. were blotted out in textbooks, and now instead of some writers, children study other writers, etc. This is understandable and explainable. The political struggle is so-called, and within the framework of the old program — the achievement of the goal in the development of specific brain genotypes.



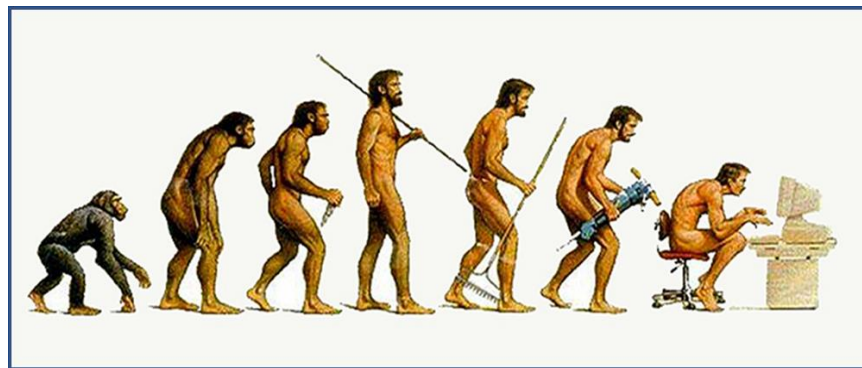
Another thing unclear and inexplicable: what kind of citizens and for what purposes is the school preparing its graduates today? Why is their training given such phenomenal importance?

The totalitarian, precisely totalitarian, control of schoolchildren's mastery of curricula with the help of the **USE (United State Exam)** is presented as a total military-political operation, comparable to the operations against the "enemies of the people of 37", when everyone was just as shaking with fear of arrest as schoolchildren and their parents are shaking today when they take the **USE**. The separation of children from their teachers, their gathering in an unfamiliar place with unfamiliar examiners, their being admitted to class with their passports, the guards at the door, the searches, the seizure and jamming of cell phones — all that is left for the fullness of the impression is to sound the sirens and bomb something. What is this general military-pedagogical psychosis with the opening of secret packages, independent processing of some hooks and ticks on the forms, as if **THIS IS THE TOTAL** of ten years of education in school? And the Programs of subjects and their assimilation impose such rigid requirements on the child, as if he were a — future pilot of a starship, and the content of school subjects are practical instructions, without which he could die on the way to Mars! However, those who compose such programs have no idea how and who will reach Mars and whether they will reach it. Today's **USE** is a product of a sick "corrupt" brain and psyche — everything is "sharpened" for a global lie and fraud. These are the main components of the consciousness of those who designed the **USE** in detail with jammers, automatic testing and other devices. The problem is in people's heads, and it is more effective to solve it personally and by everyone. Adequately and not hysterically perceiving reality, the parent and teacher will be able to benefit from such nonsense, well, or at least experience, which is also a benefit.

The scale and intensity of the pressure on the school and on the children from the Ministry of Education should also have a negative reaction: it is desirable to ask the authors of school programs and textbooks to describe the future world for which they are preparing the student to live? To give away a secret-what is it for? Then you will understand the **UNPRECEDENTED OVERSATURATION** of **SCHOOL PROGRAMS** and the impossible rate of assimilation of imposed knowledge.

The second mystery — what do textbooks give for the preparation of a citizen? Older people know that the content of all school subjects changes radically every ten years. But today's biology, physiology, physics, and chemistry are taught in school as if they are eternal truths. Even at the heart of physical science is the **SO-CALLED** Standard Model, which seems to us the standard of scientific knowledge. Today, however, physicists are catching the Higgs boson at the Large Hadron Collider to confirm the truth of their standard model of matter and antimatter. If they don't "catch" the boson, then all physics is nothing more than a hypothesis. In the recent past, physicists have claimed with mind-boggling certainty **THAT THE ELECTRON** is **INDIVISIBLE** and that it is the one-time world-forming basic significance, as well as the **planetary model of the atom and other scientific blissful but solid forgetfulness** in the knowledge of the surrounding material natural essence, which allowed them to assert with granite certainty that they are eternal, because they are true and without alternative!

But only now, instead of recognizing this erroneous, crafty statement of the recent past, hundreds of NON-EXISTENT "elementary particles" were additionally invented, the holy list of which is growing day by day, but with "original" names that only appeal to their "scientific pathologists" ("God particle" and so on). It would be better to somehow cling closer to their own anatomy in the names, or something, it would be more modest, easier to overcome "difficulties in finding fittings on yourself", and somehow it would be more akin to "reality" in the simplicity of perception of the surrounding reality, still invented by them, but still at least something felt by them (no matter what is not the head). The essence of their judgments is not important for the future, but for themselves, let them continue to invent what they want, since the alphabet consists of as many as 33 characters, and the variants of the verbiage composed of them are still quite enough in their possible non — (c)semantic combination.



What can we say about biology, which **CANNOT FIND** entire generations of human ancestors to confirm its standard model — see Darwin's theory of evolution. Or philology, which **CANNOT FIND** the boundary between obscenities and human speech. All this is not a secret, and those who wish can get acquainted, for example, with the report of M. Danilov ¹ "Matter, antimatter, dark matter...". In this report, an outstanding Russian scientist says that "... there are many shortcomings in the Standard Model. It has too many parameters, more than 20, which should be taken simply from experience. The reason for the hierarchy of these parameters is not clear at all — they differ by 100 thousand times, or more... The standard model describes only a small fraction of what is in the universe. Astrophysicists have shown that more than 80% of the matter that exists in the universe is of an unknown nature. It is called **DARK MATTER**... So the real conclusion is not achievements, but a list of questions. This list of questions is very long, so our life promises to be interesting." Here in such a case is the **MANIFESTATION** of a **NEW** Management System, a new System, within the declared vector of the goal. And children will undoubtedly have exciting discoveries that will fundamentally change the school's understanding of the world and the lives of today's kids.

In just one lifetime, the content of school curricula changed so much that each generation had to learn completely new subjects.

For example, when Lysenko and Michurin were in the biology course in the 50s, the entrance exams to LSU in the 60s were taken according to the textbooks of Willy and Winchester, and today these textbooks are **COMPLETELY WITHOUT(IN) USE**. In the next five or six years, biology will be **UNRECOGNIZABLY "CROSSED" WITH PHYSICS**, and will become an exact science, such as the outstanding Russian scientists A. Khatybov, N. Levashov, and A. Luchin dreamed of. Biology today is already different, only it **HAS** NOT been put in school textbooks. It is not worth talking about history textbooks (which do not exist and did not exist as such) with pictures of leaders that have disappeared: from Blucher to Gorbachev, etc. And in this aspect, this is how a **"short course of CPSU history" might look today** — "...as soon as Lenin died, it turned out that the second man in the party, Comrade Trotsky — was a traitor. Comrades Kamenev, Zinoviev, Bukharin, and Stalin overthrew Trotsky and drove him out of the USSR. But a couple of years later it turned out that Comrades Kamenev, Zinoviev and Bukharin were also traitors and saboteurs. Then the valiant Comrade Heinrich Yagoda arrested them. But then it turned out that Comrade Yagoda was a — traitor and enemy agent, so Comrade Yezhov arrested him. But a couple of years later it turned out that Yezhov was not a comrade either, but an ordinary traitor and enemy agent, and Yezhov was arrested by Comrade Beria. After Comrade Stalin died, everyone realized that Comrade Beria was also a traitor. Then Comrade Zhukov arrested Beria. But soon Comrade Khrushchev realized that Comrade Zhukov was a traitor and conspirator. And exiled Comrade Zhukov to the Urals. And a little later it was revealed that Stalin was also an enemy, a saboteur and traitor. And with him, most of the Politburo. Then Stalin was taken out of the mausoleum, and the Politburo and Shepilov, who joined them, were dispersed by honest party members, led by Comrade Khrushchev. A few years later, it turned out that Comrade Khrushchev was a voluntarist, a renegade, an adventurer and a traitor. Then Comrade Brezhnev sent Khrushchev into retirement. After Comrade Brezhnev's death, it turned out that he, too, was a pest and the cause of stagnation, that is, you could say, a traitor to at least ideals. Then there were two more, which no one had time to remember. But then young, energetic comrade Gorbachev came to power. It turned out that the whole party was a party of traitors, but he was going to fix everything. That's when the USSR collapsed. And comrade Gorbachev turned out to be an enemy and traitor...". Further, this can be continued within the framework of the above, and I think to the present day.

If we tried to use today the school knowledge that we received in the 50s of the last century (it's scary to say it!), we would have already died. This is not a metaphor: A. I. Yuryev told me how in 1952 a DDT car was brought to their yard in a New Village and dumped near the children's sandbox (!) to fight the caterpillars that attacked the maples around the house. The pile smelled bad, but the kids were making DDT cakes. If only they knew, if only there was something written about DDT in the textbooks! In 1961, at the plant where he worked, a device for checking welding seams broke down, and they took it by streetcar during rush hour to repair it at the manufacturing institute when people were on their way home from work. A hundred meters away from the institute, **ALL** the **METERS** there were **STARTED** — such was the intensity of the radiation received by hundreds of tram passengers from Labor Square to Courage Square. None of them **FOUND OUT** what he died of.

So little did they know from our school textbooks. "If we only knew," —he said at the time, — what DDT is, what radioactivity is, what radiation from radio transmitting devices is! There was nothing like this in the school textbooks."

The conclusion from this is obvious — school is not important for the information that is hammered into our heads, but for mastering the ways of processing it in order to develop intelligence and understanding. To broaden the scope of thinking. To become aware of one's own abilities and capabilities. From this point of view the conditioned reliability of the information is just fine — but only if the teachers and students are occupied with the development of the Brain (even if they do not understand what the development of the Brain is in their current knowledge), and not with what the school tries to occupy everybody with — indoctrination of facts. It's all in the mind of — each teacher and each student, personally. And **NO ONE** forbids parents, when discussing any issues of school lessons with their children, to voice an unofficial point of view, explaining that in school, when answering to the teacher Anna Petrovna, you should reflect the official one, but you can add about the unofficial one by asking Alexander Semyonovich in the form of a question. And Irina Alekseevna can directly say that I do not agree with what is written in the textbook and offer an alternative option. When discussing the problems of school education — you just need to understand that they consist largely of problems in the head of individual BRAINS, managed today not as yesterday.

The third mystery — how do the authors of school programs imagine the future of school graduates? Many people already understand and know that every decade life itself changes, which sweeps away everything familiar, understandable, and cozy. My generation has happily, though hardly, survived the so-called "scientific and technological revolution", making the leap from the black paper loudspeaker to the Internet and mobile communication. In 1960, a guy from the next apartment assembled the first home-made TV on the table. The faint image on the kinescope, lying on the table amid a tangle of wires, made the same impression on us ten-year-olds as Miklukho-Maklay did on the Papuans. But the **MOST POWERFUL IMPRESSION** of all my life was the flight of Gagarin in 1961.

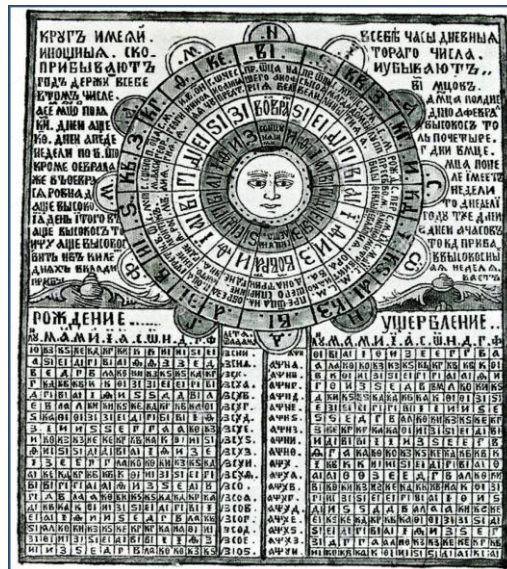
Back in 1975, all science was printed on German "Robotron" typewriters, and the machine for copying circuits ("blue") was sealed with a wax seal at the end of the day. In 1987, I got my first PC, which I used as a typewriter. The meaning of our life was a **REAL ADAPTATION TO CHANGE. This is also what today's schoolchildren will have to do.**

If today's kids are going to live in a completely different world, then school should teach them to **EASILY PERCEIVE** the **NOVELTY**. School children **DON'T** need to be taught what they need no more than I need a paper speaker right now. Even today, the life in which children live is completely different than in school programs. And we must admit that they successfully learn it on their own. I had to see in 2007, how first-graders taught their teacher to use a computer, a brilliant teacher and a person, but he did not have a PC of his own.

These days, during lessons, text messages, photos, and videos of what is happening in a particular class are distributed throughout the school. Stirlitz would be immediately exposed by modern third-graders, many of whom are proficient in all the tools of observation and communication. This means that school curricula **SHOULD ANTICIPATE** what life will be like in the near and distant future. People of my generation feel as if they have been teleported from another age. So much is modern life different from that distant and happy one, when the wood in the Dutch oven crackled in the corner, and the angelic voice of Maria Petrova sounded from the loudspeaker, reading Gaidar's "Blue Cup". The point is not in the lyrics, but in the fact that today's children will remember their current childhood just as I remember mine now: **NOTHING WILL REMAIN** of their current life in twenty or thirty years. Children should be specially prepared for the fact that the **impossible will become possible, the unacceptable — permissible, unreal — real, forbidden — approved**. The changes in their lives will be so fundamental that today they should be pitied and loved. Already based on this, concerned parents can "relax" and not try to diligently regret and love beyond measure — they still do not know in detail what to prepare for — it is better to be a child outside the framework and rules, it is better to take out of the current school flexibility of thinking, and not a set of rules and standard solutions to problems.

The fourth mystery — the grandiose changes in life and people. You can read about the upcoming changes, for example, in Ronald Bailey's report "Technology Development: Opportunities and Challenges". On the threshold is a transhumanism unknown to many: "the liberation of the human race from its biological chains. Jeremy Rifkin, Bill Crystal and others argue that "the current activity around cloning human embryos from stem cells is already breaking old alliances and categories. This is the beginning of a new biopolitics." Opponents of transhumanists argue that "... genetic engineering carried out on our children will be the worst choice that a person can ever make." Or that "we are witnessing the erosion and perhaps the final destruction of the very idea that man is something noble, divine, made in the image and likeness of God, precious — and we are witnessing the replacement of all this with the view that man, like nature — is another category of raw materials for manipulation and homogenization" — that is, they believe that transhumanism will kill human honor, human dignity. All this is on the Internet; he will tell you that this is not a fantasy novel: it's on the doorstep. Soon, the political party "**Evolution 2045**" will become a real political force in the elections in the Russian Federation, ² if, of course, the elections themselves (which I very much doubt) remain a legitimate form of coming to power. Pay attention to the organizing committee of this association. Among the many excellent intentions in the Program, the objectives are set: "To be ahead of countries such as the United States, China, and the European Union in the following industries: robotics, transhumanistic medicine, neotransport, neoenergetics, avatar technologies, dome construction, artificial climate technologies, flying individual transport, nanotechnology, space construction "Specifically:" ... to develop **avatar technologies for life extension**, to create a life support system for the human brain and its connection with the cybernetic artificial body"; " **to develop technologies for preventing aging**; with the help of avatar technologies to achieve a radical extension of life up to non-(c)mortality. As avatar technologies develop, abolish the universal pension system as unnecessary."

However, in my opinion, most of the stated tasks and positions are — **NOT FORMULATED** correctly, because even such people's thinking is still dominated by that vector of the goal which was imputed to us within the programs of the stages of the brain **GENOTYPE DEVELOPMENT** as an externally controlled process implemented through Complexes and Objects within the old SU programs. Today these people of science define their field of activity as fixing regularities, revealing their new properties, but not searching for the causes of these properties. As the great French scientist Poincaré wrote: "There is no need for the definition of force to explain what force is in itself and whether it is — a cause or a consequence of motion. The German scientist Planck explains this by saying that "science is unable to solve the ultimate riddle of nature. This is because we ourselves are ultimately part of the riddle we are trying to solve. Wigner, an American physicist, writes that "the aims of our science are far more modest than those of, for example, ancient Greek science. He writes that "we do not know in principle why our theories "work" so well. Their accuracy cannot yet attest to their truth." **Truth lies beyond the fixation of regularities.** Science names the forces that squeeze the proton and neutron into the nucleus or make the electron spin in orbit, fixes them, and looks for their application. **It DOES NOT ADDRESS THE NATURE OF THE FORCES THEMSELVES,** because what is the use of answering one question, if it immediately generates another? If the answer to what moves the force that moves the electron, the question arises: what moves the force that moves it? And so on to no(c)end. This is why science says it **DOES NOT** have to understand the roots. Its properties and regularities are enough. To the question "what drives forces?" science blows its hands up — these are the laws of nature. An exhaustive explanation. But not unlike a religious explanation. The cult servants answer the same question: these are the laws of God. The words are different, but the essence is the same. Science is not interested in what the world is in its essence, beyond the game. That is why it is like the Church in the days of the puzzlement of the exact calendar. 3 It didn't care what view of the structure of the solar system mathematicians and astronomers made of the exact calendar. She cared about the accuracy of the calendar.



Similarly, science: it does not care from what view of the world the action of a particular law is explained. The main thing for her is that the pattern is caught, calculated, and it can be applied in practice. The shoemaker is also not interested in why the leather does not pass water. It is enough for him that he does not miss it and you can sew boots from it. If he delves into such issues, there will be no time to make shoes. Therefore, he does not ask unnecessary questions. Scientists do not ask questions that go beyond the possibilities of experience. It is enough for them that the observed patterns are established and on their basis you can do things that make life easier, as they believe. It is enough for them to know the properties to "sew boots". If the world's view changes, **NOTHING WILL CHANGE** for scientists and shoemakers. This is the indicator of the craft — independence from the worldview. A concrete example: when Maxwell explained the effects of electromagnetism, he assumed that space is filled with ether. When the theory of the ether has been recognized as a mistake, it seems that if the basis is wrong, the conclusions from it are also wrong. But science does not care what view of the world Maxwell came from. It's important to her that his formulas work. I don't mind boots (what would we do without them). But only boots, phones, and other household utilities can be bonuses on the way to the goal, but not the goal. As an army, **the goal is victory, and the spoils of war are bonuses. If the spoils become the target of an army, it is no longer an army, but a gang.** To give the society a goal, it is necessary to operate on an ontological scale. Only from it can we deduce the meaning of life, the concepts of good and evil, and answer about many other things, including about the school and its students as one of the components of the meaning of life. But science by its very nature IS **NOT** ABLE to cover such a volume. The artisan nature of science is manifested in the fact that both yesterday and now a huge number of scientists consider interest in ontological issues (the doctrine of being as such), if not harmful, then without (with) useful. Many people say that the desire to understand "the very essence" seems to be laudable, but it leads beyond the boundaries of experience, and therefore, as it were, unscientific. You see, science is sitting in a cage of experience. And the very intention to get out of it is already rigidly unscientific. The Soviet physicist P. Kapitsa said: **"Science is what we do not know, and what we do know is technology."** From this point of view, science is primarily the **STUDY OF THE ROOTS, AND ONLY THEN — the FRUITS.** But if the goal is to sew boots, the roots fall out of the sphere of interests. Today, everyone is called a scientist. An official of the Academy of Sciences, who is essentially an administrator, or the rector of a university, who is essentially a janitor, are all scientists. Figures of the level of P. Kapitsa are also scientists. As Tolstoy wrote, "everything is mixed up in the Oblonskys' house." At first, the global impasse of the situation is obscured by the size of the problem — it is so huge that people simply do not see it. They're like a bug crawling around a big ball. The beetle does not see that it is not crawling in a straight line, but in an arc. In some cases, the old essence is packaged in new forms. In others, they attribute to themselves what they **DO NOT POSSESS** and by nature **WILL NEVER BE ABLE TO POSSESS.** Unfortunately, if you call a spade a spade, the community of scientists is the workshop of modern artisans who "sew" iPhones. It's a good thing, there are no words, but today, I am completely sure, just as science has grown out of the old crafts, so a new institution will grow out of the modern craft (science), aimed at the roots. It is from such positions that today we need to look at those who reform and re-reform today's school.

Many people already understand that the provision of life on earth at the expense of the resources of the external environment is exhausted, and humanity faces the task of searching for resources **WITHIN** the PERSON **HIMSELF**. **It is necessary to make sure that he does not get sick, does not get old, does not work tirelessly, etc.** To ensure this, it is necessary to remove from his body all the "vulnerable" organs that were imputed to a person as part of his "reconstruction" to solve the main task — the development of a certain Brain genotype. **This can only be done when we understand three basic things — the physics of the Human cell, the physics of the Human Brain, and the Physics of Energy.** Now it seems as improbable as the flight of an airplane — a body heavier than air — seemed improbable. Just one example of the fact that the unprecedented has already burst into our lives. We do not attach importance to the fact that all our behavior has become recorded by video cameras: on the road, on the sidewalk, in the entrance, at work (even meetings of Academic Councils in Universities are recorded by video and audio). There are cameras in hotels, saunas, even in some toilets. Automatically, for nothing, all our conversations on the phone are recorded, on a mobile phone you can track the place where we are and the route of our movement around the city and around the world. We bought a piece of bread, and the bank already registers that a piece of bread was bought, where, when and for how much. The supercomputer stores all our electronic correspondence, knows to whom, what, when we wrote, who our friends and enemies are. He "knows" everything that we have searched, found and read on the Internet. Today, rest — is a place and time where no one registers us, although the mobile phone gives away where we are. **For routine concerns, we did not notice how we ourselves became different.** But we didn't notice how different our children had become. Another thing is that this is one of the options for the development of humanity, and many will not agree with it, but it will be decided by today's schoolchildren in the political struggle in the future.

Many people did not notice how they stopped navigating the new world, perceiving **THIS UNIVERSAL CONTROL** with indignation. It makes sense to reflect on the fact that people who did not realize what happened, although not guilty of this, but more than half flew out of the information environment. It is impossible for such people to understand that the information has become available. Earlier — I said too much in an interview — and it's not so fraught — where and who will find this interview later on the dusty shelves of the archives. I wrote a brilliant idea in an article — will this article be found, will many people read it? Now the information works differently. They wrote something, somewhere, once — everything, it flew away and will live its own life. Today, information can enter people's heads like a virus, or it can be forgotten. It can be "turned over", throwing mud at the author, or it can be replaced by the author. I, for example, voice in my writings the fact that for me — authorship is secondary and it does not matter, using someone's materials that carry certain information, with which I for one reason or another completely agree — but this will be transformed by my competent "opponents" (read enemies) into an easily justified fact of dirty plagiarism. They did it (as has happened before — for the good, of course), and trust in the foreseeable future can no longer **BE EXPECTED** from people who are sensitive to such things. You publish a photo in social networks — and you will not be able to control its distribution and change.

They placed it "in the wrong place" — that's it! The deed is done. In capable hands, "poking in the wrong place" will bury any genius, and then you can't explain to people what you wanted to convey to those same people.

The fifth mystery — every ten years the psychology of children changes radically. Today they see, know, and understand things that would make their great-great-grandparents, who went through the horrors of the trenches, camps, and blockades, mad. In modern children, the processes of perception, memory, attention, and thinking are **FUNDAMENTALLY DIFFERENT**. Great-great-grandparents had a handwriting comparable to the art of writing Chinese characters, and today students write so that it is impossible to make out their scribbles. Psychologists know that psychomotor skills, including handwriting, fully reflect the characteristics of the human psyche: calligraphic handwriting — is one psyche, a scribble — quite another. **They have a different psyche.**

Everyone has heard that modern children have "clip thinking". Therefore, they are difficult, reluctant to read the classics, but instantly navigate the many icons on the screens of their iPhones, etc. They are very well adapted to the real environment, in which without ultra-fast switching of attention, you cannot even cross the street, without lanes at a speed of 130 kilometers per hour. At these speeds, children see and hear more, faster, and more accurately than high school students in the middle of the last century. Very young children inexplicably click on the keys, doing with the PC what their teachers sometimes understand only after a long study of the instructions for the user. No one watching them, including scientists, can clearly explain this. And the answer lies on the surface — this is a **COMPLETELY NEW BRAIN**, which has already appeared outside the framework of the old program for the development of Brain genotypes. Therefore, the cognitive⁴ processes of schoolchildren are **naturally formed by life itself**. Are the programs and textbooks adapted to them? Anyone who creates programs and textbooks will not be able to adapt them to this new one — for the reason mentioned above — **these mature people cannot and do not know how to do this**. They have partly fallen out of reality, they simply do not perceive its fragments. And children live by it, **NOT PERCEIVING** those fragments that are available to the elderly. To ask such a question is to follow the path of formalization and hanging on worthless details.



Children have long since stopped giggling and blushing at the sight of sex scenes that made the hardened cynics of the twentieth century blush. They don't understand the Mumu problem. They are not impressed or entertained by " ... the cat is a scientist that walks...". Life has taught them that any adult on the street — is a potential aggressor, a pedophile who kills children every week anywhere in their home country. Adults have lost the authority of the defender and teacher, children shy away from them, like a hare from a hunter, and **DO NOT PERCEIVE** them as a role model. Such as Svetlana Loboda, Viktor Tsoi — their idols. Invented by Ya. A. Comenius three hundred years ago, the rules of school today do not coincide with the dynamics and content of real life, it does not coincide with the mental organization of modern children, which is formed outside of school. The mystery is, why do children learn life outside of school, and school teaches them what they think is unnecessary? Any adult with a haze of memories in his eyes will say that he was always in a hurry to get out of school on his important business — at best, **WITHOUT EXPERIENCING** difficulties and quickly doing his homework, and at best — suffering over notebooks for several hours. A school is a school that teaches one thing and in its own ways, and a house and a street — in another and in other ways

The sixth mystery — what is the positive impact of school on children? Reasons for criticizing the school, or rather, those who write programs and textbooks for it- **WITHOUT(With)A FINITE AMOUNT**. But within this critiqued without (c)meaning, there is an order that cannot be undone. The school is the **ONLY** unique place where the development of the higher mental functions of children takes place. At the same time, it is a huge misconception that school is designed to impart knowledge to children in a multitude of necessary and unnecessary subjects. All school subjects, from mathematics to literature, **ARE NOTHING MORE** than intellectual "shells" for the development of children's attention, memory, thinking, perception, speech, will, etc.

School — is an "intellectual stadium", where dictation, solving equations, memorizing history, etc., play the role of intellectual and sports dumbbells and horizontal bars. Attention, memory, and thinking develop in the same way as the muscles of an athlete in the process of grueling exercises with weights and resistance. As "dumbbells" for the development of attention, memory, and thinking, any equations, problems, and texts containing facts, patterns, logic, and meaning can serve. It doesn't matter if they are modern or outdated. And it is expected that after school, the most successful is the one who has developed their memory, attention, and thinking better, and not the one who has mastered the content of school subjects. The contents of many items will be left "in school" immediately after graduation, just as sports skipping ropes and balls are left in the gym. Graduates sometimes, after receiving a certificate, enthusiastically burn or tear up textbooks and notebooks, so that they will never solve problems in chemistry or trigonometry again. Of course, for many, they will become the most important part of the profession. **Nevertheless, everyone takes away from school, as their main achievement, developed attention, memory, thinking, which will allow them to easily master new professional specific knowledge, skills and abilities.** The higher mental functions are equally indispensable for solving ancient algebraic equations, as well as for understanding the absolutely incredible discoveries that they will make.



The seventh mystery — what is the negative impact of school on children? **The number of subjects, the number of textbooks, and the weight of the school portfolio exceeded all limits.** Parents without (c)rest, and students do not understand why they drag to school every morning about five kilograms of books, and even — a stupid bag with a change of shoes? For twenty years, there has been talk about the weight of a school briefcase, but instead of one light textbook for each subject (!) there are 2-3 additional textbooks in heavy laminated bindings. For example, in the fifth grade in the portfolio of a schoolchild for only one subject, the Russian language, there are four books: "Russian Language Theory" & "Russian Language Practice", "Workbook on the Russian language", "Study Tables on the Russian language" & "Family Tutor of Russian Language" & "Russian Language School Circle Classes".

Mystery — what guided the authors of school programs, including in the fifth grade textbook on the "Theory of the Russian language"?! Even students at the university do not begin to understand what theory is until the third year. Today, in high school programs, there is no complication — there is a grinding and an abundance of terminology — because in the framework of the Unified State Exam and its tests, you can only check these little things, and not the scale and depth of thinking. **Mystery** — why did one thin and clear textbook of the Russian language in 1955 have to be inflated to five books, the complexity of which exceeds the complexity of chemistry and physics? The entire modern school was successfully built on the didactics of Ya. A. Comenius, who demanded clarity "as a necessary condition for feasible accessibility for students, which is achieved by clearly explaining the main provisions without excessive delving into details." Why in the fifth grade language detailing at the level of the philological faculty of the university? Something's not right here. **Mystery** — Are school textbooks checked for readability? The unreadability of textbooks can cause hatred for the correct Russian language, which has become more difficult for them (according to their own reviews) than English. The mystery is why the biggest department in bookstores is the department of school textbooks, and there are about two hundred manuals for passing the **Unified State Exam** in Russian! At the same time, school leavers are **TWICE AS ILLITERATE** as they were 15 years ago. Everyone sees how every morning children, bending over, drag their bags with textbooks to schools. In half of the cases, their bags with textbooks are carried by their mothers or grandmothers. Discussing the weight and number of textbooks that children need to master, it is appropriate to ask the authors of programs for school the famous question: "Are you crazy?" Or have we all gone mad?

The regime of work and rest of children violates all physiological norms. Parents without(c) are concerned that the children work six working days a week for seven lessons a day, plus three hours to prepare homework, including Sunday. Where is the union? The workload is such (it's no secret to anyone) that a significant part of the homework is done by parents: they paint, glue, draw, perform laboratory work in biology, etc. until late at night. Why do we deceive ourselves? It is not clear why in the most advanced educational system, in Finland, it is — **FORBIDDEN** by **LAW** to give homework to children up to the sixth grade, and in the Russian Federation, working at home is considered an important part of the preparation of a student? **Mystery** — in the Russian Federation, the trade union protects adults from overexploitation — no one protects children. **Mystery** — who regulates the work and rest regime of children? Why does the Ministry of Defense not raise the issue of school graduates, most of whom are **NOT FIT** for combat service, because they have scoliosis, gastritis, myopia, absent-mindedness, obtained from a daily ten-hour continuous sitting at the table for a decade? The situation of children is aggravated by the parents' concern about their preparation for real life through daily paid music, dance, sports schools, foreign language courses, computer programming, etc. All this should be given by the school. The intensity with which children are "taught" is used briefly only during the war, when special groups are being prepared for special tasks. **Mystery** — who in Russia is concerned about the questions: how much children sleep, how they eat, about their nerves, what they think about life, parents and school?

Recently, another boy jumped from the 22nd floor in the Leningrad region. Do I need to ask why? Is it possible to organize the education of schoolchildren in a different way? And it was different. In the 50s, after school, homework, and household chores (bringing firewood and lighting three stoves, going for kerosene, and washing dishes), there were at least four hours left to read books. I had the strength and time to read Dumas, Stendhal, Zola, Zweig, and London — in **FULL** by the **EIGHTH GRADE**. There was enough time and energy to go to a sports school with track and field athletics, to be a district champion in skiing, to play basketball at the Leningrad championship as young men, to throw a grenade at 52 meters, etc., because doctors, teachers, and coaches took care of us, dosed the loads, and children, for example, the besiegers of Leningrad, were raised to the level of soldiers fit for combat service. Now a different life: children's books have been replaced by the Internet, VKontakte, TikTok, Skype... In the children's clinic, a talking machine answers: "Wait, all operators are busy." Live communication disappears. But have any of the authors of the programs of the modern school seen that all the sites from which students copy tests and essays are presented with the most vile pornography? They probably have, but it's **OBVIOUSLY NONE** of their **BUSINESS**. In any case, in the chorus of voices against pornography, pedophilia, obscene language, the voice of the Ministry of Education is not there at all. Children are protected by anyone, except the Academy of Pedagogical Sciences of the Russian Federation. The Ministry of Education has completely lost ground in the confrontation with the "collective teacher", which unites television, the Internet, movies, and "mobiles", which literally destroy the efforts of teachers to form a Person. It is not an astronaut and a polar explorer, but a prostitute and a bandit that have become symbols of success, which the "collective teacher" imposes on schoolchildren. Maybe this is the beginning of a new biopolitics"? Yes, no — and this process is also quite predictable within the framework of a sharp and rapid change in our life support system and the Management System itself.

Therefore, it is obvious that it is necessary to load children **WITHOUT OVERLOADING** them, and give them the opportunity to develop so that they can learn to overcome difficulties on their own. To do this, it is enough just to be there in time to "straighten the brains", if the child "brings" in a dispute with the teacher, for example, the student starts to be impertinent or something like. But here — it is very important — to keep the trust in the child, and this means — not to deceive. And they should be allowed to solve their own problems, such as a heavy briefcase and other school chores, on their own. **But when a son or daughter does not trust their parents, the parents begin to control everything harder and harder, raising skilled and sophisticated liars.** And here it's all about — the Brains of each individual.

The eighth mystery — what should a student who receives a Certificate of maturity know and be able to do? **THE ANSWER IS SIMPLE** — after finishing school, the graduate should start an independent life. He must provide for himself financially and help his relatives, he must make his own decisions about his further development, he must navigate life with the same responsibility as his parents. To do this, no matter what they say, the school gives its graduates developed higher mental functions that allow them **TO INDEPENDENTLY FIND OPTIONS** for their further professional and social development.

All graduates have a sufficient level of proficiency in written and oral speech, languages of mathematics, chemistry, physics, biology, etc. Of course, the level of development is different for everyone, and this will affect the fate of each of them, but the school includes basic cognitive processes, despite its own internal problems. But what the school does — is **NOT PREPARE** its students for real life practice. All school knowledge is theoretical — there are no trainings of behavior in standard everyday situations (car accident, detention, behavior of the accused or witness, acceptable norms of behavior in a conflict, interaction with banks, the ability to read contracts, etc.). When and where will he learn this, when will he be detained and convicted? Graduates of the school **DO NOT KNOW** the **BASICS** of criminal and civil law. Not knowing what they are doing, they commit criminal acts, naively believing that they have done nothing reprehensible — **this is shown every day in TV series as normal behavior**.

Unfortunately, many people receive the necessary minimum of legal knowledge after being convicted, when their lives are almost broken. Modern life requires that a school graduate be able to drive a car, safely handle electrical appliances, chemicals, possess modern tools, behave adequately in emergency situations, navigate the terrain, be able to light a fire, escape from the cold and save others. It is unacceptable that a school graduate does not "know how to hammer a nail", needs guardianship and protection, like a child. After graduation, he is already a soldier, a voter (which — is the second question), an employee, sometimes even — a father. This should be provided for in school curricula. All subjects should have a practical orientation in everyday life. This is not a fantasy, but a matter of principle that has as many supporters as opponents.

Few people know that German goods owe their high quality to the teacher Vilhelm August Lai. Before his reform of the school, German goods were the worst in Europe. V. A. Lai introduced in Germany the concept of "School of Action", the essence of which was that every theoretical knowledge given in school was applied in practical classes in the actions of the student. If botany — then on the experimental site; if physics, then in the workshop; if trigonometry, then the calculation and manufacture of drainpipes; if physiology, then the actual provision of emergency medical care, etc. The "School of Action" gave Germany whole generations of people whose knowledge was not at odds with their work, and they raised German industry to a modern level. Long before him, Ya. A. Komensky demanded conscientiousness in teaching, believing that the student should: "...**TO REALIZE WHAT BENEFITS** the study brings in behavior and life." He demanded to "teach business", i.e. " ... in schools, they learn to write — they practice writing, to speak — in speech, to draw conclusions — to practice conclusions, so that schools are nothing but workshops in which work is in full swing." Of course, it will not be possible to literally repeat V. A. Lai's experience in modern conditions. But the practical preparation of the student for real life should be given the same importance as the development of his higher mental processes and theoretical training. Each subject should give the student an experience of how to behave correctly in life: biology and physiology are studied **NOT ONLY** for admission to a medical university, but also so that each graduate knows what to eat, drink, and breathe in order not to get sick. And if you get sick, then understand what hurts and by what means he can be cured.

Mathematics is mandatory for any school graduate, because all modern life is built on numbers, figures and calculations: with banks, employers, tax authorities. Counting, calculating, programming, measuring volumes, weights, distances — this is as important as breathing in the life that will be yesterday's schoolboy. Without a practical course in literature and the Russian language, without the right words and speech, graduates **WILL NOT** be able to understand another person and themselves, will not be able to explain themselves, agree, make friends and create a family — all this is presented in world literature. Physics and chemistry are practice itself. Electrical wiring, its malfunctions, and safe repairs should not be difficult for the student, as should the use of chemicals, protection from poisoning of the body, water, air, and food.

Geography? Ask your children to draw a map of St. Petersburg "as a souvenir". And the Neva Delta? Didn't work out? Then let them draw a map of the route from the house to the school with the names of the streets and turns. Convincing? Geography — is an absolutely practical discipline, without an understanding of which a school graduate will get lost and will not find the way home if you take him a hundred kilometers from the city. For example, he was in the village of Zheleznaya Gora, Leningrad Region. Where is it, and how do I get home from there? Not only do we not know our homeland, we do not even know the region in which we live. It is almost as unknown to us as Equatorial Africa.

Why is that? **Mysteries, mysteries, mysteries.** So much for the open society that the White House defenders fought for in 1991.

Is it not clear why the education reform is **NOT DISCUSSED** either with those who actually teach children, or with their parents, or with specialists of higher education? Is it not clear why it is literally pushed through, as if something mysterious and extraordinary depends on the reform of the school? But, if you still start discussing it, there will be a complete misunderstanding of what is being discussed. Moreover, at the top administrative level, it is not particularly difficult to simulate the discussion and supposedly adoption of a "popularly drawn up program". The goal is there, then you need an idea, and it should be synthesized by a single brain. Or two separate brains. Three, four, but it is not reasonable to hope for a certain majority and that it will turn out to be right. Everything that is written in my and not only my works on intervention and management makes it clear that — the majority will now be **ACTIVELY WRONG**. Even the economy, defense, and politics are debated and contested, but school reform is shrouded in deep secrecy as the main secret goal of global change in the world. The current so-called "achievements" in the field of today's education should be understood only as **a single and partial episode in the sphere of Russian statehood, which is collapsing before our eyes.** But if we look at everything that is happening in the complex of knowledge of the whole from the point of view of today's — scientific way of knowing the whole? And how much can you use this method to get the information you are looking for? First of all, it is necessary to grasp the difference between the concepts of the scientific view, method, way, thinking, etc., and the — unscientific. Today, the "scientific view" is synonymous with the "**analog of truth**", **and the unscientific view is perceived as an analog of lies from the sphere of obscurantism.**

But this is not the case at all. Today's science — is an activity based on certain rules. Just as chess — is an action according to the rules of chess. If someone moves the pieces **NOT ACCORDING** to the **RULES**, it does not mean that he is doing something stupid. This means that he does not play chess, but uses pieces to set out, for example, an offensive strategy.



Chess offers rules. A person acting within these rules is called a chess player. A person who ignores the rules of chess is **NOT A** chess player. But at any time, he can become one by starting to move the pieces according to the chess rules. Science also offers rules. Anyone who acts within their framework is called a scientist. Whoever ignores them is not a scientist. But he can become one at any time. To do this, **he will need to limit his activities to the framework of scientific rules, another matter — is it necessary to do this? Then — there is the right to choose, which is important today.** Activities that are **NOT SUBJECT** to the rules of chess cannot be called idiocy or madness. **Anyone who says so can be defined by these terms.** For the same reasons, it is impossible to call obscurantism and lies cognitive activity that is **NOT SUBJECT** to the rules of science. The term "scientist" does not apply to such a person, and his methods of knowledge cannot be called scientific. But this does not mean that they are false. To the extent that thinking according to the rules of chess cannot be called the only true thing, to the same extent thinking according to the rules of science cannot be called the only true thing. To properly hear the meaning of the phrase "**unscientific thinking**", keep in mind that there is as much negativity in it as in the phrase "**non-chess thinking**". Scientific rules are not synonymous with truth in the same way as chess rules. Rules and truth — are **NOT SYNONYMOUS** at all. These are concepts from disjointed planes. Today, we **DO NOT HESITATE** to consider true knowledge only that which is obtained by experience. Information obtained by other means is rejected by us from the threshold only on the grounds that there is no experience under it, and this is fully reflected in our vision of the school, its students, and the processes that accompany, as we believe, today's obscurantism, which is happening everywhere and in everything.

The parasitic way of life, imposed on us from the outside and understood today through the natural science and biology passed on to us in school lessons as "such bio-variants of pictures from the fates of mushrooms, ascariids and various horsemen, flies and other things", clearly and deeply roots in us **NOT ONLY** the depravity and, as it were, the injustice of such a way of life, but also the strict one-sided nature of this multi-faceted and ambiguous phenomenon with a less superficial attitude. As an extension of the ideas in this area about school, we can try to understand the possibility of implementing **parasitic development** (development at the expense of another, for example, a teacher teaches a student, if we recall the traditional ideas about parasitism), **parasitic "nutrition"** (nutrition at the expense of other organisms, that is, to their detriment — is not this the essence of this terrible parasitism?), parasitic recovery (restoration of the shirt (body) using the potential of another Brain) — and the like, **NO LESS ABSURD-UNAMBIGUOUS** and as if perceived exactly as taught by the "older comrades" in the person of parents, educators, teachers, etc. The attraction of reservations — that the student is grateful to the teacher, and the teacher has a need to pass on knowledge, and, therefore, this is not like parasitism; that the healer/physician/doctor is devoted to his profession and for him his life's work is to return the lost health; that the existing food chains are closed and if you look into the future, the use of someone for food is a certain fundamental life base, and, therefore, it seems like a **PRIORI IT IS BEAUTIFUL** and can never be attributed to parasitism — you can successfully, thoroughly and evidently separate severe and without(c)principle parasitism from a certain vital necessity — "...well, they say, otherwise it is simply impossible, you need to eat something, so as not to die...". Without aggravating a delicate problem, somehow covered by a completely unsuccessful disguise, it is enough for now to touch on these aspects of your own existence — but not in order to reproach yourself with the use of explicit or hidden parasitism (although it is not forbidden — in fact, this turns out to be an entertaining and developing occupation) with respect to completely innocent "donors", but in order to realize this phenomenon as a whole and multifaceted — if the parasite does not have a "donor", then all this complexity and versatility will begin to develop, **while forming a variety of simplified parasitic structures from its own remains and debris to the stage of final completion of their functioning on a decaying basis — provided that external control ceases. And when the management changes to some other option, all the participants of the former functional and constructive organization are shuffled, sifted, and, rearranged in accordance with other functional and target allotments, form some other structures.** Which, in fact, today we observe, but on the condition that we observe, if we know how to observe. The painfulness of such a process is determined by the **COMPLETE LACK** of **UNDERSTANDING** and lack of awareness of what is happening by its participants due to their own primitive one-sided organization. For someone who has always taken, it is extremely difficult to even think that IT is **POSSIBLE NOT TO TAKE** and **GIVE. To someone who has always given, it seems incredible to be able to take something.** This is in a primitive version for an approximate understanding of the scale of the problem. Or — an American living happily on unemployment benefits, it is difficult to impress upon him the unreasonable necessity, from his point of view, of embarking on some kind of activity. It would be even more difficult to explain to a single mother supporting two children that she should stop working for some uncle and find something to do.

But the essence, in general, is clear — if a "certain control scheme" was organized on a planetary scale, its change (a new control system) inevitably does not just affect, but is carried out through a fundamental **transformation** of each controlled element (and not only a person, while people are still able). Assuming, as a simplification, that there is a change of control, built on a parasitic basis, we are still, as elements of this very parasitic design, **very limited and can make an assumption about some other design and the principles of its construction**. But even in this case, our ideas and fantasies will be built according to the old "parasitic" scheme. We are doomed, according to the characteristics of our Brain and consciousness, to use what **HAS BEEN GIVEN**. This is so unambiguously limited that any option outside of it, including a deeply true one in its direction, will certainly be perceived as incorrect, delusional, crazy — and perceived negatively covertly or explicitly — it will cause the rejection of the absolute majority, which will affect at least ignoring, and more often — direct censure on the basis of misunderstanding. That, in fact, is observed today, including in the framework of the school and all that we are considering here.

The work of the human Brain in **ITS CURRENT STATE** has a limitation and control of the mode of its functioning — the same "parasitic" control (automotorism). This directly determines the control mode of the Brain — the "shirt" (the human body in the full sense of the word). There is a wide variety of options for "implementing" this, starting with the introduction of various astral parasitic constructions. It is better to take this designation as a significant simplification, since in reality these implementations, which are traditionally not perceived materially, are not formed from scratch and as a reason they necessarily have a very specific base. Unfortunately — this is the case today. In other words, in order to get rid of a person from such inappropriate "nastiness" in our terms, **you need to change the person (that is, his Brain)**. And this is the biggest and most current problem today. Therefore — we reject other norms and taboos, under which lies an unscientific or incomprehensible view of the world and what is happening in it, on the grounds that they contradict the usual scientific, and for the most part, our formed (largely religious) morality. **To get rid of this inheritance — is a great work**. It is equally difficult to overcome both religious-humanistic views and mechanistic-material views, instilled in us all within the same framework of the development of Brain genotypes. It is difficult to understand and accept that just as norms not derived from religion and humanism are **NOT FALSE** just because they are derived from another foundation, so knowledge obtained outside of experience, beyond feelings and causation, cannot be defined as false just because they **DO NOT COMPLY** with the rules of science. I believe that the truth is beyond the rules. It can never fit into the rules, because it is boundless, whereas the rules are borderline. Science castrates itself by its rules as much as chess does. It sounds a bit comical, because how can chess be without rules? I agree, nothing. Chess is about rules. **But therefore not the truth either**. It is the same with science — it is impossible without rules. But that is why it is not the truth. That is why, with all the "power of madness" of today, in my opinion, everything connected with the school, its "reformation" and the science of it — there is a convincing demonstration state — something extremely grandiose is being prepared, and **NOT AGAINST EVERYONE, BUT IN THE NAME OF EVERYONE!**

However, against this background, an extremely important and complex issue is the state of **"dull-aggressive apathy" of the majority of the population of our country**. All people are divided into two groups. Some develop up to **40-60 years**, then decide that everything has outlived its time, it's time to think about the soul. And quietly slide down. In theory, they cannot be expected to strive for something new. They look at their life as a process of survival. There is no need to give special examples — such people surround each of us in a dense ring. Look at your parents or older people. They don't expect anything from life. Their reference point is **NOT THE NEW, BUT THE PRESERVATION OF THE EXISTING**. Others live up to **40-60 years** exactly, and then suddenly **start up like a rocket with the accumulated experience**. Before that, it was as if they were waiting for an opportunity. When experience and "chance" coincide, they go to the stars. For example, Ignatius Loyola, the founder of the Jesuit Order, became a cripple at the age of 40 without a job or education. He had nothing but intelligence, will, and accumulated knowledge about life and people. And he started from scratch — sat down at this age at the school desk. Among his classmates, he found four ideological supporters, from which the Jesuit Order grew. A decade later, **it became one of the most powerful organizations on the planet**. I did not just give this example — it was a "product" of the old management system, but it is quite applicable today.



The spirit of the people is now lowered to the level of "work", money is gradually ceasing to play the former stimulating role that it has played since its "formation". Such a state does not depend on the will and desire of people and is extremely dangerous, since "the deterioration of any national state" pleases more people than it upsets and mobilizes. There is nothing to "surprise" the people yet. Surprise is possible only through a **REAL NATIONAL IDEA**, which gives a bright call to the movement in the true future. **Such an idea can and should be the idea of building a new society — Humanity**. But there must also be a path, a vector to this goal, which is able to unite people, their capabilities, and **ALL POSSIBLE RESOURCES** to achieve (or at the first stage at least move) in this direction.

It does not matter how and from whom this idea comes. Neither the authorship nor the big name matters — **only the weight of the information "transmitted" through this Person and the ability to perceive and comprehend it matters.** I will open the veil of "mystery" and name the author indirectly, because he himself asked not to name him, considering, as I do, **AUTHORSHIP — A SECONDARY FACTOR.** I met and made contact with him — recently, after reading his latest works and almost completely accepting his inventions in this direction. Of course, like many people, after reading his works, which appeared in 2005 (again — without authorship and as a kind of collective work), I was inspired by this at that time and discussed much of what I read with Nikolai Levashov and my friends.

We agreed on the mutual use of the information that we possess, in order to maximize its public dissemination, especially since he believes that the information that he gave to people in 2005, publishing his work under the general title "**Project Russia**", — is no longer relevant today. Which I **DIDN'T AGREE WITH.** I am sure that our interaction with him in the framework of the exchange and application of information will be extremely useful and, most importantly, extremely useful to people in their knowledge and choice of their path.

So — the **Goal?** THE **GOAL — IS OMNIPOTENCE.** The way to get it is to go beyond the boundaries of observable reality, to the program that shapes and organizes our world. The **Key** — to bring together a critical mass of awakened people. It remains to be understood how to gather such people. It is impossible to attract them with material values. The only thing they will go for is a goal that draws on the meaning of life. **For a mortal man, such a Goal is to — OVERCOME DEATH. Not the solution to the problem of prolonging life and all that is associated with it,** including the huge resources thrown at it today, and declared in the future, namely — **OVERCOMING DEATH,** which will become a global perspective in the revision of our entire yesterday and today's existence (including schools and education of people in terms of their development of knowledge). And it is here that the formula — "**studying the roots and only then — the fruits**" will become acceptable and in demand. Everything else is secondary, if only because everything else needs to be available. Even if you are ready to die for the "happiness of the people", to achieve it, you **NEED TO BE ALIVE.** Everything exists only for existing ones. **For non-existing ones, nothing exists.** This is what I will talk about in the following articles.

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² <http://evolution.2045.ru>

³ **Calendar** (calendarium — debt book: in ancient Rome, debtors paid interest on the first days of the month) — a number system for large periods of time, based on the periodicity of the movement of celestial bodies: the Sun — in solar calendars, the Moon — in lunar calendars, and at the same time the Sun and Moon in lunar-solar calendars. Also called a calendar is a list of days of the year with a division into weeks and months and the designation of holidays, and a periodic reference publication with a sequential list of days, weeks, months of a given year, as well as other information of a different nature.

⁴ **Cognitive** (mental) capabilities are the higher functions of the brain that enable a person to be human. These include thinking, spatial orientation, comprehension, computation, learning, speech, and **cognitive/reasoning** ability...