

EDUCATION 02

Socialization is an essential component in the life and upbringing of children. Children used to gather and play in a most spontaneous fashion in villages, they used to roam around and learn from their deeds with the natural but not intrusive surveillance of the adult population busy with their everyday tasks. Many were the small dangers children faced fulfilling their spirit of adventure and discovery of the natural environment surrounding them whether this was a forest or an old and very human city.

Modern technologies brought about a new level of danger such as motor vehicles frantically flashing through the streets and in fact cutting children off from most of the environment. To resolve this governance created artificial environments tailored exclusively for their games, the playground where the fantasy and imagination of the children has no way to develop. Play has thus turn into a most premeditated and single-minded creation of adults projecting their serious and standardized and safe and generic ideas of play onto the little ones.

Along with this, the parents on board of the ship have generally opted to be overprotective, preferring to keep their children in the safety of their bourgeois and most closed and sealed environments. Beside these playgrounds and the home units allocated to them by the ship, youngsters spend the core of their time in schools, thus also in more or less closed and fenced environments that are usually too crowded. Here pupils ought to either way keep to their limited place, the seat allocated to them without trespassing over the private place of others. They already from the start practice the sense of private property, so much hindering communal life and so much increasing an obvious need for children to gain more place without understanding that what they really lack is the open natural environment and not a villa with the swimming pool.

In this highly compact and sectorial setting teachers can therefore only cope with children either imposing a strict authority or just by letting them be without so much of a guidance yet totally hysteric given the limited environment they are placed in. There is no possibility for teachers to fully educate their students. This education in fact can only be an arkist one, the one of educating, *ex ducis*, of leading the children outside the school environment and all together of the ship and return them to an

open and natural environment, return them to the possibility of self-educating themselves with their own deeds without any form of authority telling them what to or what not to do but only hinting at dangers through the sharing of their experiences.

Even if teachers had a great imaginations to be able to visualize in a most graphical and realistic manner the life off the ship and the landscape the children miss being segregated within it, even so the children would have really little references to grasp what they are missing like emperors in forbidden cities or like wild horses domesticated from a very early age and used to the harness. The only possibility for them is to mature to a certain level of disobedience dictated by their own repressed wilderness. Arkism here is only suggesting that this form of rebellion however should not be directed to improve the ship therefore procrastinating this issue onto future generations but to think and try to actuate a life all together off the ship.

Either way in all its effectiveness the educational system on board of the ship succeed in teaching its students, its youth to accept to live in units and be part of a regiment which unlike a military one which is required to act on the field, it is doomed to keep sedentary within the unit boundaries. Youngsters then come to believe that this limitation imposed onto them is the natural course of their life that this is what the great civilization of humanity brought about, that there is utterly no other possibility to conduct human life but on board of the ship.

At the most puberty brings youngsters to rebel for some time at this state of thing. In this rebelling new requests are made, requests which the system is smart enough to assimilate, maintaining however its authoritarian presence enduring the puberty of the youngsters until they are too bent into conforming with the life on ship perhaps even more than their parents. In all this rebelling however youngsters fails to understand that it is not the content one ought to fight but the container, the box of the school, within the box of the residential neighborhood within the ship.

Arkism brings forward this issue to a youth already put in a box from the start. This box is a box within a box and within a box. Unlike a platonic cave or the mandatory school system fought by anarchists, it is a matryoshka nesting dolls which require the youth to be able to extract itself from. Now arkism debates that it is virtually impossible to be able to decapsulate oneself from each and every of these highly persuasive but equally sealed dolls. By

starting from human nature youth can however get to the core of their humanity, to the real doll set within these artificial dolls and from here grow this humanity and at last hatch and break through the nesting box, at least at the more spiritual and individual level.

Ultimately then in its impossibility to lead the youth outside the ship leading it to disaster, arkism encourages it to not so much try to rise and change the ship in open and frontal confrontation which only result into a new ship but all together grow out of the ship and only then, having recover this maturity be able to step out of it and reconnect to the open natural landscape, the repository of all knowledges, the library always at hand for all humanity and the actual mighty authority which should indicate humans on how to live and not vice-versa as the arrogant captains and there scientists trying to manipulate it in accordance with the prosperity of their ship.