



Fig.094 Illustration showing a fuel pump acting as a modern educator to its pupil. The pupil is refilled right as if the pump was his umbilical cord symbolizing the dependence that the official education enforces on the youth. The teaching also happens in a mediated way with the screen of the pump being an actual talkative screen broadcasting knowledge in a teacher to student relation that is only a one way relation. In addition the student is kept sited, forced to the chair by the pump which disables him from fulfilling his natural inclination of exploring the social and natural surrounding training him to become the perfect sedentary clerk the ship necessitates but that is so harmful to a nature he could be so much of a boost for if left connecting to it. Unfortunately however also the surroundings and its people have also been segregated by the ship and the student would have to be very inventive in order to relate to it.

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Naturally children want to relate to their environment, they want to playfully interact with its surroundings and its people but alas the surrounding and its people are subjected to a centralized system which captures them into its power vortex. Adults have to attend their careers and build up their capital if they are lucky enough to do so and the landscape is all turned at the service of their businesses and the institutions supporting them. Among them are schools children attend in preparation to also become ready to compete in the job market, as creatures parked and trained to be skilful bureaucrats and tycoons. In all this organization, the natural human inclination to relate to the

immediate surrounding and its people and animal creatures is neglected. The effort schools and generally speaking education as a whole does to stimulate rather than suppress this tendency of wanting to connect to nature is only superficially addressed and at the most some very sporadic activities are undertaken exclusively for the sake of doing them as part of a much broader curriculum.

The centralized system has thus completely segregated humanity on board of a ship. It is the largest experiment ever attempted in human history to fully detach society from its nature. Previous authoritarian regimes were certainly more ruthless in appearance but in practice could not carry out this separation so efficiently. Humanity has been schooled to take part in the upholding of an enormous powerhouse the natural world is no longer able to sustain nor the very humans. To this end the ship itself is being gradually endowed with an intelligence of its own so as to look after itself with the terrible consequences that this artificial creature will unleash, ultimately to save its own skin rather than that of life on earth. In this dreadful scenario the one education arkists suggest is that of going right the opposite way the official education is going into and that is to educate humans to reconnect to nature. This does not have to be naive hippies surviving in the woods or hypersensitive environmentalists afraid to interact with any form of life but it means to learn to be playful children again and regain the ability to interact with the environment. From this play new rituals can emerge, a set of rituals that better than any legislation can sanction the union of society back to nature.

It is by far not an individualistic quest as attempted by too many transcendentalist-type of individuals. It is a quest that begins in the neighborhood but alas this neighborhood can be very empty since the ship and its institutions have by now kidnapped everyone under its rule. arkists in this respect may have to come up with their solitary games and modes of interaction with the environment but in the long run the lifeboat they get committed to build to bring society back to nature might in fact inspire others to do so or might at least let them doubt that a life devoted to the ship was not the only thing to pursue in their lives but there may be something other and more liberating. Generally speaking then arkism sees right in the centralized buildup of the ship the main cause of disruption between humans and the natural world. Until there is a centralized system governing the world the world will suffer. At this point then

arkists find it useless to try to improve the future of life on earth via centralized governments. The only thing governments can improve is to limit its governmental activity, to leave more space to nature and its potential to thrive without any of its reins. Alas even if governments for some time can enable pockets of freedom and spontaneity they do in very circumscribed contexts that do not and will never provide enough time and space to actually establish a permanent bond with nature.

The more privileged members of the crew might in fact savor the natural world of what remains of it enough to connect with it but generally speaking it should not be a quest to obtain such a privilege. Not only these children of the wealthier families should have access to nature or either way possibilities to establish a bond to her. Too often also this privilege is derived by subtracting a much bigger humanity the possibility to connect to the natural world, sending thousands of people in factories, using up thousands of acres to exploit the soil until there is not a single drop of nature left in them. Education then, or rather counter-education should focus on ways to regain the juice, regain the mindfulness and with that also conceive ways to not only free the environment from the reins of an oppressive centralized governance but especially to find ways to directly be an incentive to it.

By now the ship authorities and its scientific committee have declared humans to be bad for nature but the issue is that humans are bad because to begin with the very ship disables them from connecting to it. If people were allowed to connect to it from the start they would establish such a bond that only wonders would be generated by such a union. Alas by now the official education of the ship teaches that humans are all bad and they just have to submit and absolutely not even think of daring to come up with their own autonomous living along with other members of the community. Yet only nation-states were the big evils of the world and stateless societies have always managed to be fairly ecological and egalitarian up until they too got contaminated with a mania for centralization and hierarchy. Nothing of it has disappeared; as a matter of fact centralization and hierarchy have efficiently found its ultimate apparatus in the ship-civilization with its first and second and third class ships that has conveniently partitioned social class on board of separate ships so as to avoid any form of uprising.

Equally on this whip is no longer possible to confront

oneself with society overall. Elders are parked in retirement homes, children are parked in schools, people with disabilities and people with mental issues are also treated in the same way and everyone is left to interact exclusively with colleagues sharing their own hyper-specialization. Social interaction occurs more as a form of let's forget all about it and get totally wasted and release our neurosis meaning that it is unlikely any interaction ever occurs. So not only humans can no longer interact with the environment but also with one another between classes and between themselves. Interaction ironically commence with oneself, with the particle of nature he or she has still residing within him or herself and from there, nurturing as if it was a seed, the only remaining seed not individuality but a whole new society can be reimagined breaking all the too many institutional boundaries, breaking all institutions and returning to nature as the only one sanctuary of life.