

Endangered Minds

- In old-fashioned books, the whole page is dedicated to a lesson.

Modern schoolbooks and magazines are based on the Pareto Principle; only 20% of the page refers to a lesson.

In the enclosed samples only 3% is taken up by words, let alone by a lesson.

Fifty random words for \$22; that's 44 cents per word! They haven't even learnt the letters yet! It's like doing Maths without the knowledge of numbers.

The ABC like the BBC are national icons with an aura of trustworthy integrity.

Consequently, their publication is like a far reaching betrayal of the above perception!

- The included cover contains 2 misleading statements:

1. **A breakthrough in learning to read.**

Similar commercial editions have been flooding the market for the past 40 years.

All they do is sell hope.

The symbol of a cracked egg is pathetic.

2. You will be reading in no time.

After only 50 random words that a ten-year old can't spell? Ridiculous!

Four-to six-year olds couldn't possibly say these words without the pictures; that means as so-called sight words. They are no different from a list of telephone numbers. Pronouncing single words is decoding, not reading.

I see a cat: pronouncing a 4-letter sentence cannot be called reading.

Door, duck, dinosaur, doctor, dragonfly, violin, volcano, vest, vet, vase, vulture, queen, quilt, quiet, queue, quail, quack, octopus, oil, onion, jam, jump, oar, otter, ostrich, jet, jellybeans, juggle.

After finishing these booklets, children won't be able to read:

Which one of your three cats doesn't like sardines.

A cat can see.

- Ninety percent of children who have difficulty with reading are boys because they are mechanically minded. They want to know how something works.

Only my “**Reading in Minutes**” on You Tube caters for that need because it is a creatively linguistic masterpiece for all levels.

It makes learning to read as natural as breathing and walking!

- Don’t ask 5-year olds if they like these commercial editions. Of course they do; they have been used to watching this kaleidoscope of crazy caricatures since the day they were born!

(Amusing ourselves to death. Neil Postman)

They don’t know any better. Half the population is overweight because they like what’s not good for them.

Since this commercial indoctrination started years ago, most parents & politicians don’t know any better either. That spells danger.

Five politicians including the Prime Minister

have ignored the undisputable expertise of someone who speaks 5 foreign languages! One hundred Primary School principals followed suit because they are not allowed to be enlightened by unauthorised material that would no doubt expose scholastic incompetence.

The fact that 40 years of arduous work may be downloaded free of charge would of course upset the economy.



Can Matt see
the bee?

THE COMMERCIAL SCHOOL

- Capitalism is the result of an insatiable greed and an acute knowledge of human behaviour.

To manage the masses, a staid but omnipotent bureaucracy is made up of people who always seem to drift to the top like sump oil to the surface of a river. Politicians manipulate them like marionettes in the mondial monetary circus in which pensions are provided to perpetuate profits much like a fisherman using bait to catch fish.

Children are used to offset a library of commercialised school books instead of providing them with only one USB.

- Education has not deteriorated; it's now non-existent, hence the creation of

THE Board of Studies.

Subjects are now only taught as ends in themselves. Teachers can only repeat what they have learnt. There is no creative input. They suffer from tunnel vision, checking what students can't do which involves marking, writing lengthy reports and staff meetings during convenient pupil-free days.

Schools facilitate global indoctrination in order to control the easily led and to eliminate the incentive to re-enact the French Revolution.

- The techniques of how to learn and how to remember have been ignored with a purpose. "Learn this for tomorrow" and "Don't forget" are commands as useless as trying to sell ice cream on the moon.

Topics and endless questions are repeated over and over again to please the publishers and to raise tax. This

commercial corruption has been approved and accepted as a sole study source by Pontius Piccoli.

The educational members of the department are like those of a secret society, always operating behind closed doors to forever change a syllabus that will never ever cater for the diversity of students. They haven't got the desire nor the ability to even leave them ajar. Only free range learning will make it possible for students to perform according to their ability. The fact that the selected members cannot think outside the box has adversely affected the whole learning process, especially as Literacy and Maths are concerned. Their influence is a stranglehold of which they themselves are not aware.

As far as the study of English is concerned, they have established a pseudo importance by creating a set of fixed rules (called Grammar) that should only have been listed as mere observations. Their intelligent but static mind is totally different from that of a scientist. Consequently, a school is now the most retarded – and time wasting enterprise in the world; a modern one run on the principles of yesterday.

Only parents have the numbers to end commercial corruption, hence my slogan **“Parents: Protest, Protect or Perish”**.

Judging by the enclosed linguistic wrecking yard, English is not taught.

Children only have to answer stupid questions. It's like trying to light a gas stove when the propane cylinder is

empty: fill in the missing words, draw a picture, join two random sentences, circle the correct word, connect opposites, find group names for animals, make up three-letter words with given letters (Scrabble!) Stories and isolated sentences are even too childish for a 3-year old.

There are no lessons any longer.

Later on, children have to write out a list of selected words four times a week with a test on Friday to see how many wrong in order to establish self-esteem.

Each word has to then be put in a sentence although the student only has a limited playground vocabulary of about 300 words.

Consequently, two-thirds of school leavers are semi-literate, only able to read

murder stories in a newspaper, the T.V. Guide and advertisements.

When literacy results are dismal, politicians think that grammar lessons will solve the problem. It is a conditioned reflex based on linguistic ignorance.

Even the ABC has joined the commercial bandwagon. (Copies enclosed).

The ABC like the BBC are national icons with an aura of trustworthy integrity. Consequently, their publication is like a betrayal of the above perception. The cover contains 2 misleading statements:

1. A breakthrough in learning to read.

Similar commercial editions have been flooding the market for the past 40 years. All they do is sell hope. Unfortunately, expectation is the mother of disappointment!

The symbol of a cracked egg is pathetic.

2.You will be reading in no time.

After only 50 random words that a ten-year old can't spell? Ridiculous!

Four-to six-year olds could not possibly say these words without the pictures; that means as so-called sight words. They are no different from the list of telephone numbers.

The talent of graphic designers is used to turn the picture of a hamburger into an edible one.

Early childhood nurseries appear like mushrooms in an abandoned garden! Children don't play in sand pits any longer; not because of the dogs.

Teaching capital letters is as stupid as putting water in a petrol tank.

Reading has to do with sounds, not names!

Writing should never start before age 6. There is not an adult with a decent handwriting any longer; it's akin to what you see on your doctor's prescription.

The lack of old-fashioned handwriting lessons is meant to sell laptops earlier. Maria Montessori would turn in her grave if she had seen the stereotype colour competitions; I mean the ones not even fit to be recycled! Faces on the walls of classrooms are artistic atrocities, because "Those who can, do. Those who can't teach." (G.B. Shaw).

1. Grammar

Teaching grammar is like closing the gate when the cows have gone. It's not an

Paralysing overchoice (Future Shock: Alvin Toffler)

The **READING CURRICULUM**, published by Deakin University in 1991, contains 21 readings skilfully written in 225 pages by a team of experts.

P. David Pearson remarks, "The reading field seems to have a special knack for attracting wide - scale reforms - one after another, after another, after another."

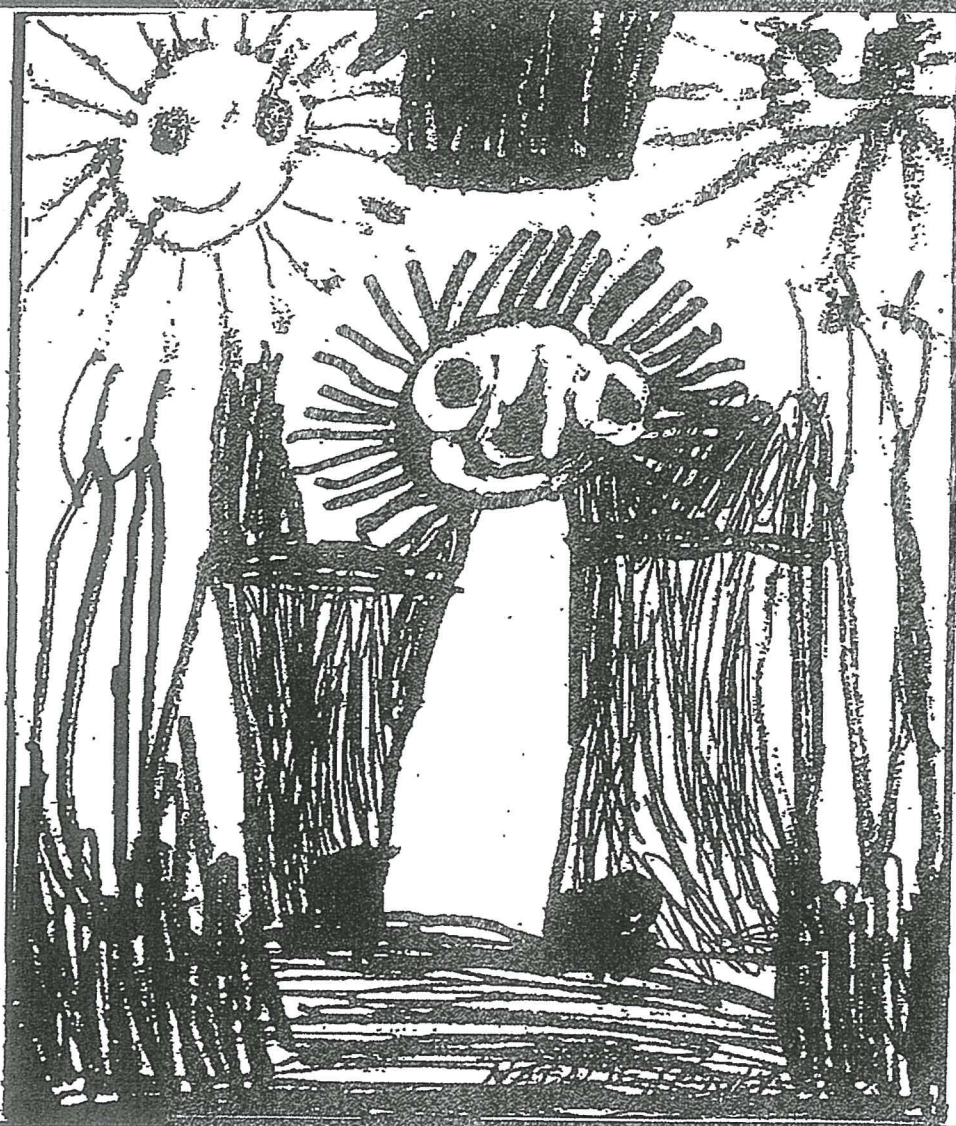
It reminds me of Edward de Bono who writes, "One of the most characteristic features of **SCHIZOPHRENIA** is the butterfly mind which flies from idea to idea."

The experts quoted **NO LESS THAN SIX HUNDRED** references written by other experts. No other subject has attracted so many experts.

The reason is quite obvious. There is not much room for opinions in Geography, History, Mathematics and Science; the last two are beyond the scope of most people and therefore, "Hands off." It has made Maths a "high esteem" subject; unfortunately it is now shrouded in Hocus Pocus procedures to keep it that way. Stuff the students.

In Holland, the one and only reading method survived for 25 years because the Department of Education was in charge; it didn't have to be reminded that the emperor had no clothes. (P. David Pearson).

Now, unfortunately, the Education Industry is in Control.



Chapter 3. Reading - the World.

What Is Reading?

This chapter looks at reading and, in particular, emergent reading and the importance of environmental print.

Reading is all about an interactive search for meanings by interpreting signs and symbols. For very special readers, it is also the interactive search for meanings in emotions – emotional literacy.

The QCA (2001) document lists the following areas as key to the development of reading:

- Phonemic awareness and phonic knowledge
- Word recognition and symbolic knowledge
- Grammatical awareness
- Contextual understanding
- Reading for information
- Literature

Reading for very special readers is far more than this. It is about:

- the importance of reading via sounds, language experience and inclusive communication,
- the importance of emotional literacy with the crucial reading skills of reading and making sense of emotions in oneself and others,
- reading with the senses that are the first primer in reading the world around,
- using the world around in order to practise perceptions, simple thinking processes and discovering structure in life, in order to read in a practical way,
- using modern technology in order to read.

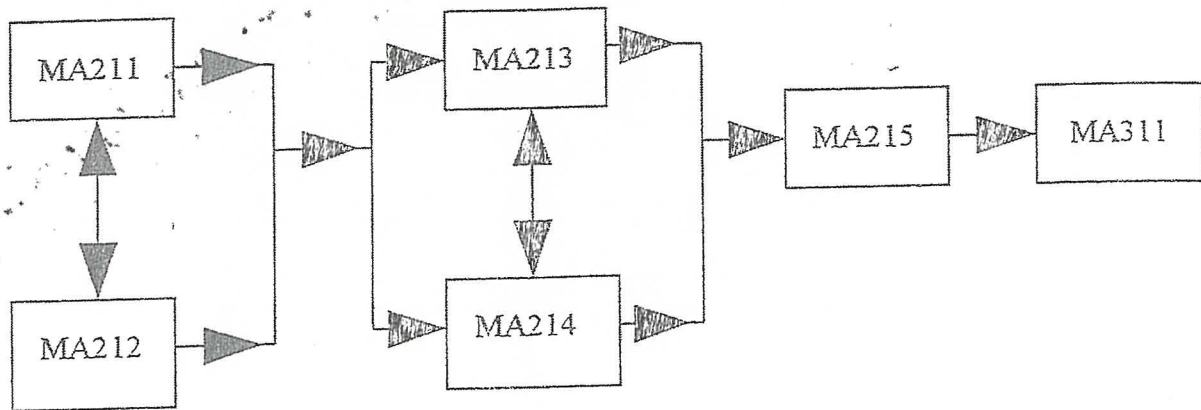
Reading, in any shape or form, for very special readers, is an organic activity. This means that any form of reading is based within the reader and their needs, emotions and interests. Reading becomes inorganic when a structure from outside is imposed upon the reader, i.e. a reading scheme or a National Literacy Scheme.

The most important aspect of reading for any reader is a personal enjoyment and satisfaction gained at any level of reading. Using reading for everyday life and living is also important. The situation is no different for very special readers. This enjoyment and practical use of reading can only be successful when the literate environments are rich and interesting. If the literate environment surrounding a very special learner is dull and meaningless, they will not attempt to read it. If that literate world is full of multisensory, emotional or organic reading, then they will **want** to read it.

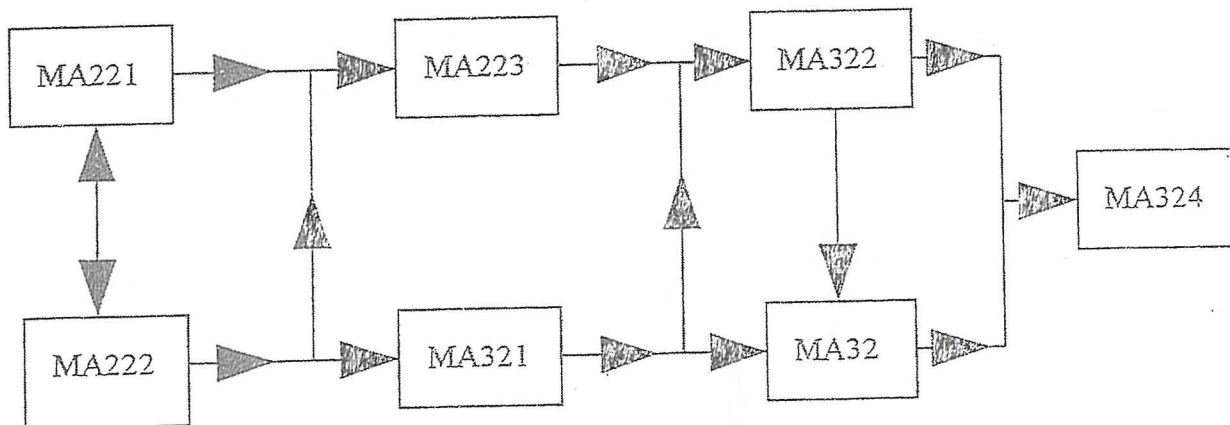
COMPLEX ADMINISTRATION INSTEAD OF PLAIN MATHS

Intermediate

THE CURE IS WORSE THAN THE DISEASE



Advanced



THE ULTIMATE STUPIDITY

If the Mathematical Hierarchy would participate in a soccer competition, their team would score nothing but own goals.

When valuable time is squandered on watching T.V., playing with computers, jumping up and down on trampolines, running around in four-wheel drives to engage in as many birthday parties and extra curricular activities as possible, you would expect schools to adjust their operations to this modern phenomenon. Every normal business streamlines its operations in order to compete, or sacks people when profits are low. Not, of course, the abnormal business of education. Their target is not the creation of better students but sponsorship of the manufacturers of need:

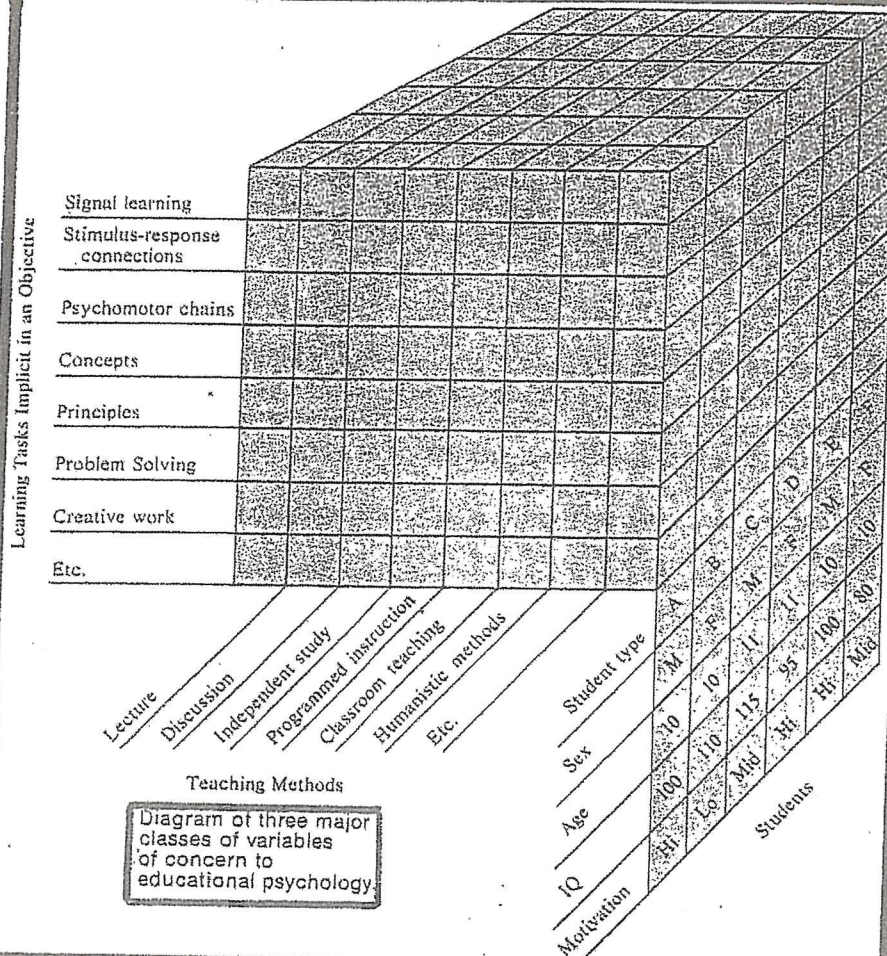
More administration, more books, bigger books, more assignments, more excursions, and more sports carnivals.

Omnipresent incompetence runs riot in the halls of education. (Peter)

A Taxonomy of Learning Tasks

Another way to order the writing of objectives and clarify the goals of instruction is to examine the different types of learning that take place. These types become especially important if we believe that the learning of some behavior is prerequisite to the learning of other behavior. We must be able to crawl before we can walk, count before we can add, know the alphabet before we can use the dictionary, write sentences before we can write paragraphs. This scheme has been systematized by Gagné (1970a) in the form of a hierarchy of eight types of learning:

1. signal learning
2. stimulus-response learning
3. chaining
4. verbal-associate learning
5. multiple-discrimination learning
6. concept learning
7. principle learning
8. problem solving



It is quite clear from these lists and diagrams that the remedy is worse than the disease. The educational alchemists have actually shown us that it is mathematically virtually impossible to teach anything at all, even with this limited number of variables. The most indeterminate component is the teacher, so they ignored it; they built the car, but they forgot the petrol tank. More administration than teaching. However, you may lead a horse to the water, but you cannot make it drink. All roads lead to Rome, but if students must follow the ones specified above, they won't see Saint Peter before they die.

The brain cannot absorb pure data; it has to be seen through the spectacles of an idea (de Bono). With the objectives in mind, we might as well dismiss all teachers right now. (they strike anyway). Eventually all schools will be computerised:

1. You go in as a human being. 2. You stay on a conveyor belt for 12 years to have all the educational operations done. 3. You will leave as a stuffed chicken.

Poor students. They have to sift their way through the rubble of an earthquake in order to find the remnants of subjects. Education, like Religion are elusive ones.

There exists no blueprint for learning.

The Holy Trinity of Teacher, Student and Static Objectives is more like the Bermuda Triangle. The Father is only a step, the son a prodigal one with a T.V. brain and a stomach full of junkfood., the Objectives not the Holy Ghost, but a U.F.O.

After Bloom came others, because "So above so below." The fact that we're moving towards the black hole doesn't seem to worry anyone.

isolated topic because it's an intrinsic part of language.

Like archaeologists, academics tried to find its origin and discovered that it was a highly organised medium that started with a series of sounds more elaborate than the barking of a dog because these sounds obviously had to convey more than one message.

Eventually, they evolved into words and sentences to form an oral communication system called speech, a natural progression of sounds that could be uttered with a comfortable – and a rhythmic fluency.

Involved are: mouth, palate, teeth, lips, lingual tonsil, uvula, mandible, pharynx, vocal cords and the tongue; hence the name language from lingua(Latin) to langue(French for tongue).

Examples

1. I'm using a Spanish sentence and an English equivalent.

lo siento – I regret it
lo is in front of the verb, it is behind the verb.

That's not a rule; it's an observation!

Turn them around and hear how uncomfortable it sounds: siento lo and I it regret!

- **Script is a mere mirror image of speech. It is dictated by the fluency a combination of words can be pronounced. Their order is therefore different in each language!**
- There are two types of people: academics and innovators. Academics, like bookkeepers, are only concerned with existing facts. They are no more than researchers; a bit like ancient scribes.

- Metaphorically speaking, language is like the cover of a jigsaw puzzle; one complete picture. Instead of accepting it as such, academics took it apart and then wrote instructions how to put it back together again according to rules that never existed. Language is as natural as walking and breathing. Just as well children can talk before going to school. They didn't do exercises to learn the skill. Parents didn't use a grammar manual. Since most teachers are parents, they had to study it.

There emerged a hierarchy of experts who- by definition -had contradicting opinions.

Unfortunately, the brain cannot absorb pure data! The urge to enlighten the student involved complex thinking and thus became a hindrance to improving

language skills. The pieces can never make a whole again and neither can the pieces of a broken butterdish put together with superglue.

- I have listened to Bach and Beethoven, to Mozart and Moussorski. I have visited the Rijksmuseum in Amsterdam, the Prado in Madrid, the Museum of instruments in Brussels, the Gaudi in Barcelona, the Pantheon in Greece, the Colosseum in Rome and majestic cathedrals in major cities. I bought carvings from Bali and a postcard showing the Taj Mahal.

The amazing talent of so many people blessed with an artistic and an inventive mind is as unbelievable as sending a spacecraft to the Moon.

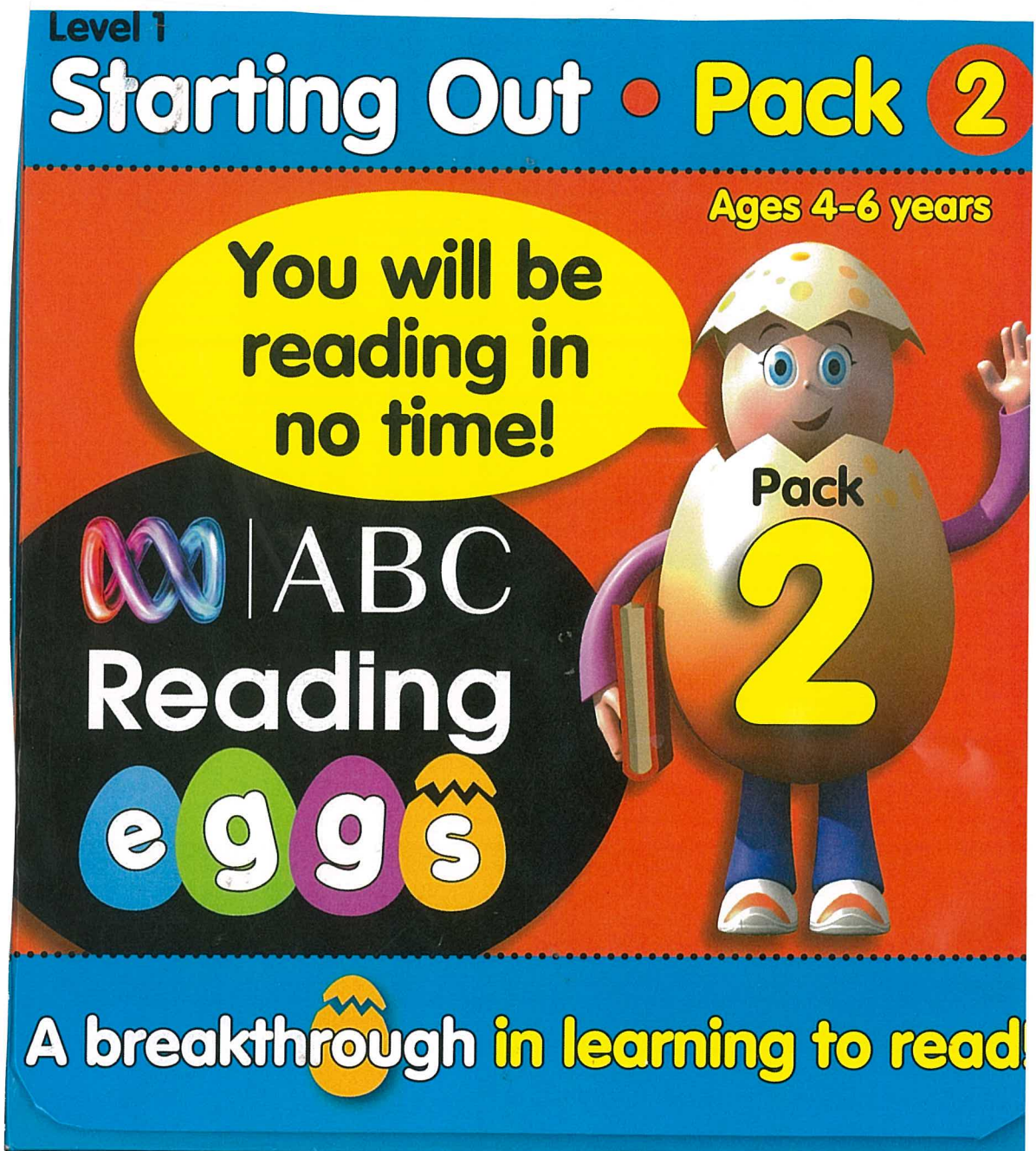
By comparison, the members of the scholastic hierarchy are as ineffective as

traffic lights in Pompeii. However, to safeguard their position, they formed a bureaucracy with the flexibility of Ayer's Rock, unchanged since the arrival of the first fleet; oblivious of a vastly changing generation of youth.

- HSC tests are used to select those seemingly suitable to attend University. Two thirds are offcuts. Manipulated marks are covering up the performance of teachers.

Mediocre ones give many students a chance to attend a Teacher's College in order to satisfy the desire to teach children and to create a notion of importance. Unfortunately, they are joining an inbred system without new ideas, different backgrounds and widening experiences.

Regardless of their twelve years in school, they have to waste another four years. It's like driving a car with the handbrake on.



Post script

A repetitive summary of the author's thoughts:

- The whole education system is a smiling bullet!

The absence of teaching Professional Memory Training techniques in a place of learning is suspect. Forgetting and making mistakes means business and a continuous employment for teachers who, judging by the dismal marks, are not doing a good job because they all teach subjects as ends in themselves owing to stifling protocol and an incompetent bureaucracy.

- Yearly reports look like describing the problems of some complex machinery. Marks are given to show what students can't do; it's absurd to express their performance in percentages!

If someone were to follow a carpentry course, parents would read: “Your child was taught to hold a hammer this term”.

Hypocritically, new ideas of an intelligent minority (The Bark Report) are published but then ignored because the static majority must survive. That’s why, despite The Board’s statement to the contrary, teachers are not allowed to use these new ideas. There’s only one method taught in Teachers Colleges because the government must stay in control; it’s too petrified to allow creative freedom. Like convicts, children are chained to the past. No wonder two thirds perish in the process. Commercial enterprises are now given free rein to write books the fun way, hence the puzzles, the trivial pursuit exercises and the silly cartoons although these static atrocities can never compete with the kaleidoscope of

increasingly absurd T.V. characters. (Amusing ourselves to death; Neil Postman).

Academically speaking, Private Schools are not better than Public ones because their teachers are indoctrinated in the same Teachers Colleges. It's the prestige, the fancy uniforms and the luring advertisements that attract the **more gifted students. They** raise the standard; teachers don't!

Parents:

Protest, Protect or Perish

- The only positive aspect of going to school is the opportunity to develop social skills by interacting with other students in a protected environment on a daily basis.

Playing games with a whole class creates a kind of solidarity and a feeling to belong.

The negative aspects

- Metaphorically speaking, schools demolish a whole forest despite their hypocritical slogan, "Save the planet."

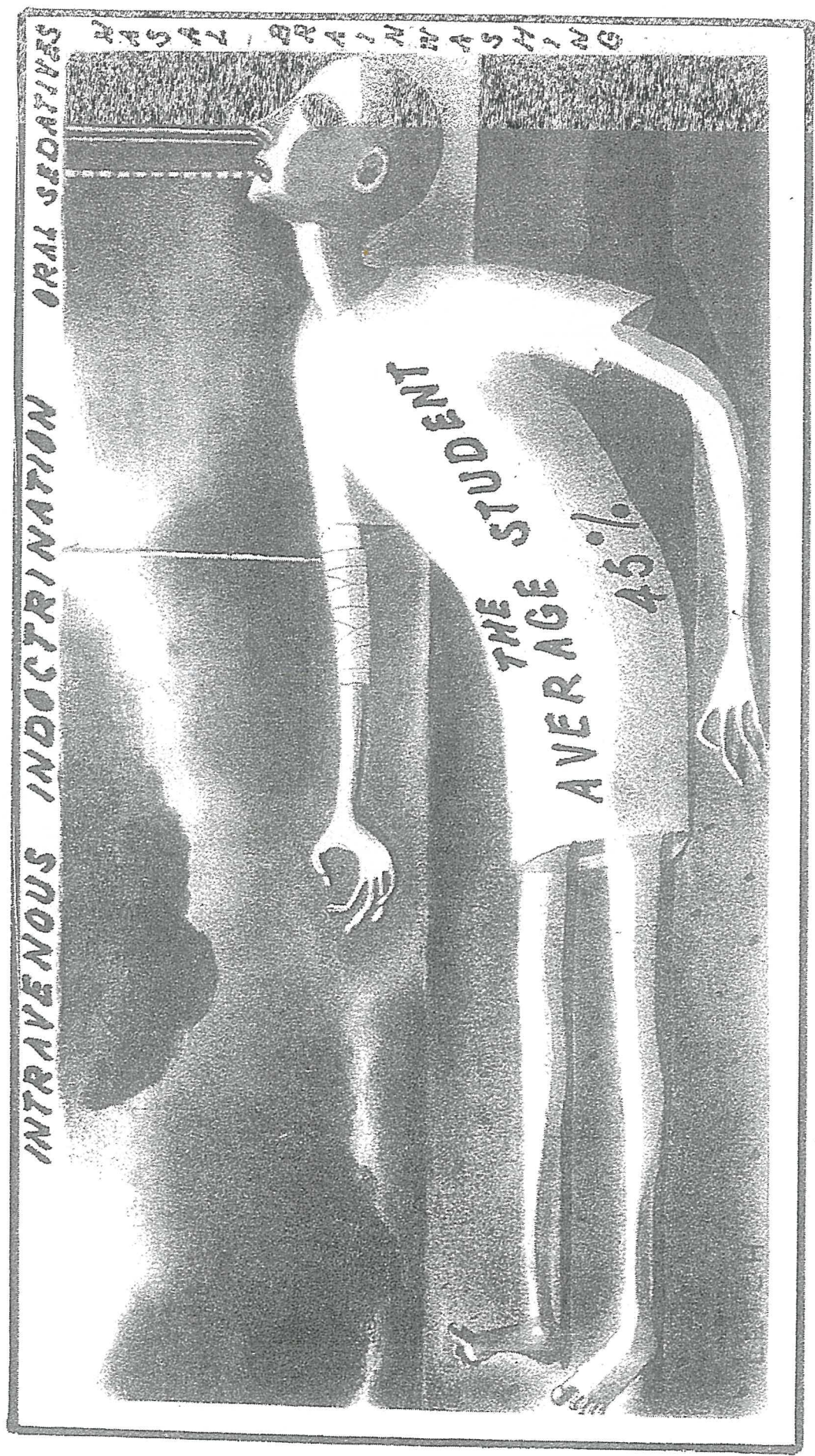
Hair raising examples

1. Ninety years ago, children in Dutch Primary Schools wrote on slates: write and wipe! Modern white boards would of course be an excellent replacement; corrected answers to Maths questions should not be saved for posterity or wind

up in the garage bin. If exercise books are not full, they should be used the following year!

2. The book-exchange system was abandoned because publishers purposely inserted trivial extras to change the page numbers. A clash between new-and old books created havoc for the teacher. Instead of expensive new books, the book exchange system was reinstated. Private schools appear to have a system in which books remain unaltered for 7 years. Public High Schools have also revived the system by turning it into a money making enterprise. In year 7, the school fees for 6 books is \$235; that's about \$40 per second-hand book. The school would collect \$210 per book in 7 years.
3. Students spend hours copying what's on the white board although the same information is in the text book. Neither

R. I. P.



SCHOOLS IN TURMOIL

Since nobody understands these definitions, they are written on the blackboard and copied into the workbooks:
Back to square one; worse if copying is done while thoughts are elsewhere or writing is atrocious.

Similarity

YEAR 8

Two shapes are said to be similar if they have the same shape.

That is all corresponding angles are the same size and corresponding sides aren't necessarily equal but in the same ratio SO WHAT?

We are now able to use Pythagoras Theorem to find the unknown side if it is the longest side, or one of the short sides.

1. Draw an arrow from the right angle to the hypotenuse?

2. If it is a letter add $c^2 = a^2 + b^2$!!

OR If it is a number minus $a^2 = c^2 - b^2$??

As with any prism to find the volume.

simply find the area

of the end and multiply

this by the height of the prism

Rates
We already know that a ratio is of 2 quantities. A rate is a type of second quantity is always 1

CAN WE NOW DO IT?

a comparison
ratio but the

© A Ratio is a comparison of 2 like quantities.
In the example above were comparing the volume of cordial needed to mix with the volume of water.

ADVANCED
MATHS
YEAR 8

version is read, let alone understood.

Besides, the copied page is illegible thanks to the damage done in the Early Learning Centres.

4. Maths books are now about three times thicker than 40 years ago. Year 7 books now contain 600 pages and weigh about 1 kg! That's about 15 pages per week. No wonder the students only answer even-or odd numbered questions.

Quantity instead of quality, although one can take a horse to the water, but one cannot make it drink. That's why the average mark for all levels is only a dismal 45% (The Bark Report). Twelve years are wasted to please commercial interest and to keep teachers employed.

Of course it leads to vandalism, drugs, suicide and truancy. The pathetic zero tolerance statement issued by the Federal

Minister is a clear sign of not reading
the writing on the wall.

- It is of course impossible to write a text book for all levels of ability although my multi-level handwritten Maths Dictionary with colourful diagrams for years 6 to 12 comes close. It only consists of 600 pages because there are no cartoons or puzzles! Complete, **standard** topics appear in alphabetic order. Students only attempt questions they can answer correctly. The fact that they do not fail creates self-esteem and eliminates the educational blunder of marking!

A spokesman for the Department had the audacity to condemn this brilliant invention by saying that it was not according to the syllabus which is only a list of prescribed topics. Ignorance is not bliss!

Since they are in alphabetical order for convenience, and to avoid repetitions it obviously cannot be in the arbitrary order

prescribed by the Board of Studies!

One multi-level dictionary for year 6-12

Versus

Six repetitive text books(4000 pages)

In this unique invention, each compulsory topic is dealt with from A to Z as far as the scholastic requirements are concerned.

It actually contains more than the syllable topics because it still contains the now obsolete topics of Maths in Society.

The average number of questions is 10. The same ones are used for revision. **In the text books, many topics are repeated, each time of course with a different set of questions and usually double the numbers for commercial reasons.**

That is absurd because if you know how to answer the 10 questions, you won't get any better by doing four times as many!

The Math & Memory books for Primary years 7, 8 and 9 only contain about 200 pages. They

are based on the Discovery Method. Two examples are usually followed by only 2 do-it-yourself questions with answers given at the back of the books as well as on You Tube.

As far as Education is concerned, the focus is on exercising the brain, especially since Maths itself has no use for many people once they've left school. Exams are useless because most details are lost after 2 months. Commercial enterprise deals with quantity instead of quality.

Since so much time is wasted this way, languages are hardly taught any longer. It's extremely silly to teach Japanese, knowing that 60% of English words are derived from Latin and ultimately from French.

If they do attempt to teach a language; it's only for one term, just enough to draw a map of the country and to say "yes, no and what's your name".

Unfortunately, Education now only means training, hence the creation of The Board of Studies.

Learn this for tomorrow and then forget it so that we can justify the repetitions.

First people form a habit, but then the habit forms the people.

Communism to create Capitalism

Protocol before perfection.

Educational bureaucrats are programmed to reject anything that could change progress in order to not disturb the untouchables.

The secretaries of the Teachers' Association and P&C are of the same ilk!

- Schools have now surreptitiously become agents for commercial enterprise. To do that, they have become something akin to a Council with rules, regulations and penalties. Authority goes hand in hand with propaganda: Education week and television screens outside schools showing trivial

messages. It's trying to give the impression that they keep up with the times. They've taken over the role of parents, even though teachers themselves are parents. Four years in a Teachers' College should only qualify them to be concerned with The 3Rs.

- If your children go to High School, they must have the **prescribed** number of exercise books and pages, some as many as 240! Parents have to hope to convince them that one 240-page exercise book should be enough for the time being, not just for a subject that's only discussed once a week. Besides, it would be easier for their backs as well. Despite world-wide back problems, Manufacturers of Need simply design Bigger and Better Bags with a Micky Mouse logo to accommodate the 6 kg load, not counting the 1 kilo laptop.

- In order to boost their sales, Office Works now sell \$2, 5, 10, 20 vouchers. The collected money goes to the Smith Family.

The donations have nothing to do with charity as far as Office Works are concerned. Chances are that the so-called under-privileged spend that money at Office Works! They used the same trick to supposedly help the Literacy and Numeracy Foundation improve the standard of the 3Rs although the enclosed information shows that's not happening because the money is spent on the same useless commercial atrocities.

Schooling is compulsory. It means that, for the sake of manageable uniformity, both Public – and Private Schools employ teachers who have to teach what is taught in scholastic training colleges.

As far as Maths is concerned, it is exclusively a one-way street. Marks are deducted if

students use intelligent short cuts suggested by a private tutor.

The teaching of Math is fraught with authority in order to keep it as a prestige subject although the rigid classical way is unsuitable for modern students whose attention span is only prolonged by entertainment supplied by adults.

The compulsory adherence to scholastic authority includes the setting out of a page and the command to show the so-called necessary working. Necessary to whom? There exists no definition.

This most uneducational demand actually condemns the use of mental arithmetic. This intimidation is obviously used in yearly tests to stop cheating, because work in class and multiple choice questions are exempt.

These tests always start with something akin to Court Order involving penalties and Double Demerits.

↑ "GOD BE WITH YOU"

Appropriate Setting Out for Maths

Label with text
section and page
number

Use heading as it occurs
in text at the top of a
section and the top of
each page and underline
in red

Date all work

8:05B p170

5/2/2002

Clocks and times

The metric base unit of time is the second (s). Units of minutes (min), hours (h), days, weeks, and years are also commonly used.

60 seconds (s) = 1 minute (min)
60 min = 1 hour (h)
24 h = 1 day

Important
things to
remember
should be
outlined
with a red
box

Label all sets
of exercises as
in the text book

Exercises 8:05B

Question
numbers in the
margin

1. a) $2 \text{ h} = 2 \times 60 \text{ min}$
 $= 120 \text{ min}$

AT THE COST OF MENTAL EXPERTISE!!

b) $3 \text{ min} = 3 \times 60 \text{ s}$
 $= 180 \text{ s}$

c) $2 \text{ days} = 2 \times 24 \text{ h}$
 $= 48 \text{ h}$

6. a) $2 \text{ h } 20 \text{ min} + 1 \text{ h } 30 \text{ min}$
 $= 3 \text{ h } 50 \text{ min}$

Work DOWN
the page

You may use a
second column
for work which is
very 'thin' when
you have finished
the left hand
column. But
make sure you
insert two vertical
red lines as a
margin.

Do not confuse
the question
number or letter
with your
answer. Always
use) not a full
stop.

tick them

Use a 2cm red
margin on
every page

Write out question
and show working
DOWN the page
finishing with the
answer. Keep all
equals signs one
below the other.

Mark all work

PURGATORY

COMPULSORY PENANCE

the value of the ones digit of the subtrahend is greater than the value of the ones digit of the minuend.

BLAA
BLAA

$$\begin{array}{r} 72 \\ - 28 \\ \hline 44 \end{array}$$

The equal-additions method with the subtractive thought is recommended.

Ten ones are added to the ones of the minuend and one ten to the tens of the subtrahend.

In oral work, 'add ten, add ten' is to be preferred. ^{CRAZY} 'Borrow' and 'pay back' are incorrect terms.
 BUT STILL USED!

72 — becomes 70 — and 12 — 2 minus 8, I cannot; add 10;
28 30 8 12 minus 8, 4; write 4.
— — — add 10; 7 tens minus 3 tens
44 4 tens; write 4.

— WHY?

Note.—'4 tens' may be said as 'forty'. ^{WELL, WELL!}

Practising the vertical subtraction algorithm using face-value statements.

= ↑
LONG DIVISION

Some practice stating place-values is desirable before practice stating face-values.

76 — Stating face-values of the digits
24 '6 minus 4, 2; write 2.
— 7 minus 2, 5; write 5.
52
—

72 — Stating face-values of the digits
28 '2 minus 8, I cannot; add 10;
— 12 minus 8, 4; write 4. Add 10; 7 minus 3, 4; write 4.
44
—

MUST! necessary working

Note.—Crutch figures may be used

SHORT DIVISION

$$166 \frac{1}{3}$$

$$998 \div 6$$

MENTALLY,
OF COURSE!

6) 998 —	or 6) 998 —	or 6) 998 —
600 100 600	600 100 600	600 100 600
398 —	398 —	398 —
60 10 60	300 50 300	360 60 360
338 —	98 —	38 —
120 20 120	60 10 60	36 6 36
218 —	38 —	2 r 2
120 20 120	30 5 30	Q166 998
98 —	8 —	
60 10 60	6 1 6	
38 —	2 r 2	
30 5 30	Q166 998	
8 —		
6 1 6		
2 r 2		
Q166 998		

INSANE!

$$998 \div 6 = 166 \frac{1}{3}$$

$$166 \frac{1}{3}!$$

Fifty times the divisor may be seen as half of one hundred times the divisor.

Multiples preferred by a child are subtracted.

THAT'S WHY HE WILL BE UNEMPLOYED

(iii) Find the minimum value of $x \log_e x$ (where $x > 0$) correct to 3 decimal places.

From the sublime to the ridiculous is but a step

(iii) Using the product rule, $\frac{d}{dx}(uv) = u \frac{dv}{dx} + v \frac{du}{dx}$

If $y = x \log_e x$, then

$$y' = x \cdot \frac{d}{dx}(\log_e x) + \log_e x \cdot \frac{d}{dx}(x) = x \cdot \frac{1}{x} + \log_e x \cdot 1$$

$$= 1 + \log_e x$$

and $y'' = 0 + \frac{1}{x} = \frac{1}{x}$ ←

The ridiculous

Stationary point(s) on the curve occur where $y' = 0$

i.e. where $1 + \log_e x = 0$, i.e. $\log_e x = -1$, i.e. at $x = e^{-1}$

When $x = e^{-1}$, $y = e^{-1} \log_e e^{-1} = \frac{1}{e}(-1 \log_e e)$ using $\log a^n = n \log a$

$$= -\frac{1}{e}, \text{ since } \log_e e = 1$$

$$y'' = 1/e^{-1} = e > 0$$

Hence, the stationary point $(1/e, -1/e)$ is a rel. min. Now since $y'' = \frac{1}{x} > 0$ for all $x > 0$, \therefore the curve is always concave up, and hence the minimum value of $x \log_e x$ is $-1/e$, i.e. $-e^{-1} \doteq -0.368$ #, correct to 3 decimal places.

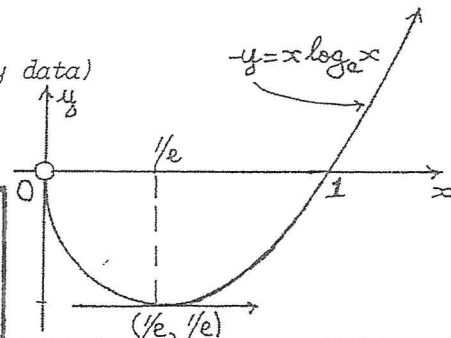
(Actually, the curve meets the x-axis where $y = 0$,

i.e. where $x \log_e x = 0$

i.e. where $\log_e x = 0$ (since $x \neq 0$ by data)

i.e. where $x = e^0 = 1$

A sketch of $y = x \log_e x$ is shown



The sublime

$$y = x/\ln x \quad \text{MIN.}$$

$$y' = 1/\ln x + 1 = 0 \quad y = -0.368$$

In ΔAKB , by the Cosine Rule

$$\cos \theta = \frac{AK^2 + BK^2 - AB^2}{2 \cdot AK \cdot BK}, \text{ using form } \cos K = \frac{a^2 + b^2 - c^2}{2ab}$$

$$= \frac{(\frac{\sqrt{7}}{2})^2 + (\frac{\sqrt{13}}{2})^2 - (3)^2}{2 \cdot \frac{\sqrt{7}}{2} \cdot \frac{\sqrt{13}}{2}} = \frac{\frac{7}{4} + \frac{13}{4} - 9}{\sqrt{91}/2}$$

$$= \frac{5 - 9}{\sqrt{91}/2}, \text{ noting } \frac{7}{4} + \frac{13}{4} = \frac{7+13}{4} = \frac{20}{4} = 5$$

$$= \frac{-4}{1} \times \frac{2}{\sqrt{91}} = \frac{-8}{\sqrt{91}} \#$$

The ridiculous

2U H.S.C.!

$$\int_0^4 y \, dx, \text{ where } y = 4 - \frac{1}{8} x^2$$

$$\int_0^4 (4 - \frac{1}{8} x^2) \, dx$$

$$[4x - \frac{1}{24} x^3]_0^4$$

$$[4 \cdot 4 - \frac{1}{24} \cdot 4^3] - 0$$

$$16 - \frac{8}{3}, \text{ noting } \frac{64}{24} = \frac{8}{3}$$

$$\frac{40}{3} \text{ units}^2, \text{ noting } 16 - \frac{8}{3} = \frac{48-8}{3}$$

2U H.S.C.

The sublime

2. (i) If $2(x+3) = 3(x-1)$ $x=9$

2U H.S.C. then $2x+6 = 3x-3$

i.e. $2x-3x = -3-6$,

i.e. $-x = -9$, i.e. $x = 9$

10. (i) (a) $\int_0^1 (x^{1/5} - x^{1/3}) \, dx$

$$= \left[\frac{x^{6/5}}{6/5} - \frac{x^{4/3}}{4/3} \right]_0^1 = \left[\frac{5}{6} x^{6/5} - \frac{3}{4} x^{4/3} \right]_0^1$$

$$\rightarrow \left[\frac{5}{6} \cdot 1 - \frac{3}{4} \cdot 1 \right] - [0] = \frac{5}{6} - \frac{3}{4} = \frac{10-9}{12} = \frac{1}{12}$$

{Note $1^{6/5} = \sqrt[5]{1^6} = 1$ etc.} ← 2U H.S.C.!

ONLY LOOK! DO NOT TRY TO UNDERSTAND.

Actions speak louder than words

{+Note. The sum \$A to which \$P accumulates at r% p.a. compound interest over a period of n years is given by $A = P(1 + \frac{r}{100})^n$.

Thus, the sum to which \$3000 accumulates at 9% p.a. CI. over a period of 28 years is $\$3000(1 + \frac{9}{100})^{28} = \$3000(1 + 0.09)^{28} = \$3000(1.09)^{28}$

DIRECT

$$3000 \times 1.09^{28}$$

7. (i) (a) Since $0 < x < \pi/2$, then x is an acute angle and we can form the triangle shown, where $\cos x = 4/5$.

By Pythagoras' Theorem, $a = \sqrt{5^2 - 4^2} = \sqrt{9} = 3$.
Thus $\sin x = 3/5$ #

TRIAD 3-4-5

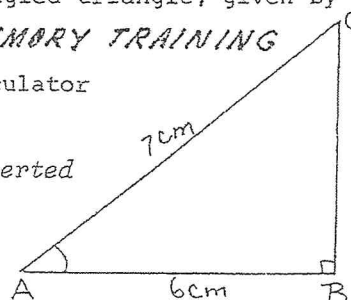
$$\sin x = \frac{3}{5}$$

(ii) (a) Using the trigonometric ratios for a right-angled triangle, given by the codeword SOH CAH TOA, then

$\cos A = \frac{\text{Adjacent side}}{\text{Hypotenuse}} = \frac{6}{7}$, and using tables or a calculator then to the nearest degree, $A = 31^\circ$ #

{Note, if tables are used, then 6/7 must be first converted to a decimal } 6.00000 correct to 4 places,

$$\frac{0.85714}{\text{i.e. } 6/7 \div 0.8571}$$



$$6 \div 7 = \dots$$

INV.
COS
 31°

(b) In $\triangle APB$, using a form of the Cosine Rule adapted to the lettering of $\triangle APB$, namely $b^2 = p^2 + a^2 - 2pa \cos B$, then

$$\begin{aligned} AP^2 &= (4.907)^2 + (2)^2 - 2 \times 4.907 \times 2 \cos 60^\circ \\ &\div 24.08 + 4 - 9.814 \div 18.27 \\ \therefore AP &= \sqrt{18.27} \div 4.274 = 4.27 \text{ cm \# (to 3 signif. figures)} \end{aligned}$$

$$\begin{aligned} &4.907^2 + 4 - 9.814 \\ &= \dots \sqrt{} \\ &4.274 \end{aligned}$$

(iii) Note $(1+3x)^2 > 0$ for $0 \leq x \leq 4/3$

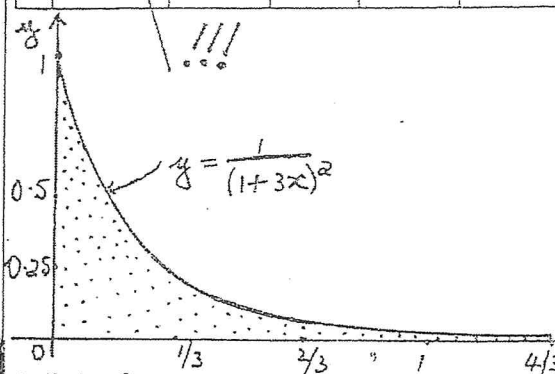
Thus, the curve $y = 1/(1+3x)^2$ is above the x-axis for $x=0$ to $x=4/3$, and hence a sketch is not necessary
{+ See Note 1}

The required area A is given by

$$\begin{aligned} A &= \int_0^{4/3} y \, dx, \text{ where } y = 1/(1+3x)^2 \\ &= \int_0^{4/3} (1+3x)^{-2} dx, \text{ since } 1/a^2 = a^{-2} \\ &= \left[\frac{(1+3x)^{-1}}{-1.3} \right]_0^{4/3}, \text{ + See Note 2} \\ &= \frac{-1}{3} \left[\frac{1}{1+3x} \right]_0^{4/3}, \text{ since } a^{-1} = 1/a \\ &= \frac{-1}{3} \left(\frac{1}{1+4} - \frac{1}{1+0} \right) \rightarrow -1 \times 3! \\ &= \frac{-1}{3} \left(\frac{1}{5} - 1 \right) \\ &= \frac{-1}{3} \left(-\frac{4}{5} \right) \\ &= 4/15 \text{ units}^2 \# \end{aligned}$$

+ Note 1. If required, the curve $y = 1/(1+3x)^2$ could be sketched from a table of values thus:

x	0	1/3	2/3	1	4/3
$\frac{1}{(1+0)^2}$	$\frac{1}{(1+1)^2}$	$\frac{1}{(1+2)^2}$	$\frac{1}{(1+3)^2}$	$\frac{1}{(1+4)^2}$	
=1	=1/4	=1/9	=1/16	=1/25	
y	1	0.25	0.11	0.06	0.04



+ Note 2

$$\begin{aligned} \frac{d}{dx} (1+3x)^{-1} &= -1 \cdot (1+3x)^{-2} \cdot \frac{d}{dx} (1+3x) \\ &= -1(1+3x)^{-2} \cdot 3 \end{aligned}$$

The Tyranny of Teachers

"We don't do it that way, it confuses the class."

"Write down the formula 10 times." (To my 3-Unit, year 12 student)

Trivial Pursuit

- The following **commercial atrocities** (Spiral Curriculum) show clearly that teachers don't teach any longer, they only give instructions and tell students and parents what to do.
- **Lessons are like puzzles**; they invariably involve wasting time as well as making mistakes either because of ignorance or boredom. However, the stupid, static cartoons can never compete with the dazzling and therefore mesmerising circus on T.V.
- Basic skills tests are like IQ tests because statistics are more important than children apparently.
- When one watches the following pages, all one sees is **chaos**; it has nothing to do with Literacy or Numeracy! The damage done is beyond comprehension.

Babies

Week 2 Beginning:

Draw a line to match each animal with their young. Draw some pictures.

cow chicken
dog joey
tiger lamb
kangaroo puppy
hen cub
sheep calf

THIS KNOWLEDGE IS INDIRECTLY
ABSORBED
IN CONTEXT!



STRUCTURE/PATTERNS

Write the words that sound the same. An example is mat and cat.

pill hill hit

ring food sing

lick sick sack

park mill dark

Pill hill

ring sing

lick sick

Park dark

lock sack frock

dust must fast

ball yell fell

rest mast pest

lockfrock

dust must

yell fell

rest pest

WORD BUILDING

Circle the words that match the pictures.

duck

pack

nest

cart

sock

sack

list

farm

back

lock

lost

dark

THINKING ABOUT WORDS

Join the word pieces and draw pictures to match the words you have made.

c + ake = cake

tr + uck = truck

sh + eep = sheep

sh + op = shop

LETTER SENTENCE!

WHAT ELSE
CAN YOU EXPECT?

$1 \times 6 = 6$

$2 \times 6 = 12$

$3 \times 6 = 18$

$4 \times 6 = 24$

$5 \times 6 = 30$

$6 \times 6 = 36$

$7 \times 6 = 42$

$8 \times 6 = 48$

$9 \times 6 = 54$

$10 \times 6 = 60$

$11 \times 6 = 66$

$12 \times 6 = 72$

CLASSROOM RULES

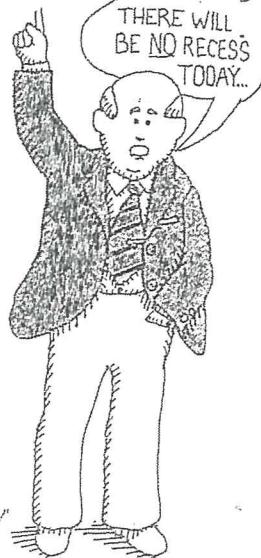
FOR UNIQUE INDIVIDUALS

You should:

SINCE 1966!

Write out this week's times
tables twice each. Monday

- ✦ Sit properly
- ✦ Work quietly and independently
- ✦ Be prepared
- ✦ Line-up promptly
- ✦ Be punctual
- ✦ Not walk around
- ✦ Not disrupt others
- ✦ Listen attentively
- ✦ Respect others and their property
- ✦ Be courteous
- ✦ Complete set work
- ✦ Not call out or interrupt
- ✦ Do your best
- ✦ Be co-operative



1 X	4 =	4
2 X	4 =	8
3 X	4 =	12
4 X	4 =	16
5 X	4 =	20
6 X	4 =	24
7 X	4 =	28
8 X	4 =	32
9 X	4 =	36
10 X	4 =	40
11 X	4 =	44
12 X	4 =	48

RESISTANCE TO CHANGE!

5S Homework

Write out this week's times
tables twice each. Thursday

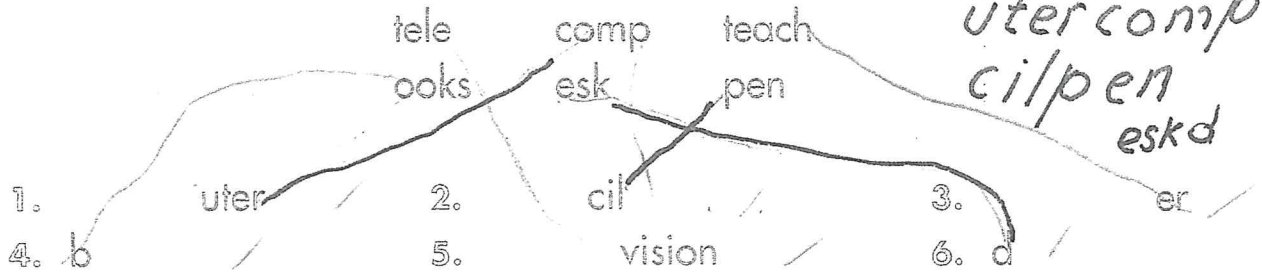
✦ No Graffiti

THEMES/SPECIAL WORDS

In School

Week 1 Beginning:







Join the word parts to make words to do with school.



STRUCTURE/PATTERNS

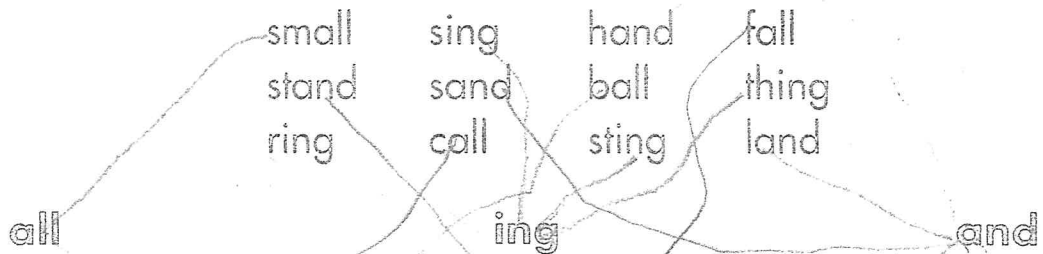
LOOK AT THE TOTAL MESS!

→ Add the middle letter to make a word that matches the picture. *PATHE!*

- | | | | | | |
|------------------|--|------------------|---|-------------------|--|
| 1. c <u>u</u> p |  | 2. h <u>a</u> t |  | 3. m <u>a</u> p |  |
| 4. f <u>i</u> sh |  | 5. p <u>o</u> nd |  | 6. sw <u>i</u> ng |  |

WORD BUILDING

Write the words in the box under their letter patterns.

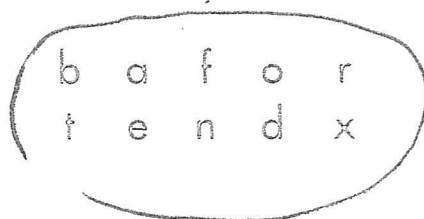


HOPELESS!

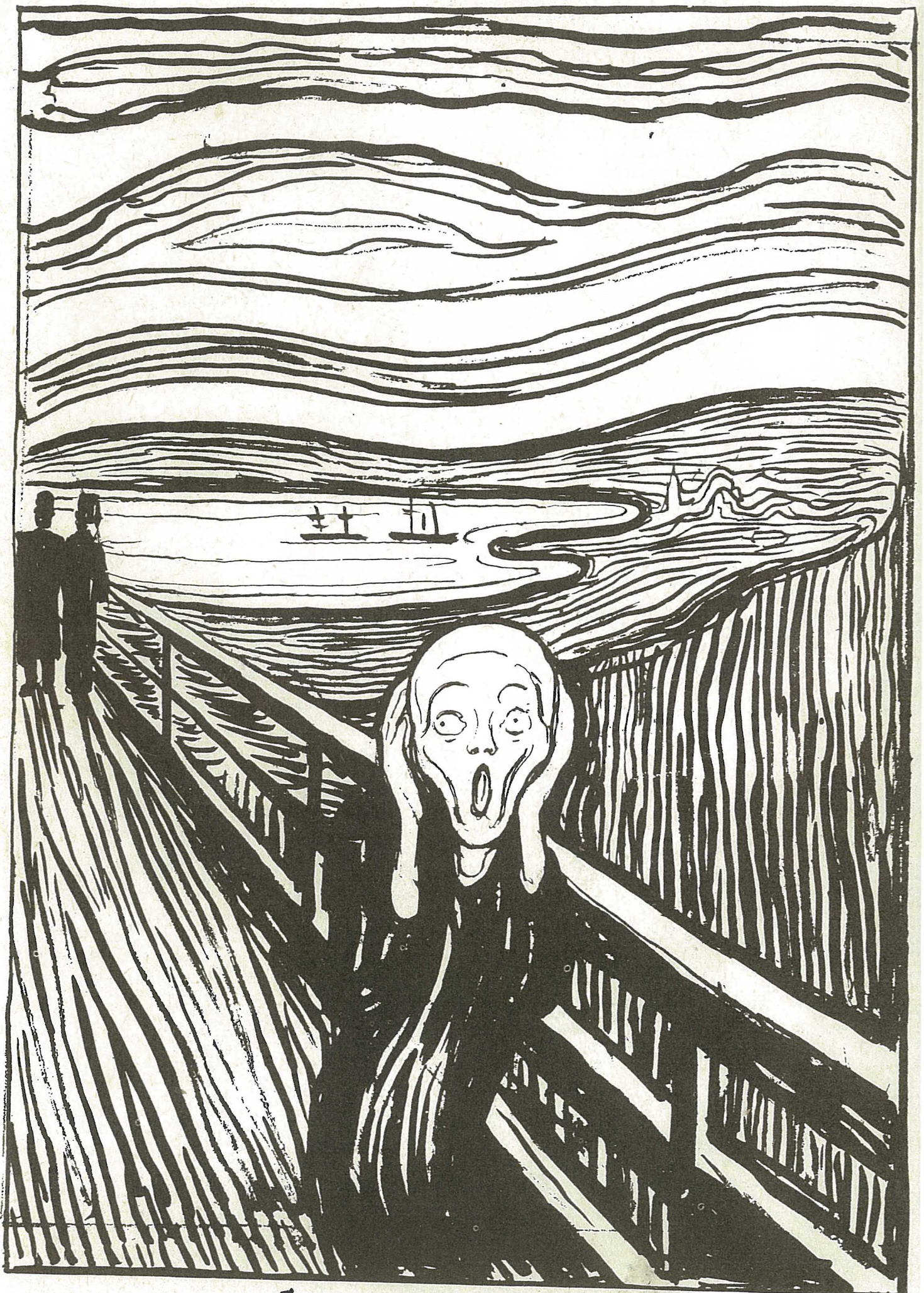
THINKING ABOUT WORDS

NO WONDER KIDS ARE CALLED DYSLECTIC!

How many three letter words can you make by using the letters in the box?



fat, and, ten, fat, fax



EDVARD MUNCH: 'THE SCREAM' 1893

then	then	then	then	then
birthday	birthday	birthday	birthday	birthday
great	great	great	great	great
every	every	every	every	every
shady	shady	shady	shady	shady
she	she	she	she	she
you	you	you	you	you
sister	sister	sister	sister	sister
people	people	people	people	people
these	these	these	these	these
person	person	person	person	person
sunny	sunny	sunny	sunny	sunny
Extension Words				
honey	honey	honey	honey	honey
time	time	time	time	time
princess	princess	princess	princess	princess
product	product	product	product	product

- In Primary schools, students must use a margin as if it is of prime importance. HB pencils precede a pen licence. Correction pens are banned because teachers want to see a student's mistakes.

Trivial pursuit exercise and assignment for homework is not part of compulsory schooling. The request is based on habit and bluff.

The teacher is supposed to do the teaching!

- In isolated areas, lessons are by correspondence. The commercialised material is of course the same as used in schools. Obviously not satisfactory because, when in opposition, Pontius Piccoli wanted to spend \$900 million to rectify the problem. I believe that his generous suggestion was to please the publishers and to increase his chance be elected because now he is in charge, his promise is null and void. He reminds me of the Roman God Janus who had

two heads facing opposite ways, hence the name of January.

Besides, Judging by the abominable performance, authors are only able to invent variations on lessons that don't work. No amount of money can solve the problem. The corruption consists of ignoring the best at no cost.

That's why all the promises and intentions end where they started. Besides, the educational system is rigged to only allow one third of the students to attend University. It doesn't want too many intellectuals that could topple the educational monolith.

That means that not all students are given the opportunity to perform according their ability.

The fact that home schooling is accepted in the cities not only symbolises a crack in the arctic ice, but also shows **that parents can have influence.**

That's a very important step forward although they are still monitored at regular intervals, either because bureaucracy can't let go or it feels itself responsible for its concession. However, we can never expect the department to bow to our wishes and adopt superior methods. That's precisely why 5 politicians including the Prime Minister have ignored my correspondence. However. Parents themselves should act upon the following statement issued by the Board of Studies:

The Board of Studies recognises that the aims and objectives of the syllabus may be achieved in a variety of ways and by the application of many different techniques. Success in the achievement of these aims and objectives is the concern of the Board which does not, however, either stipulate or evaluate specific teaching methods.

It is obviously the result of a legal necessity in order not to be accused of dictatorship. Compulsory schooling means a physical attendance. It doesn't mean that students should be condemned to use methods that are obviously not producing the expected outcomes. The average Maths mark for all levels is a dismal 45%(The Bark Report). As far as English is concerned, the enclosed pages speak for themselves.

The statement would severely undermine the assumed authority of Maths teachers if they knew it existed. The Board only avoids being accused of intimidation, to protect itself, not the teachers, knowing quite well that it's absurd to demand how questions must be answered. In Maths, an answer is only right or wrong; it has nothing to do with how it was obtained. My

discovery of patterns has in some cases reduced conventional answers to only one sentence, thus making the subject accessible to more students who often get shipwrecked by the necessary working demand.

The collapse of teacher's self-esteem will occur once Hybrid Schooling becomes a reality...

It only needs the enthusiastic eagerness of the early adopters who, like pioneers, will encourage others to follow. Only You Tube can make it possible to break the strangle hold of the pseudo academics employed by commercial enterprise with the blessing of a hypocritical hierarchy.

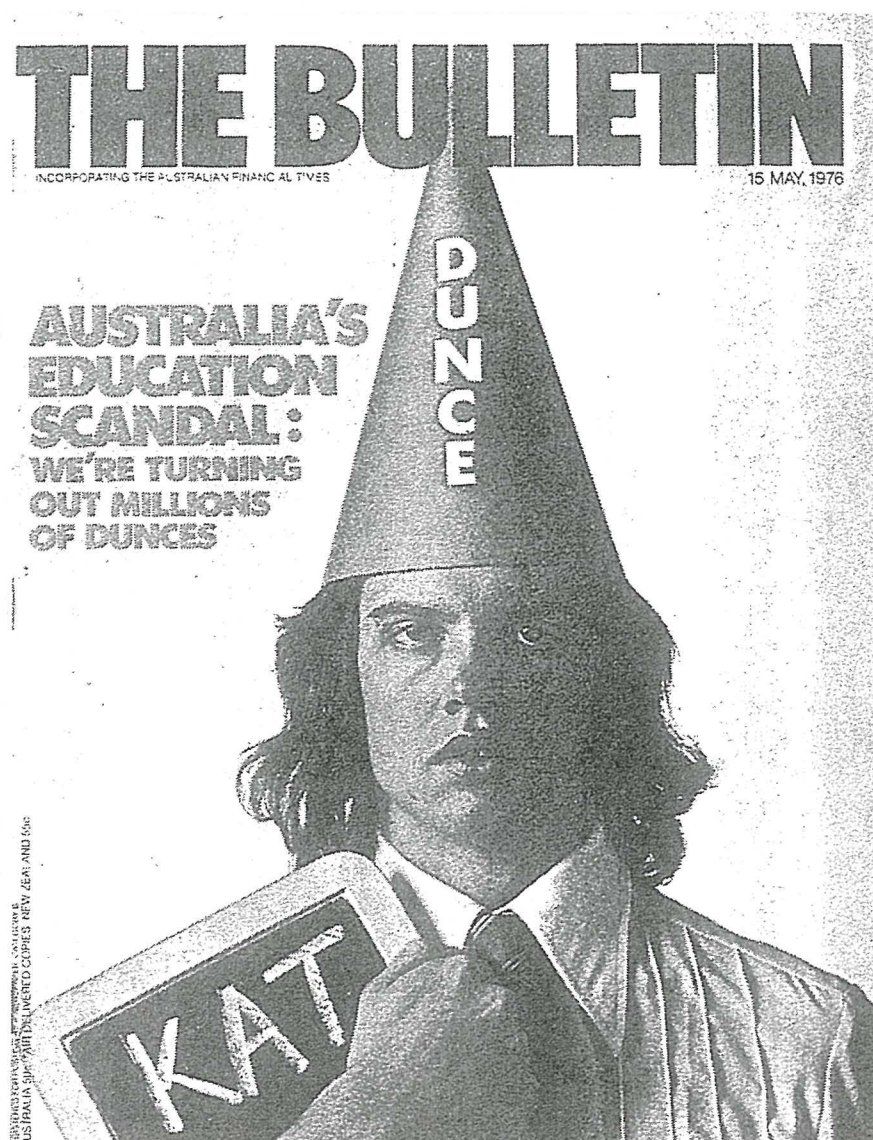
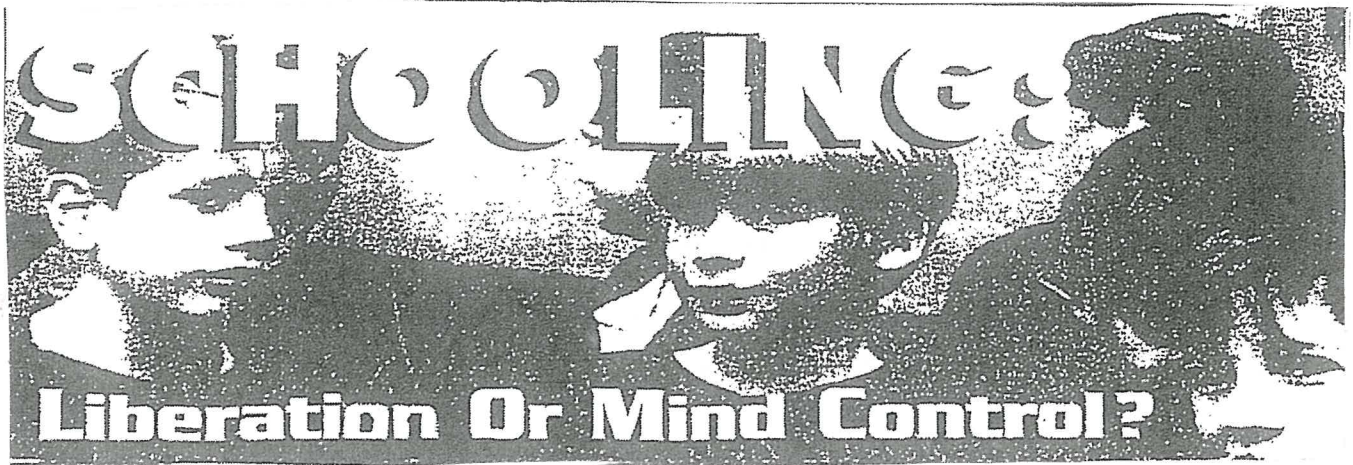
- A school should be a place of learning, not one where students are forever tested or questioned. It has been found that teachers negatively influenced students who are not sure of the right answer.(The tyranny of testing. Hofman).

- Apart from Maths, all courses are based on direct learning, a unique concept because there are no exercises; the curse of schooling! To be good at any sport, one has to do exercises to improve one's performance. The philosophy doesn't apply to subjects like Literacy, Numeracy, Mathematics or Foreign Languages! Exercises in this subject involve making mistakes; each one is registered in the brain. There is a rhyming dictionary that starts with the wrong spelling ^{IN}red!!! Languages are learnt by studying and memorising the best of the best. In Maths, students should only study prototypes. Quality instead of quantity. Answers to one or two questions may instantly be checked by the students themselves. In that case, an error will actually remind the student of the right answer. That discovery doesn't occur when doing 50 for homework. If a topic is learnt after studying a couple of examples,

you can't improve by doing more! Besides, revision of two can be repeated more often than the traditional habit of treating a subject as if it was never dealt with before. The author of a maths book for year 7 actually assumed that the students hadn't learnt anything before! Students may prefer to follow the You Tube lessons first. Paying attention to a problem and its solution is more educational than making mistakes or not knowing what to do. It's no different than watching the ads on T.V.; eventually it will lead to a sale!

Professional Memory Training techniques will help students to remember what has to be learnt. That Science has never been used in schools because there is more money involved in forgetting. "Don't forget", or "learn this for tomorrow" is as useless as trying to sell ice-cream on the moon. According to National Geographic, the ability

to remember has already been reduced by 10% owing to the introduction of Internet, warning signals and reminders. We don't have to check whether to pull or push a door because it opens itself.



The Manufacture of Needs

By KIRKPATRICK SALE January-February 1996 ■ NEW DAWN

EVER-PRESENT GENIE

Television, the most important medium of this **manipulation**, is also very seductively selling a way of life that declares from a whisper to a shout that consumption is good, fulfilling, fun, moral, empowering, all the certainties that are so elusive in the rest of life. It is the medium that almost perfectly expresses the **high-tech society: simplistic and forceful**, capable of **no complexity of thought** whatever, designed for limited and graphic impacts (best if short and violent, like football and commercials), and sending pulses continually at that psychological nexus that Freud, doctor for the consumer society, called the "pleasure principle", where desires, always created, are always insatiable.

Within less than a generation vast populations across the globe have thus been brought into the range of the **industrial monoculture**, including such formerly resistant empires as those of Russia and China, and anthropologists believe that by the twenty-first century there will not be a single culture anywhere that will have escaped its impact.

If, as the economists say, people need to consume so that our high-tech societies can produce to their capacity, how do we get them to keep on buying and using and throwing away?

EDUCATION

Integrity is antithetical to the spirit of our age. The overarching philosophy of life that guides our culture revolves around a materialistic, consumer mentality. The craving need of the moment supersedes consideration of values that have eternal significance. (Maxwell)

JUDAS

Still as of old Men by themselves are priced. For thirty pieces Judas sold himself, not Christ.

(Cholmondelay)

Endangered

Minds

"Provocative,
scholarly,
and timely.
Society may
actually be
changing our
children's
brains for
the worse."

•
Louise Bates Ames,
Gesell Institute of
Human Development

WHY CHILDREN

DON'T THINK AND

WHAT WE CAN

DO ABOUT IT

JANE M. HEALY, PH.D.

NEIL POSTMAN

AMUSING OURSELVES TO DEATH

A scintillating analysis of television's
effect on culture' New Society



HYBRID SCHOOLING

- A combination of schooling and home-schooling.

The latter is not for everyone because of practical reasons. Besides, as mentioned before, it lacks the important opportunity to interact with other students on a daily basis.

- The parents are responsible for the education of their children not the schools. As far as the lessons are concerned, those who attend a Public School should have the same freedom as the home schoolers. That's why Hybrid Schoolers are in a class but not always of it. Compulsory schooling only means a physical attendance. Hybrid Schooling should not be condemned to use the standard teaching methods that are clearly not beneficial to all students. Rectifying the situation by employing an expensive private tutor and adding an extra workload is unacceptable because the overall results as far as the crucial

subjects are concerned will never show the expected outcomes.

- If parents discover that a You Tube teacher uses ways that are more suitable, they should be able to replace existing ones unhindered according to the Board of Studies statement mentioned before. After all, if Moses doesn't go to the mountain, the mountain must come to Moses.

Since it will be a personal choice the pros and cons of the chosen methods are irrelevant.

Besides, the methods can't even be compared to existing ones because they are based on Professional Memory Training techniques and on wisdom alien to any other author.

Judging by his unusually versatile background, by the volume of achievement mentioned in the website and by the demonstration DVD at Cattai Public School, it shouldn't come as a surprise that parents opt for someone whose talent, was not squashed by a teachers' college, especially since his entire work that

took 40 years to complete may be downloaded free of charge.

The subjects involved are Reading, Spelling, Writing, Mathematics, Dutch for Primary Schools, French, Spanish & Italian. Apart from the You Tube courses, the website contains a great number of text books that contain more than enough information to satisfy scholastic requirements.

You Tube Courses

1. Reading in Minutes.

- It's by Hearing and Speaking that you will best learn to read.

Script is a mirror image of speech, so it is by reading that you will best learn to write.

My One Thousand Creative Descriptions written by famous authors will alleviate this task.

I have invented 4 major improvements:

1. The letters themselves are the pictures!
2. Printed ones are at first traced.

(Finger or blunt pencil) while using verbal rehearsal. (saying while doing)

The sounds are learnt later by doing sorting exercises!

A: this is an apple

First the apple, then the stem.

I not only give the name of the picture but I also show how to draw it!

3. The mind is a pattern using and a pattern making system.

Three thousand short words have been subdivided into 15 groups according to the basic sound patterns (Spellaphone book 1). Each group is defined by the following Code Names: Sun Tan Tom, Skinny Penny, Pale Peter, Tiny Tony, Boy Scout Paul, Smart Girl Sue.

The – um words are listed under Sun.

The – at words are listed under Tan.

4. Doing sorting exercises with a list of spelling words is far better than copying that list 4 times per week, because that's a chore.

- Sorting requires attention!
- Sorting according to sound
- Sorting according to rhythm pattern.

Using Morse Code:

Difficult (—••), alive(•—), better(—•)

- Sorting according to alphabetical order
- Sorting according to quality
- Sorting according to function(see words on stage)

Slow words, fast words, quiet ones, noisy ones,... (see Creative Writing)

Children love doing these manual exercises.

Beginners cannot read nor remember a random number of so-called sight words; to them they're like a list of telephone numbers.

Ninety percent of children with reading problems are boys because they are mechanically minded; they want to know how something works. They need a charismatic entertainer who uses a creative and scientific simplicity that appeals to lively children programmed to be curious!

2. Spelling in Minutes

- “Creative Linguistic Spelling” is like a supermarket where groups of words with the same pattern are on the same shelf so to speak. Each group is used in an easily remembered context.
- There are 10 – augh words mainly derived from Dutch where the gh is pronounced with a guttural sound foreign to the English and therefore ignored. In laugh & draught it is replaced by an f otherwise there wouldn't be much left.

In schools, they would be dealt with in 6 years because spelling words are given(not taught!) according to frequency. However, in a rhyme, they can be learnt in minutes after they have been put in a column with the pattern in colour.

Fraught with danger

A butcher wanted to slaughter the old
draught horse of his haughty, naughty
daughter. She was so distraught that she

wanted to jump into the water. Her father laughed and caught her so that taught her a lesson!

- Seven strategies are used to remember many groups of problematic words. Just looking at each individual one or writing whole list four times a week is useless as well as an unwanted chore for most.

I tell students where to look and what to look for. After that, I use one of the 7 strategies to show how to detect the correct spelling.

Eventually, this procedure will become an important conditioned routine to combat the erratic spelling of a language derived from many others; sixty percent from Latin, but ultimately from French. Besides, the English change the stress of a word and mutter the rest.

French: possible English: possible

● — ●

— ● ●

In which le is pronounced el.

Word building is therefore the only way to know whether words end in el,le,ol,il,al.

Examples: 1. Atomic (•—•) tells me that atom spells with an o atom (—•) tells me that atomic starts with an a! 2. Petrol is short for petroleum.

3. Maths in Minutes

For Primary & year 7-9.

The Discovery Method uses an inner process and is therefore more effective(Steiner).

Unfortunately the expertise of the minority is always ignored by the pedantic PHD majority suffering from stale and indoctrinated habits. This method invites children to think before attempting to answer a few questions similar to examples given:

$$9 + 5$$

$$9 + 7$$

4 teen

6 teen

$$9 + 3$$

$$9 + 9$$

The Discovery Method is obviously superior to writing out tables or looking at charts attached to the fridge – or the toilet door because these primitive habits do not show students how to remember answers.

I am the only one in the world who has looked for and discovered multiplication patterns. Years ago, a mother asked me if I would teach her 15-year old son, so I asked him the answer to 3×4 . He said, “Stuffed if I know!” That tallies with the above; he was never taught, because incompetence runs riot in the halls of education (The Bark Report).

If that boy had written down

1234

5678,

in year 1 he would have seen two answers

$3 \times 4 = 12$

$7 \times 8 = 56!$

If teachers explain too much, they explain nothing (The inner game of tennis, Gallway).

I invite children to think.

Since my books only show proto types, Primary Maths can be taught in 6 months and should therefore not start before year 5. It's educationally absurd to start 3 new skills in year 1! Reading comes first, spelling could start in year 3 or 4. By reducing quantity in one subject, there would be time to explore other interests.

- The You Tube courses & notes are ideal for Hybrid Schooling. They deal with detailed essentials. The relevant books mentioned on the website may be downloaded and studied in a progressive order. As far as reading and spelling are concerned, it is a matter of choice or need in order to improve language skills. The skill of writing is learnt by studying "Creative Writing" and the "One thousand creative descriptions."

The Maths & Memory books 1,2&3 and my Multi Level Dictionary should of course replace the thick repetitive books used in schools. The use of the You Tube courses

notes and books coincide with syllabus topics under scrutiny although, judging by the ones for English, there only exists a haphazard mixture of dull, aimless exercises. Telling to write out a list of words or to read books is not teaching. Only the You Tube courses are suitable for parental involvement and encouragement. It avoids the absurd situation in which children tell parents, “we don’t do it that way!” That is the deplorable result of commercial methods.

Simple, professional procedures keep changing in order to sell books. It’s like changing ice cream flavours. Since many children don’t know “their tables”, long division has become a freelance activity (sample included).

4.The 4 Foreign Languages

71 Conversations:

Words and sentences are taken from the many traveller guides to create a lively language. The English texts are the same in all the books which is unique. The English text should be memorise before listening to my program; it will make it easy to learn more than one language! Besides, the 3 Romance languages are quite similar in their make-up.

Since 60% of English words is derive from Latin, any of the 3 may be helpful to know the spelling of English words. Autunno(it) – Autumn.

“Words on Stage” (Creative Writing) was used to convert the prescribed words for Australian Primary schools to 99 short stories. Since these words are based on frequency, beginners should start with lesson 1.

You tube notes

At the beginning of my Creative Linguistic Spelling book you'll find an article entitled "Improve your spelling."

Unfortunately, expectation is the mother of disappointment.

Academics are like sardines in a tin and thus unable to see beyond their confinement.

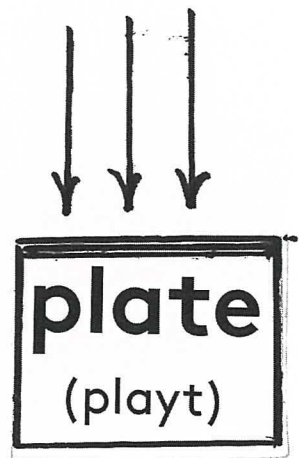
They can only teach what they have learnt. As far as teaching

of Primary School children is concerned that means nothing.

- We are given a complete summary of all the possible linguistic problems involved plus a list of frequently misspelt words.
- To satisfy the commercial philosophy that learning should be fun, the expert uses puzzles to solve those problems, so now students

have two sets of problems to solve.

No wonder many people can't spell.



- An inventive inquisitive mind was needed to break the stranglehold of such scholastic incompetence.

By using spelling as a medium to teach

Professional Memory

Training techniques, the subject will become an

educational tool for everybody.

- The 7 strategies discussed are all purpose solutions.

My book is literally a linguistic supermarket.

Groups with a similar spelling feature are on to same shelf so to speak.

By doing these

“word shopping” exercises a couple of times per week, children will eventually be

able to visualise what's in each isle. They only concentrate on what's needed; they don't buy the whole shop!

Remember: If someone says it can't be done, somebody else has already done it

(Chinese proverb).

Spelling in Minutes

- With my linguistic supermarket concept, all items with a similar spelling pattern have their own place on the shelf so to speak. After 4 years of regular word shopping, students should be able to visualise the various shelves and isles so as to make the art of spelling as natural as breathing.

*where is
butcher*

- Whole groups of words with the same spelling pattern are used in fluent adult sentences or paragraphs.

Rhyme and rhythm, a funny or absurd context facilitate memory. Simple and common key words often help to remember the pattern of more complex ones. They are like bait catching the big fish.

Example: if you could and

would, you should.

Students should repeat what the teacher reads and then write down as much as they can remember. The words may be used as stepping stones to activate memory. These sentences may be used for dictation as well.

Visualisation and exaggeration are two powerful tools in

Professional Memory Training.

Example

A boatman boasted that he could row an oaken bucket along the coast while eating roast on toast. When he fell overboard, he got soaked. Like actor, students should visualise themselves being the boatman and his actions.

- To be instantly recognisable, the coloured patterns appear in up to 10 words so that they can be better remembered than when they are introduced in a haphazard way. By copying a list of random words only based on frequency, that pattern is disturbed because one can only write one letter at a time. The atrocious

handwriting of both adults and students decreases the ability to remember even further.

- As a result of scholastic authoritarian habits, Profession Memory Training techniques are – up to now – unknown. Saying, “learn this for tomorrow” is useless because first people form a habit but then the habit forms the people; it’s

like being locked up in a prison cell.

The fact that the mind is a pattern making and a pattern using system, has never been thought of.

- There are examples to prove that an outsider often discovers what the so-called expert didn't see.

Fortunately, as a pilot in the Dutch merchant navy and as a musician who speaks 5

foreign languages, I'm on a totally different wavelength. Like scientists and explorers, I know no boundaries; the horizon is always ahead of me.

- To familiarise students with their own language even further, I have created 2 sorting exercises (incidental spelling).

In Spelling Awareness, there are 23 lists of so-called

spelling words. When saying one, students must hear the basic sound of the stressed syllable (beat) and then place each word under the appropriate code name.

Each exercise is followed by a checklist.

Words may also be sorted according to a particular rhythm pattern.

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SEPARATE

14. “Here I **am.**” said
Sam, but when his
pram rolled into the
dam, he **swam** and he
swam...

15. A **man** and his **nan**
ran behind a **tan van.**

16. The **chap** put the
map on his **lap.**

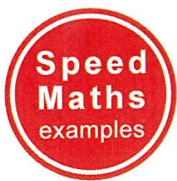
17. He told his dog not
to **yap** while he **had** a
nap.

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►► **Solve Fractions in 4 Seconds** ◀◀



Step 1 → $\frac{2}{5} \times \frac{1}{3} = \frac{2 \times 1}{5 \times 3} = \frac{2}{15}$

Step 2 → $\frac{2}{5} \div \frac{1}{3} = \frac{2}{5} \times \frac{3}{1} = \frac{6}{5}$

Step 3 → $\frac{2}{5} \times \frac{1}{3} = \frac{2}{15}$

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For parents and children focused on Power Learning. Based on the lifelong teachings of Aart Bark, a scholar who has a wealth of knowledge and experience in teaching practical learning methods as a way to gain greater education. *Some topics include:*

Professional Memory Training.

Subjects are no longer exclusively taught for their own objective. To be of any educational value, they should at least become the medium to learn a universal skill needed to perform activities from a broad range of occupations.

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For further information contact Aart on 0428 396 120

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A MODERN TEACHING APPROACH

- **All children are genetically wired to be curious.**

Attracting their attention is a science successfully used by TV producers and marketing experts.

In schools, lessons are like the script of a play; the teacher must imbue it with life, mere subject knowledge is not enough!

Eliminating conditioned reflexes (Pavlov) is of prime importance.

During Maths lessons, most children **Switch** off at the **Sight** of numbers and the **Sound** of teachers!

Processing an image must be done within 4 seconds otherwise the information is lost.

No wonder the average mark is a dismal 45%.

Long explanations are useless because they involve understanding, an unreliable factor in a class with 25 children, especially since they only have a quarter of an adult brain!

Modern children need short and catchy instructions to answer **written** questions. They are repeated by the whole class (choral reading).

Memorising occurs through **Sight & Sound**.

Examples: Four seven eleven instead of the pedantic and clumsy four PLUS seven EQUALS eleven.

- **Assignments** should be banned because copying information is a chore and thus devoid of any educational value.
- **In order to avoid starting with 3 new skills**, the 3Rs should be introduced gradually, starting with **READING** in years 1 & 2.

At first, letters must only be traced because the cells needed for the skill of handwriting are not yet in place before age 7. Many children and adults now hold their pen as if it were a weapon, **BECAUSE THEY STARTED TOO EARLY!!!**

In year 3, **SPELLING** can be and should therefore be **TAUGHT** by using the **Creative Linguistic Spelling Method**.

PRIMARY MATHS can be dealt with in 6 months!

By introducing it in year 4, students of all levels should be well prepared for the work in High School because life is waiting for the future.

A.Bark

THE BARK BEQUEST

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- English 1 ● Creative Writing ● Companion
- Creative Descriptions 1 & 2 ● Titanic

SPELLING

- Spellaphone Book ● Companion
- Spelling Awareness ● Spelling word stories
- Spelling word sentences & stories
- Specific spelling features in focus (for Primary and Secondary)
- Creative & Linguistic Spelling

EDUCATION

- The Bark Report ● Reproach & Remedy ● Tutorial
- The **3RS** Seminars
- Bark's Bric-a-Brac Museum ● About the Author

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2. Reading in Minutes
3. Spelling in Minutes
4. Engels vanuit Australie
5. Spanish in Minutes

~~SOON~~

6. French in Minutes
7. Italian in Minutes

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ИЛЫН МАТН

