

The toxic schooling system

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Introduction

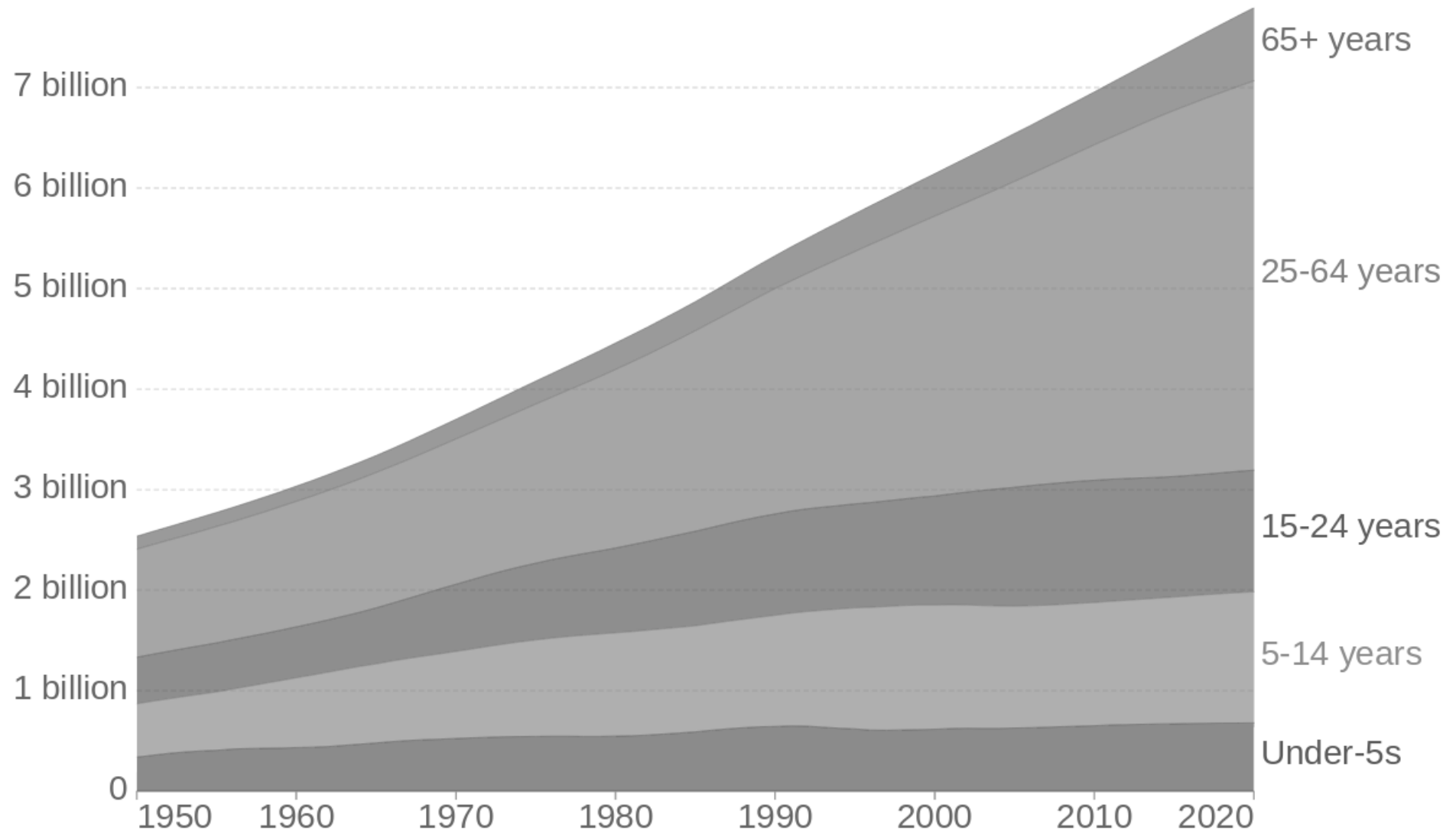
I wake up at 7 and eat a hastily prepared breakfast. I dress up in my white button shirt and red

tie, and leave. I enter the building, wait until the bell rings, and enter the classroom. For the next 45 minutes I will sit silently down at my designated spot (possibly near someone I hate) to write down things I don't care about. Finally, I am graciously allowed to leave for the 5-15 minute break. I enter a small corridor, with hundreds of other screaming people, running around. Out of the corner of my eye, I spot a CCTV camera, watching my every move.

The bell rings again, and I find myself back in the classroom. The story repeats 6 to 8 times that day. Finally, I can go back home. I turn on my computer to play some games. But then, it dawns on me that I still have homework to do. Another two hours gone. Need to pack up my belongings for tomorrow. Maybe I still have some time for a round of Fortnite. Or I will just go to sleep, as I'm fucking tired. After all, I must be rested for the test tomorrow. A test where I will have to answer questions about things I don't care about. Okay, I've earned a decent grade. At last, I can forget it all. After all, I need space in my brain for the next wave of trash.

Sounds like hell? Well, this is the reality for over a billion children on this Earth:

Population by broad age group, World

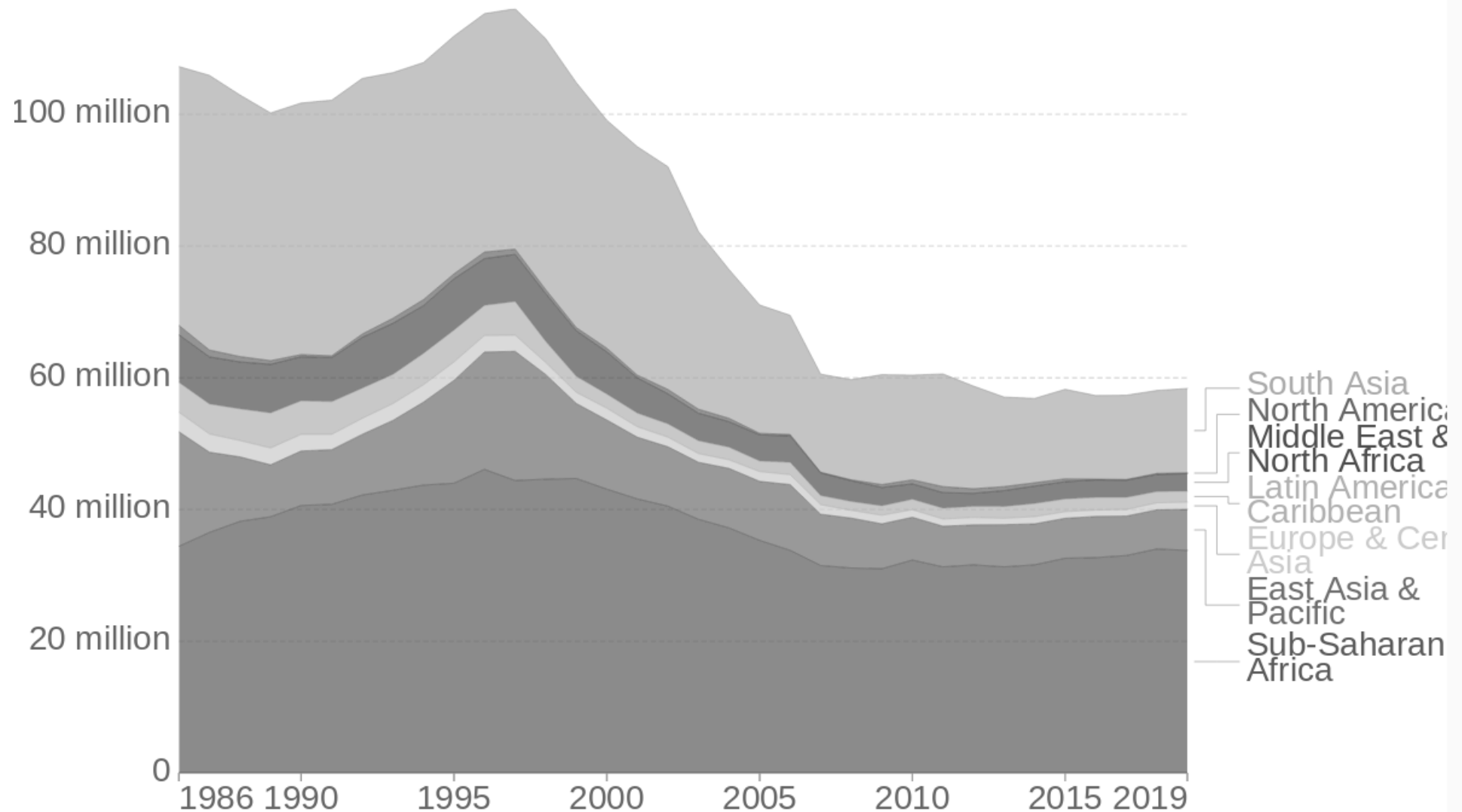


About one billion between ages 5-14 (school age). Add the 15 and 16 year olds and you get a few hundred million more. Most of them will go to school:

Out-of-school children of primary school age by world region, 1986 to 2019

Children in the official primary school age range who are not enrolled in either primary or secondary school

Our World
in Data



Source: UNESCO (via World Bank)

OurWorldInData.org/primary-and-secondary

Worldwide, about 4% of school age kids will fail to finish (primary and secondary) school. For *"Europe and Central Asia"*, the amount is very close to zero. You could say we have a

pandemic of the school virus. So let's explore the harms of this virus:

What is the justification for school?

We will let the (UK) government itself (archive) (MozArchive) explain it:

We all have a responsibility to educate the next generation of informed citizens, introducing them to the best that has been thought and said, and instilling in them a love of knowledge and culture for their own sake. But education is also about the practical business of ensuring that young people receive the preparation they need to secure a good job and a fulfilling career, and have the resilience and moral character to overcome challenges and succeed.

I'm guessing this will be the most important paragraph, so I'll focus on it. Does school introduce students to *"the best that has been thought and said"*? I don't recall learning about Ray Peat ^_^. But anyway, this isn't justified - the students will forget most of it since the schooling system is not designed with long term memorization in mind. Does it instill in them *"a love of knowledge and culture for their own sake"*? No way - how can you "love knowledge" when you are forced to sit in a chair for 7 hours a day, writing down things you don't care about? School, in fact, does exactly the opposite of what it allegedly aims at. How about the *"good job and fulfilling career"*? Most jobs don't need any education at all, and the majority of people will end up working in those (as butchers, cleaners, etc) since they are the most available ones. For the rest, you will have to learn the skills on your own - and school inhibits that - or go to a special school later, anyway. And hell - even if this was true - have the school skills considered that maybe people don't want to *"fulfill"* themselves with jobs, but just earn enough money to live

so they can then do what they want? The last stated justification is *"and have the resilience and moral character to overcome challenges and succeed"*. Don't mock me - the only resilience you learn is in enduring school abuse - but you might just as easily be psychologically destroyed by it. There is certainly nothing positive going on there. As we can see, the four pillars of justification for the educational system have fallen. What does school really accomplish, then?

Everything we learn in school is useless

This should be obvious. Let's look at the specifics:

- **Your native language** - The only things that are essential for daily life are reading, speaking and writing - which you would have learned on your own, anyway. Deconstructing sentences isn't really useful; proficiency in practical language comes naturally to people without them even knowing the names of the sentence parts. Neither is analyzing poems written by long dead people which you will surely never take advantage of after school.
- **English language** - **Edit:** as usual, I was too lenient. Though learning English might seem useful in the modern, globally connected world - in reality, millions of old people in Poland do completely fine with absolute zero English skills. Besides, the level of English learned in Polish schools isn't enough to let you do anything, really. You won't be able to read an article, much less write one; nor converse with someone in real time. I would know, since I finished Polish secondary and was then quite embarrassed when trying to talk to people online (fortunately, this period didn't last too long). I can also detect the Polish youths from a mile away in YouTube comments, etc. since they have this quite distinctive "signature" of common errors. And, the Polish Internet scene is

quite big anyway, so you could just use that. But this is all besides the point, because again, you can lead a regular life in Poland without ever having to rely on the English language even once. Maybe it's different in more multi-cultural countries, but that is not something I can judge. Even if so, you could just give your kid a video game (or, heck, send it to a chatroom that uses English) for a month and it'd learn more than in a year of school.

- **Other foreign languages** - I have not used the German language that I've been taught in school **even once** after graduating, and forgot it all. The reality is that a person needs only two languages for her entire life - English and her native. **UPDATE February 2024:** heh. From the next school year, the Polish kids will be additionally learning (archive) (MozArchive) the Latin language, as well as Kashubian (Polish dialect). Seems like the so-called "elites" are just piling up the most useless things possible, and seeing if anyone will notice (apparently not).
- **Biology** - Most of it is useless aside from health biology, which school of course skips completely. Does a kid need to know the taxonomic classification of animals or the layers of a forest?
- **Physical education** - Kids would do their own activity if you just left them the hell alone. And it would be more fun for them, too, since it could include things like climbing trees.
- **Mathematics** - In real life you only really need the basic addition, subtraction, multiplication and division. Maybe percentages. All of this could be taught by parents. Fluff like calculating the areas of geometric figures is never really used beyond school.
- **Chemistry** - Remember all the chemical equations you were solving back in the day? Have you repeated that even **once** after finishing school?
- **Physics** - The human mind has physics naturally built-in - this is how a kid can throw

a rock accurately, or just position itself into the world (even simple animals or bugs do this). Extremely complicated physics are involved in sports, which many kids play effortlessly with zero knowledge of forces, etc. You do not need to add numbers to it if your mind automatically does what's needed.

- **Information technology** - Sure, civilization depends on it now. That's why every kid has a PC or (ugh) a smartphone in its home and will learn to use them even before going to school. Old people do just fine in daily lives while only knowing how to visit websites and perhaps send emails. However, this subject could, in fact, be a useful skill and not just knowledge - if you taught the kids to make websites and repair their computers (something that is a lot easier to learn with someone else). But, that usually isn't done and would not require more than 1 year of school, anyway. Even if you assume this is useful, it's certainly not something **everyone** needs, and shouldn't be forced.

- **Geography** - I remember learning all kinds of map navigation stuff in primary and secondary, all while the only "navigation" I was doing in real life was going to and from school. The way the kids are taught, you'd think they were supposed to go on a sailing trip in a few months. But of course, they don't. There is a total disconnect between what's required from a kid in school, and what it's actually doing in real life. Why does no one else notice this? Anyway, learning about other countries and how they do things, etc. might be fun - but again, not strictly required for real life.

To be honest, I had a serious problem filling this section. I knew the conclusion is right, but justifying it has proven to be more difficult than I thought. During every school subject you learn lots and lots of things, and it's hard to pick just one or two examples to represent the uselessness of that subject. Besides, I forgot it all so I had to dig deep into my mind to even

remember what was being learned (which in itself is evidence in my favor). If I wanted to cover every single thing that was taught during a certain subject, I'd have to write pages upon pages - and again, I don't remember. So I just picked a few examples to illustrate the principle. Ask yourself: if the school subjects are not taught for usefulness purposes, then for what?

Sometimes people try to answer this argument with something like "but look, we did [x] during school, and I also do it now when I do [y]. Checkmate! School is great!". There are a few problems here. You're trying to justify schooling **as a child** by appealing to your current experience **as an adult**. And almost certainly, what you were learning as a child was useless during the time you **were** a child. And so, you then forgot it, and relearned what you needed as an adult. Therefore, this argument **cannot justify schooling children**. But to be charitable, maybe it is able to justify schooling adults? Not really, since the information you consider useful is only a very small part of the subject that you were taught in school - and an even lesser one of the whole curriculum. You cannot pick a single thing you learned in school that you just happen to be using right now as an adult, and say "Look! We've had writing poems in school, and I'm now writing poems as a profession, so school was useful for me!" - while ignoring the 99,9% of school things that turned out completely useless.

But it gets worse. Remember, you're only describing your own personal experience, which likely only applies to a small percentage of people. For the vast majority, your specific piece of information would still be useless (all those not writing poems wouldn't be able to say the above). But it gets **even** worse! Because, in school, kids almost never really **do** anything - just write stuff down. And so, there would still be no connection between a piece of information learned and a task performed. So that's still the part you'd have to learn on your own, and probably trash most of what you've written down anyway - since it wouldn't be that useful in practice. Either way, this is only relevant to schooling adults; schooling kids is refuted with

exclusively the fact that they will forget it all before ever making use of it. Even if the child - by some miracle - did not forget the thing it's now using, the other arguments still apply. That it's only one of the few useful things it's learned, and that it's one of the few people for which it's going to be useful.

School is designed to waste a lot of time

In Poland, primary and secondary lasts 9 years (until recently this used to be 10); 6-8 of school hours per day plus the commute, five times per week. Adding homework and other preparation (like for tests) on top of that means the formative years of a person are almost entirely focused on school. This all directly follows from the above; the only way to justify such long duration of schooling is by shoving a lot of useless things into the curriculum. Now let's generously assume 10% of the knowledge learned in school is useful; limiting education to that means you end up with 3-4 school hours per week, plus let's say 2-3 more hours for homework and tests. Suddenly, school becomes just one of the chores you have to get done - barely a blip in your timeline, instead of your entire life. You get 5-6 days a week fully free, and can actually plan out your life instead of having it designed from above.

This cannot be allowed to happen because the so-called "elites" want you to be a domesticated doggie instead of a free human. And you cannot accomplish that with just a few hours of obedience training that would then be undone by the kid during the rest of the week. Even if you give the school skills the benefit of doubt and assume 100% of the stuff learned there is useful, it could all be learned in one year, instead of repeating and forgetting the same things over and over for the whole duration of schooling. The fact that this happens unfortunately leaves obedience training as the only explanation for the gigantic amount of lost time, that

makes any sense.

You will forget everything you learned in school

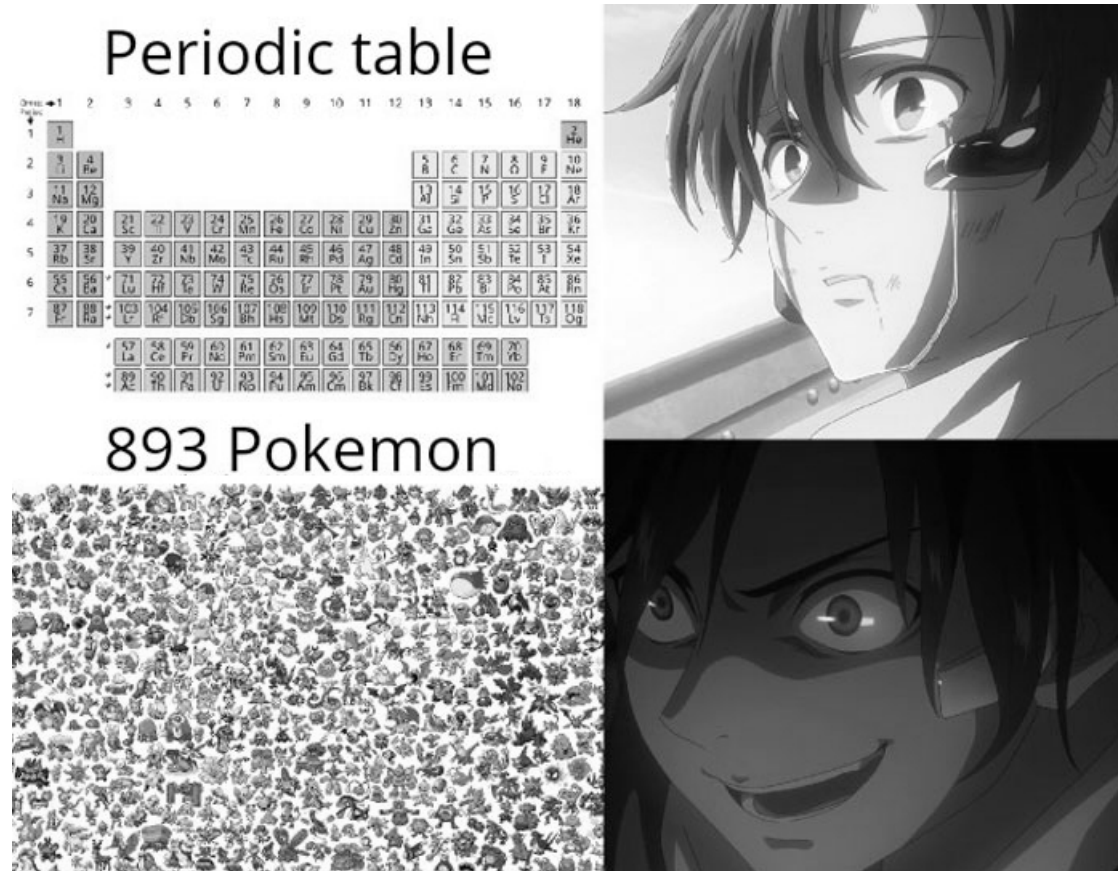
This happens for 3 reasons:

- Everything we learn in school is useless
- Interest plays no part in what you learn
- There is simply too much stuff in the curriculum

As far as I'm concerned, the brain keeps information around for only two reasons. The first is that it's being consistently used for a real life task. So, a programmer might know all the function names of his language if his job or project depends on it. But the knowledge needs to be reinforced every so often; after a few months or years of not using the language, the programmer will likely need a refresher (though the general proficiency in programming will - of course - remain). Since none of the knowledge you learn in school is being regularly used outside of it, the brain will see no point in keeping that stuff around and will trash it after the tests are over.

The other reason information would be kept is that there's an emotional reaction associated with it. Maybe you remember the lyrics of a song that helped lift you up during tough times, or which you kept hearing during fun events you experienced as a youth (advertisers sometimes repurpose popular melodies with their own lyrics overlaid onto them, why do you think that is?). Nostalgia definitely fits in here, too. The brain might keep something around if it perceives it as morally important; or maybe traumatic. Perhaps you've absorbed a topic as part of your

identity; I feel this explains how someone like Ray Peat seemingly knew everything that's happened in biology during the last 6 decades or so. Or maybe you were simply fascinated by something.



None of that - of course - applies to anything learned in school, where the knowledge is presented in the most boring way possible. When there's no "doing" or "feeling" associated with it, the brain won't bother carrying the additional baggage. But the situation is **even worse** than it seems. Because even if you found something useful and / or interesting in the school curriculum, the brain might decide to trash it anyway as it's already been overburdened by endless hours of having stuff shoved in. School is like a trance, an existence entirely concerned

with sitting and writing things down. No wonder the brain decides to tune out and forget even the fun things. Oh, by the way, teachers agree with me (archive) (MozArchive). Question:

I was giving tuition to my 11 years old niece. And she was not interested in learning theory and I was also facing difficulties to make her learn theoretical answers. Is there any idea how can make her learn answer quick and also help her remembering for longer time. Is there any way? Like making learn through pictures or any games.

Answers:

My two kids always grasped information and concepts best when they didn't know that's what they were. Meaning, if I could pair the knowledge to something else then it stuck and became something that they had control over and could manipulate for different learning situations

Connection and usefulness. If you can somehow connect whatever they're learning to something they already know, that's great. If you can make them use the knowledge in some meaningful way, then that's even better. Many people have a hard time remembering theoretical concepts because they're nothing to anchor the knowledge to.

I feel like today's students want to know "why" of everything they see and not just "how." And it's true, when teachers make lessons relevant, like Anand Kumar's real-world math problems or Divya Gokulnath's visual explanations, kids start to enjoy learning again

For me, meaningful learning is when education shapes character, not just careers.

Teachers like Roshni Mukherjee, Shaheen Mistri, Kanchan Keshari, and Divya Mam of Byju's inspire that kind of teaching, where values and knowledge grow side by side

You have to make the instruction engaging and put things into practice. If you're taking about gravity, you can find easy experiments to do together to show her how things work. She'll be excited and want to learn other things. You have to combine real-world applications with theories.

As you can see, these people (who work as teachers) use decidedly different strategies with their own kids at home. Strategies that are likely impossible at school; a single teacher can't do this with 30 different kids, who just came to him after 5 lessons consisting of a waterfall of boring, useless stuff. Not that I recommend trying to trick children into learning things that they won't need and don't actually care about - just saying that school does things in the least effective and ethical way.

School blocks real education

School convinces you that education means sitting, writing down, answering questions on a test and forgetting. This is what's being engraved into your brain's circuits through 10 or more years of schooling. And with that conviction, why would anyone want to learn anything? It seems that school is designed to encourage exactly this attitude towards learning. Even if a child survives the grind with its youthful curiosity still intact, it can begin actually learning skills only at age 16 (if high school is skipped) or later. Regardless of this, education is impossible during the school ages, as there is just no time. At best you come back home at 14 or 15, and have to make your food, then solve homework. And your brain is fried anyway, so you just

want to rest or play. Imagine if kids could instead learn what they are interested in without being distracted by things they don't care about. Without associating education with boredom or hurt. Every so often you hear about kids that taught themselves programming or drawing at young ages. But this is **despite - not because of - schooling**. These are the few that have had enough resilience to still retain their natural excitement about learning. And they did it in an **entirely self-directed way** - at the time and pace of their choosing, finding their own materials, asking questions, creating their own paths through failure and eventual success. If school didn't exist, there would be a lot more of such people.

Exceptional students get consumed by the grind

If someone is great at programming, writing, drawing, or sports - he will still have to bother with all the stuff he doesn't care about. He still has to deal with screaming teachers and other fluff. In most cases he will lose motivation and his exceptional talents will go to waste. At best he will waste time on useless things until he is able to cultivate his talents. On his own, because school does not provide opportunity to do so (it's not in the program). This will necessarily sacrifice his grades (see above section) but will produce better results overall in terms of satisfaction and later opportunity. How cool would it be, if school picked out the talented kids and directed their development towards their talents? No, got to bring everyone down to the same level of "general knowledge" and demotivation. As stated before, only the truly determined kids can survive the grind and still retain their excitement for learning.

The grading system teaches people to fight for position

In school, you are required to perform a bunch of arbitrary tasks, on the performance of which

you are then graded. These tasks can include remembering things, solving chemical or math equations, writing essays, drawing, cutting, recitation, playing sports, etc. If you don't perform a task well enough, you receive a "bad grade", and might be made fun of in front of the whole class or even asked to repeat it later. Officially, the entirety of schooling is based on those "ratings", the division of students into higher or lower rated - where the former receive rewards like special diplomas or better treatment by teachers - while the latter are punished with reprimands, additional work, or having to repeat a year (ugh!). This has deeper implications than it seems...

Right from the youngest ages you learn that **someone is better, and someone is worse**, AKA the "fight for position" ideology - or social darwinism - that our entire society is seemingly based on. If you don't fight hard or well enough for your position, then you drop lower, and deserve the suffering that comes with it. And the fight is constant; there are no breaks for disease or mourning family deaths, etc. There is no mercy or consideration for anything other than "you must perform at the task!". The human - then - becomes a tool, to be used and thrown away if it is defective. Since all the required school tasks end up being useless in the end, there is no point to them aside from teaching kids the "proper" mindset. The one in which their lives are meaningless aside from their performance as work horses. The one where abuse is acceptable or even noble - because surely, the abused somehow failed, and so need to receive their punishments. The one that allows the so-called "elites" to do whatever they want to, since they're high up and surely deserve to be where they are and the perks that come with their positions.

We don't need any of this, and can drop it in favor of a world based on respect, empathy and morals. Someone might tell me that this surely can't work, because "meritocracy is great" and "competition results in better products" ([archive](#)) ([MozArchive](#)) or similar nonsense. In

"competition", the winner is actually the liar, the censor, the abuser, the trickster, the cheater - and not even the "good performer". Besides, humans just shouldn't be rated in this way, as "better and worse" products. This is evil in principle, and if you want to know why so many assholes exist, look at what they've been taught in school, perhaps. We need to structure society in a way that lifts everyone up, instead of focusing on this needless fighting and discrimination that only wastes mental resources and brings stress, isolation, and disease.

Teachers suffer just as much

So don't blame them. Please realize that - for all the time the student is in school - the teacher has to be, as well. And he has to control 30 screaming kids at a time, for 8 or so hours a day, every day. This is very stressful and I've seen teachers have literal breakdowns. The teacher will have to compete for the attention of a student that is already bogged down with 10 other subjects he doesn't care about. And what he is supposed to "teach" is carefully controlled. He has to review the stupid tests, etc. So a teacher might be excited about a subject, but will still be consumed by the grind - same as the student. With this in mind, we see that **the teacher's situation is even worse than the student's**. At least the student has to focus only on writing things down - the teacher must take care of a bunch of children who want to be anywhere but in school. Now imagine that the student is able to choose his subjects. And that the teacher can do whatever he wants during the lessons, instead of following some "program". Since the things taught in school are not required for life, it only makes sense to base teaching on interest (both for the student and the teacher). This would also increase information retention, if the students learned only what they cared about. And would decrease the stress levels of the teachers since the kids would not feel like caged animals forced to perform tricks. The current system is so insane, I can barely believe I'm not in some nightmare.

School also burdens the parents

This should have been obvious but yet somehow eluded me until today, when I heard a person talking about her kid's school issues. So - the parent has to help the kid with homework, learning for tests, preparation of meals etc, as well as keep convincing it to go to school when it really doesn't want to. But that's not all - they have to deal with the complaints from the school employees about their kid's behavior; the parent bears much of the burden of ensuring that the kid adapts to the school environment. That has to suck hard for any caring parent, knowing he's going to have to rip apart his kid's childhood innocence piece by piece, just so it fits in there. To be honest, I cannot imagine anything worse, than having to contribute to my kid's psychological destruction day after day, year after year, and to see it happen right in front of my eyes. It's probably not how most parents feel about it, though. Anyway, all of this is in addition to the jobs the parent(s) are most likely going to, and won't be allowed to rest after coming home because of school stuff.

School is not required for jobs

I will surely hear (and have a lot in real life) some people say that kids must go to school because otherwise, they won't be able to get a job later in life. First of all, that's not exactly true - teenagers have been doing jobs forever without finishing education, even during their vacations or weekends etc. But even with that assumption, it's only because **it's been arbitrarily decided** that you need to finish school to be graciously allowed to work. **The "knowledge" you've gained (and forgot) during your school years is not actually used** at the workplace. They will either teach you at your job if it's simple, or you'll need to go to a special school anyway if it's complex. Primary and secondary school, or even general high school, is only relevant as

much as it allows you to enter the higher schools (this is also arbitrary). And the majority of people are doing those "simple" jobs, so education literally never comes into play. Someone like a barber needs only a short barber course to be able to do his job properly. Again, the education requirement is just arbitrarily set up by governments. The right response is to take it down instead of sending kids to a 10 (or more) year long prison because of it. You could also bypass the school requirement by being a self-taught artist / programmer / writer etc. and accepting donations or doing commissions. Of course, in the end, I think the job system is outdated (or maybe it's never been good) and will die soon regardless, but for now, it needs to be reformed as to not require finishing school.

Work is a lot better than school

I've had people tell me that "work is school for adults" or such things. There are actually very few similarities, though. The biggest one is that you "have to" go to both, but even that evaporates when you have money saved up and can stop working at any moment for at least a while (a kid cannot leave school for the whole duration of its education aside from 2 months per year vacations). You can choose your job - a kid **cannot choose its school** and they're pretty much all the same anyway (talking about primary and secondary here). The vast majority of jobs are way less restrictive than school. You can usually walk and speak. For many jobs you can at least partially control your work environment, and have an opportunity to rest - in school, you just write and write and write. In most jobs you also don't have the boss watching you over at all times, so there is not the aspect of behavioral control that the teacher provides. Nursing - for example - allows significant freedom of movement, resting opportunity, task variety, has good pay and you actually feel like you are accomplishing something. But even for the extremely restrictive jobs - **you at least get fucking paid**; a kid never earns anything for its

torture. Don't get me wrong - jobs suck - but compared to school, they are not even in the same league of suckness. Oh, and it just occurred to me that the worker is free to do whatever after coming back home (even if the time remaining is little, at least it is truly free). The student - on the other hand - is burdened with homework and preparation for the tests. Despite the physical place of the student's body changing, the mental chains of school remain.

School conditions kids to accept spying

This wasn't always the case (only because of the lack of availability of the tech), but now should be obvious. CCTV are all over the place, as well as [RFID tracking of students' locations \(archive\) \(MozArchive\)](#), [facial recognition \(archive\) \(MozArchive\)](#), and [transparent backpacks \(archive\) \(MozArchive\)](#). With these kinds of things normalized, how likely are those kids to resist the [technological slavery](#) system when they become adults? I say, very little chance. And it seems that schools are the introductory places for new spy tech. The same one that will later be implemented everywhere else. At least, that's where they've put CCTV here first. A United States resident has also told me this:

The students all use an extra-locked-down version of Chrome OS on their school computers. It monitors everything they type, what they click, all network traffic, etc. It's all sent to Google, who do things like check to see if they're threatening suicide, saying naughty words, etc, and automatically reports it to their teachers.

UPDATE January 2025: Brazil wins the competition for the most dystopian implementation of school surveillance. For one, it [appears to be more common \(archive\) \(MozArchive\)](#) there than anywhere else - *"So far 1,667 schools in the state of Paraná alone have adopted a technology".*

Compare this to eg [Montana in USA \(archive\) \(MozArchive\)](#) - *"The article suggests up to 30 schools could be using the technology, but the specific number is unknown"*. And remember, that Paraná is just one of the 26 states in Brazil. There also appear to be no legal blocks against its deployment there, unlike in - for example - [the UK \(archive\) \(MozArchive\)](#), which at least in theory requires both the kid's and parent's approvals - *"Under this Act, the consent of at least one parent is required to process the biometric data of a child under 18. If the child or any parent objects, the school cannot process the child's biometric data"*. Here the spies just come in, put it up, and won't even bother to tell you. [Check it out \(archive\) \(MozArchive\)](#):

In April, João Gualberto, the district mayor, held an in-person auction letting Brazilian technology companies bid for a contract to supply facial recognition technology for the public school system in Mata de São João.

The 900,000 reais (about \$162,000) tender was won by PontoID, and in July, two public schools—João Pereira Vasconcelos and Celia Goulart de Freitas—began discreetly rolling out the facial recognition system, without informing parents or students in advance.

Heh. Of course they didn't inform the parents or students. What, did you think your opinion matters, plebeian?

Students were registered on the system, which built a high-resolution map of their faces. Now, when they enter the school, the cameras scan and register them. A text message is then automatically sent to parents, directors, and school staff to alert them when students arrive and leave school.

School has always seemed prison-like, but this just makes the analogy so much more in your face. I mean, "tracking escapes" is exactly what you do in a prison. Abusive parents are also salivating at the thought of being able to know exactly when their kid "breaks the rules", and for how long. This will wreck an entire generation of children, and make them internalize their slavery - which is the true goal of this scheme. Here (archive) (MozArchive) is a proof that it's exactly what happens:

One of the largest studies of social movement surveillance engaging over 70 US-based organisations revealed similar concerns regarding the breakdown of trust amongst activists as they feared infiltration

Research with UK activists targeted by undercover police surveillance captured similar outcomes, including experiencing a fractured sense of reality, caused through fear and paranoia and a need to question every personal encounter and relationship

The only way to prevent this is to demote the psychopaths currently in power. Anyway, going back to the article specifically about Brazil:

After testing in two schools—the results haven't been disclosed to the public—authorities have now started rolling out the technology across the district's dozen remaining public schools.

Of course they haven't been disclosed. What, did you think your opinion matters, plebeian?

Brazilian officials of all political stripes are welcoming facial recognition technology with open arms. Its rollout in public schools reflects the complex considerations citizens

and politicians must make in a country with high crime rates.

*"Citizens" make "considerations"? Weren't we just told that the spying was implemented without even their knowledge? Also, "crime" is just a list of behaviors that your so-called "elites" have decided were unacceptable (usually because they threaten their power); don't forget that - just a while back - leaving the house and not wearing a mask was included. Anyway - before we move on to some general issues - please keep in mind that just because Brazil is currently leading the spying pack, doesn't mean that this won't eventually be tried everywhere else. After all, only two countries ([archive](#)) ([MozArchive](#)) are (supposedly) fully committed against this technology - *"Only 2 countries in the world are known to have banned facial recognition – Belgium and Luxembourg"*.*

Detecting attendance is not the only possible use for this tech. [Look](#) ([archive](#)) ([MozArchive](#)):

Finally, there is a growing interest in facial detection techniques as an indicator of student 'engagement' and learning. For example, research and development in this area have reported that detecting brief 'facial actions' can prove an accurate indicator of students' (non)engagement with online learning environments – highlighting episodes of boredom, confusion, delight, flow, frustration, and surprise

Imagine if speakers were integrated with this system and screamed: "Student 27, attention level below acceptable limits, warning applied" anytime you looked too unengaged. Peak slavery, and I can't resist the feeling that that's exactly what the psychopaths are planning to implement.

The promise of customisation that characterises the development of automated learning systems encourages their incorporation into student learning interfaces, so that these can

recognise and respond to individual students in real-time, monitoring their achievements as well as their affective states. As these systems augment and eventually displace teacher-centred forms of instruction, they will need to be able to 'recognise' and respond to individual students.

Heh. Personalized propaganda is coming soon, with effectiveness judged by your facial expressions, then modified on the fly until it is truly perfectly effective.

It's important to realize that once you accept being a lab-rat for some AI to analyze, the ways you could be abused with it are endless. Detecting "suspicious behaviors" has already been around for a decade, and the COVID hysteria showed that absolutely anything can become a "suspicious behavior" in a flash. The technology has also been used ([archive](#)) ([MozArchive](#)) to harass and threaten protestors. **When the media talks about "preventing crime", they mean the above, and not killing or rape.** The so-called "elites" have killed millions with the COVID vaccines, more millions with wars, even more with poverty - and you think they are mounting the AI-powered CCTV for killing prevention? If so, I have a trip to Venus to sell you.

This technology has to be completely eliminated. The only reason it exists is for the abuse and enslavement of the plebs by the so-called "elites", and it makes it particularly easy, fast, thorough, and pretty much limitless in its applications. Let's take this further and remove CCTV completely, as how can we be sure it's not integrated with some AI? And since the so-called "elites" will not call this technology back, the only way is to start destroying cameras ([archive](#)) ([MozArchive](#)).

School injects poison into kids' arms

Yes, I am talking about vaccines. It's been long shown they are potentially toxic (watch the movie *Vaxxed II*) and don't even work (archive) (MozArchive) for preventing the diseases they're given against. And yet, they are required for attending school. Vaccination campaigns teach your kid that its body is property of the government and the pharmaceutical industry, which will now decide the kinds of substances that go in it. I don't know about others, but it was traumatizing for me to have unknown stuff injected into my muscles, for no stated reason and without consideration for my feelings or concerns. At least they are not (yet) enforcing COVID vaccines, which are 12 times more likely to get a side effect than all other vaccines combined - and the severity is also worse. But stupid parents can still decide to give them on their own, and will surely be pressured to do so. **Edit:** they already are (archive) (MozArchive) - *"School health providers might also be able to leverage community partners and relationships with families to increase vaccination coverage"*. And as with the spying, how likely is it that those force-vaxxed kids will resist mandates when they are adults?

School uniforms

Let's check out some justifications for the school uniforms. Flying over to the United Arab Emirates (archive) (MozArchive), we find:

The unified appearance aims to provide a sense of equality and justice amongst all pupils, regardless of backgrounds or social status and to manifest the UAE's national and cultural identity.

Is your whole cultural and national identity reduced to white shirt and black trousers? Weak. As for the other justifications - you can't disappear poverty by equalizing clothes; only give the

illusion of doing so. But even that doesn't work as the richer kids will bring their expensive smartphones, jewelry, travel by car, etc. So the poor kids will still feel worse than the rich ones but will also lose the benefit of wearing the clothes they like, even if they are cheap ones. Therefore we see that the policy of school uniforms not only does not accomplish what it sets out to (presumably, making the poor kids feel better about their poverty) but actually makes the situation **worse**. School uniforms are just a bandage above the actual problems - the poverty and the capitalist notions of worth; and the bandage doesn't even stick. Of course, not every school has such things and they might not be enforced in the same way. But they can get pretty heavy, as well; this US school (archive) (MozArchive) pretty much defines the entire look of your kid:

Belts:First, second, and third grade students must wear belts with shirts tucked inside pants, shorts, and skirts.Pre-K and Kindergarten students may wear elastic waist pants.

So, you **must** wear a freaking belt. I've never done so in my life, they are pointless and uncomfortable. I don't see any justification (even a stupid one) for their enforcement, either.

Boy's Hair:Hair must be clean and well groomed.Prohibited items include bandannas, hair wraps/scarfs, large headbands, extremes in hairstyles (discretion of administration), unnatural human hair colors, lines, letters, or designs shaved in the head.Hair arranged in a manner detrimental to the performance of normal educational activities will be prohibited.Hair must be kept out of the eyes.

Girl's Hair:Prohibited items include bandannas, hair rollers, hair wraps/scarfs, large headbands, extreme hairstyles (discretion of administration), unnatural human hair colors, lines, letters, or designs, shaved in the head.Hair arranged in a manner detrimental to the performance of normal educational activities will be prohibited.

Not Allowed:Purses, tattoos, false or long nails, sunglasses, oversized clothing, hats, large or hazardous jewelry.

You can't even tie your hair or grow your natural nails. There is zero point to this except destroying a kid's individuality and making it feel like a cog in the machine. The psychological damage will surely spill over into adulthood, as well.

Banning smartphones

School shills absolutely cannot deal with kids now having a way to distract themselves from school bullshit. Begging and pleading did not work to make kids care about school, so they are now summoning the heavy artillery. Since the start of next school year (September 2026), the child torture lovers will be banning the usage of smartphones in polish primary schools (archive) (MozArchive). All phones will be taken away probably at school entrance and hidden away somewhere. The decision what to do with the phones is entirely in the hands of school; maybe they will just throw them away if they really want to make an example out of someone.

But hey! The torture masters were gracious enough to provide some *"exceptions"* for the confiscation victims. One of them is supposedly *"health needs"*, and another is for when *"behavioral needs"* require it (details are not given). Either way, it will be the teachers who decide, not the kids. It's inevitable this will be ending in disasters every so often, such as in situations like that from Student 1.

Imagine having a health event, and really needing to call your parents, but the new legal concoction needs you to justify yourself to your owner first (while you might be getting a panic attack, or whatever, at that time). All it takes is for one psychopathic or just stupid teacher to

assume you are faking it (or it's not serious enough), and boom, you cannot say goodbye to your parents even in potentially deadly situations. To assume these won't happen is quite naive; as Student 1 says, teachers are not trained to deal with the sick - and some might just like domination.

The excuse for this slavery is that...wait for it...kids are addicted to phones. Oh really? It seems they are addicted to school instead, as they sit there 7 hours per day, 5 days per week (more than what they use phones for), and cannot resist it at all. But wait! It's worse than it seems, because...they are actually **banning all electronics**, not just phones! If the aim was to free the kids from phone addiction, why the collateral damage?

Of course, this has nothing to do with any addiction. Who is addicted to his MP3 player or tamagotchi? The point is to chain kids more, because as I said, phones provided a too effective distraction from school nonsense getting engraved inside their brains. And the child torture lovers **really** need it to be engraved, so no reading digdeeper during breaks, you brat!

I realize - of course - that this has been done earlier in other countries, but this hits closer to heart so I guess that's why I'm writing about it now. It's a really important topic, too - as it basically teaches students subservience even more effectively than before. Imagine finding yourself in Student 1's situation and think how it'd affect you psychologically. How will such people end up when they're older? I guess we're going to have to see, as everywhere seems to be either implementing or planning similar bans, and there isn't enough resistance.

School destroys the autonomy of kids

The kids are shoved into a classroom with 30 other kids they might not like. They have to sit in

the same chairs for years, five times a week, 7 hours per day. They cannot speak or stand up without permission - pretty much making it into a master-slave relationship, where the teacher is the master and the student - the slave. They are required to write things down (that they don't care about) for almost the entire duration of this process. Then, they have to deal with being randomly pulled by their teachers to the front of the class and being rated on the knowledge of the stuff they were writing down for the last weeks (be prepared, you little slave - you might be next for the chopping block of being screamed at and embarrassed in front of the whole class). The student's wants, likes / dislikes, or individual dispositions do not come into play at all. They cannot ever participate in controlling any part of this process. Natural behaviors like exploration or avoidance of tasks and people they don't want to deal with are erased from their brains. What are the effects of all this on the student's psychology?

The feeling of being a separate person is buried altogether. They get taught that what they think, feel, or want does not matter at all. And if so, where does individuality come into play? Ha-ha. Nowhere, of course - except when it's thrown into the grave to rot. Repetition of the same pointless behaviors day after day, year after year creates learned helplessness and solidifies the student into a beautiful **cog in the machine** for the so-called "elites" to exploit later with consumerism, propaganda, bullshit laws and political fights, etc. **We treat our children worse than pets** - how insane is that?! At least the pet can - like - walk freely around the house and isn't (usually) forced to perform stupid tricks for hours per day, every day. When the pet is let out, it can usually run around, explore, etc. Not so with the student, who will be promptly punished with a written note to the parents and / or a bad behavior grade if he steps out of line. Don't you see what school is trying to do here? Why does any parent put up with this?

UPDATE August 2025: I just love it when states fight so hard to beat the other states in terms of the dystopian stuff they can manage to implement. "No, MY schools will be more abusive

than yours!" - you could imagine Nayib Bukele (yes, the same one whose Covid policy was really good; truly no worthy people get to top positions after all) saying, after the changes he's just brought in (archive) (MozArchive):

It also indicates that principals must ensure that students attend classes in "clean and tidy uniforms," with "appropriate haircuts," and that they enter "in an orderly manner with respectful greetings." For boys, the rules require hair to be closely cropped.

The hair thing has already been done elsewhere, but wait - that was just the beginning:

Meanwhile, students are required to approach the entrance in an orderly fashion, greet their teachers respectfully, and maintain a posture of discipline as they enter.

A later memorandum posted by Trigueros required all schools in El Salvador to stage weekly "Civic Mondays" throughout the school year to strengthen national identity, civic values, and discipline. The half-hour events were to include the entrance and removal of the national flag, singing of the anthem, a prayer to the flag, and a student presentation on a historical figure or event.

Ha! Military drills. Hierarchy enforcement. Country worship. I told you that school is obedience training. The only good aspect of this particular instance of it is that finally, we have actual confirmation from the perpetrator(s):

Trigueros, who often appears in a camouflage uniform, has said the rules are part of a "strengthening of discipline." Bukele echoed her stance on social media, writing that transforming schools was necessary to build "the El Salvador we dream of."

Some teachers' unions have lamented the measures as marking the militarization of education, but the government of President Nayib Bukele defends them as essential to restoring order in classrooms.

School is a breeding ground for bullying

What happens if you take a small (yes, a 5 year old is still small) child and break its beautiful innocent life in order to throw it into a cage for the rest of its youth? What happens when you force it to sit down in that cage and write down stuff it doesn't care about? What happens when you finally let it out onto a corridor to run around with 300 other angry kids? Of course, it has to let out its frustration somehow - and the obvious way is on the other kids, as there is nothing else to do there. This can include following someone around, insults, spitting or beating up, or really anything else. Everyone knows how prevalent and harmful bullying is ([archive](#)) ([MozArchive](#)), so I won't cover that. But let's take a look at how the US government pretends to fight it ([archive](#)) ([MozArchive](#)):

Solutions to bullying are not simple. Bullying prevention approaches that show the most promise confront the problem from many angles. They involve the entire school community—students, families, administrators, teachers, and staff such as bus drivers, nurses, cafeteria and front office staff—in creating a culture of respect. Zero tolerance and expulsion are not effective approaches.

"*A culture of respect*"? Is this some kind of satire that I've missed? How does school respect the child at all when its autonomy is completely taken away?

Maybe the reason bullying actually happens is because the students are treated like absolute

trash by the so-called "adults" who lock them up in a torture chamber for most of their childhoods (so the exact opposite of a "*culture of respect*"). There, they are reprimanded and screamed at by teachers. Maybe the kids eventually figure out that abusing others is a fine and expected adult behavior, and replicate it? And yet, the world has chosen to play the whack-a-mole game with the bullies by trying to punish them without considering what makes them do what they do. That will surely not make them double down on their bad behavior... Maybe if the catalyst of school was taken away, the school bully would not have necessarily been one at all? But even if you assumed that bullies are "born that way" - eliminating schools would still decrease their opportunity to do harm.

Don't forget that - in school - the student is forced to meet up with his bullies every day during class or the breaks. So, the kid has no way to use the simplest anti-bully strategy possible, which is to just avoid them. Contrary to the government's claims, the bullying solutions are indeed very simple. **Just stop shoving kids into the torture chamber known as school!** Without the perfect bullying environment that it provides, the prevalence of the issue will be heavily reduced.

UPDATE August 2025: I've tried to find out where does bullying actually happen, and (I'm so surprised!) it seems that school is the main place ([archive](#)) ([MozArchive](#)):

Across all three settings, bullying tends to happen most often in and around schools, specifically in those areas where there is little or no adult supervision (e.g., playground, hallways, cafeteria, classroom before the lesson begins).

Another source ([archive](#)) ([MozArchive](#)):

In the school building, there are specific locations that have a higher likelihood of bullying behaviors. The easiest area is the school playground since the adults can't cover or watch the entire playground at all times. The hallways/stairwells are the most common areas for bullying since they are either too crowded or empty; either way, the risk of getting caught is low. Other sites for bullying are the classroom, cafeteria, bathroom, and even the school bus. Each of these areas offers isolation or publicity.

And another (archive) (MozArchive):

"We find that bullying mostly happens in school, whether it be on the way to or from school, transitions between lessons in the corridors, or at break times on the yard."

And another (archive) (MozArchive):

According to the students, the top five ranking areas where bullying happens the most are:

- 1. School Playground,*
- 2. School Bus,*
- 3. School Hallway,*
- 4. Self-Bullying, and*
- 5. School Bathroom.*

In fact, even when I explicitly search for *"bullying outside of schools"* I am getting school-related results like this (archive) (MozArchive):

Lisselox Veloz, a 16-year-old high school student, was arrested and suspended for bringing a paring knife to school. When questioned Veloz revealed that the knife was for her protection from a schoolmate, who had been bullying her outside school premises for months. Local Philadelphia news reported Veloz saying that the bully followed her home from school, wanting to fight.

So it's just someone **from school** continuing the bullying after. [Another result \(archive\)](#) ([MozArchive](#)):

For those who display bullying behaviour, the school bus is an ideal location to pick on someone. The hectic rush of activity before boarding the bus makes it harder for some 'bullying tactics' to be spotted and when on the bus, the only adult may be the driver who has to concentrate on operating the vehicle safely.

Despite the title being "*Bullying Outside School*", the actual article can't stop yapping about schools and school-related things. Because I couldn't find an instance of bullying elsewhere even when trying hard, the conclusion has landed on my computer desk: school is **actually the only source of bullying**. Though some of the references mentioned "*cyberbullying*", I suspect it's simply school squabbles continuing online. And these can of course be easily avoided - by not going online, staying anonymous, or going to groups where your bullies won't follow you. These strategies are impossible to follow while in school. Even if you - by some miracle - found another place where kids are being bullied, it would likely be because of what they learned in school, anyway. Therefore, **eliminating schools has to be the fundamental strategy used to curb bullying**.

But of course, this idea has not been taken into consideration by literally any government in the

world. Neither is it included in any of the cited references. Why do you think that is? Maybe because no one really wants to stop bullying? There's no way I'm the only person who realizes the obvious solution to bullying (ending schools), so I will assume it is being kept alive on purpose. And the purpose is to teach the kids that in the so-called real world, **any kind of weakness (or just difference) will be ruthlessly exploited**. Install into them the idea of the jungle - where the hyena eats the antelope - before they get to learn much of anything else. That will ensure they - then - accept the business frauds, media lies, politicians' corruption, etc as just the natural order of things. Yes, school bullying is a conspiracy to ensure the assholes currently in power stay there. And "education" is a cover for this.

UPDATE May 2025: I just found out about a totally pointless and easily preventable school bullying-related suicide, even though it happened a year ago (archive) (MozArchive). But still worth examining how people react to such situations:

One Saturday earlier this month, 10-year-old Sammy Teusch was at his big brothers' soccer game when he pointed out another kid to his dad — a young student who, along with multiple others, had been relentlessly bullying Sammy, his dad says. The next morning, Sammy died by suicide.

“Sammy loved life more than anybody I’d ever known. Why did he take his own? How do I answer that question?” Sam Teusch tells PEOPLE in an emotional interview. “It makes no sense. None.”

Fucking really? You answered it in the previous paragraph!

“This can’t be fixed,” says Teusch, 47, a corporate director for engineering at MHG

Hotels. “So I have to create something to fix it for others.”

He is asking people to sign a petition urging Congress to take up legislation to curb bullying nationwide, seen as a nearly endemic childhood problem but one that can have disastrous consequences. And he is speaking out.

Care to remind us where the bullying happens? Because I have just the perfect solution to "curb" it...eliminate that place!

“I want to talk,” Teusch says. “I think that part of the problem is that other parents that this has happened to in the past stopped talking about it. You go through this tragedy and then nobody ever talks about it again. ... I think the only way the world is going to be fixed is if we fix it through the children.”

Yes, fix the world through the children. You can start by not sending them to the torture chamber known as school, so they don't develop into fuckups.

“How do you do that in a situation like this?” he says. “This is never, ever, ever, ever going to be positive. Never. There is nothing positive about this. ... There is no positive out of this unless we make it.”

Yes, make it positive and eliminate school. How many deaths will it take?

Sammy, ever helpful, always amazing, was “an adventurer” and a “traveler” who “loved it all,” Sam Teusch says.

Not *"amazing"* enough to free him from school torture, apparently.

After Sammy got glasses in spring 2022, the bullying got worse. He thought he'd picked out cool frames that "he absolutely loved ... until he went to school the next day," Teusch says. When Sammy got home, with his glasses clenched in his hand, "He said, 'I'm never wearing these things again. Today was horrible,'" his dad says. "They were tearing him apart at school and on the bus."

And that wasn't enough for you to take him out of school?!

Teusch says that in response to the bullying, Sammy "hid under the desk. He hid in the bathroom and locked himself in and they had to go in and unlock the door. I'd talk to the school. They're like, 'Sammy's a discipline problem.' And I'm like, 'What? Isn't it obvious — he's hiding under a desk and hiding in a closet and hiding in the bathroom. What's he hiding from?'"

Neither was this absolute mockery and disregard for your kid's wellbeing?

In another incident, a kid "took Sammy's iPad out of his hand and hit him in the head with it as hard as he could. He broke his glasses, he cut his face, he gave him a black eye. And they kicked Sammy off the bus," Teusch says. "This was the fifth or sixth time he was in trouble for hiding or getting hit."

Your kid gets beaten up six times and what do you do?

His parents documented the cuts and scrapes and bumps he came home with from school,

Teusch says.

Oh, you write diaries about it. Amazing.

“The more I talked to other kids. The more I found out: It’s scary to the kids,” he says. “Back in my day, if you had a kid picking on you, your six friends came over. Now, the kids are scared to help their other friends because they’re going to be kicked out of school and punished.”

Maybe his friends weren't really? Regardless, it is **YOU**, the damn father, who needs to take the responsibility for the being that **you** brought into this world.

“That’s where I feel guilty. I teach my kids turn the other cheek,” he says. “I’m not just thinking about my kids. I’m still trying to teach them how to be a caring human being that is understanding and loving and giving.”

You kept sending him to the torture chamber despite what was happening there, so you are not at all caring. Anyway, enough of this joke of a dad's crocodile tears; here's what a police officer investigating the case has said:

“I get choked up about it. At the end of the day, regardless [of] the reason for this, it is a sad and devastating time in our society that we actually have children that are 10 years old, younger than that, older than that, who feel that their life is that bad that they have to take their life,” Hartman says. “And it is sad that a 10-year-old even knows how to do this. And I know there's a lot of blame going around.”

I am surprised many more kids don't check out, TBH. After all, they have to sit inside the torture chamber 5 days per week, 7 hours per day...and...well you know the rest. This one also appears to have had a family that didn't care about him at all. And really? Figuring out suicide in the age of the Internet is a surprise to this guy? Oh, there is also this [useless petition \(archive\)](#) the family cooked up supposedly in hopes of preventing bullying. I won't cover all of it as it's long and mostly a waste of letters but I'll try to touch on the main points:

2. Require school districts to establish a comprehensive anti-bullying policy policy that prohibits bullying, prohibits cyberbullying through the use of school devices or school internet systems, outlines ways for schools to identify and intervene in bullying incidents, and includes reporting systems and disciplinary guidelines. These policies must involve community input and be updated on a regular basis.

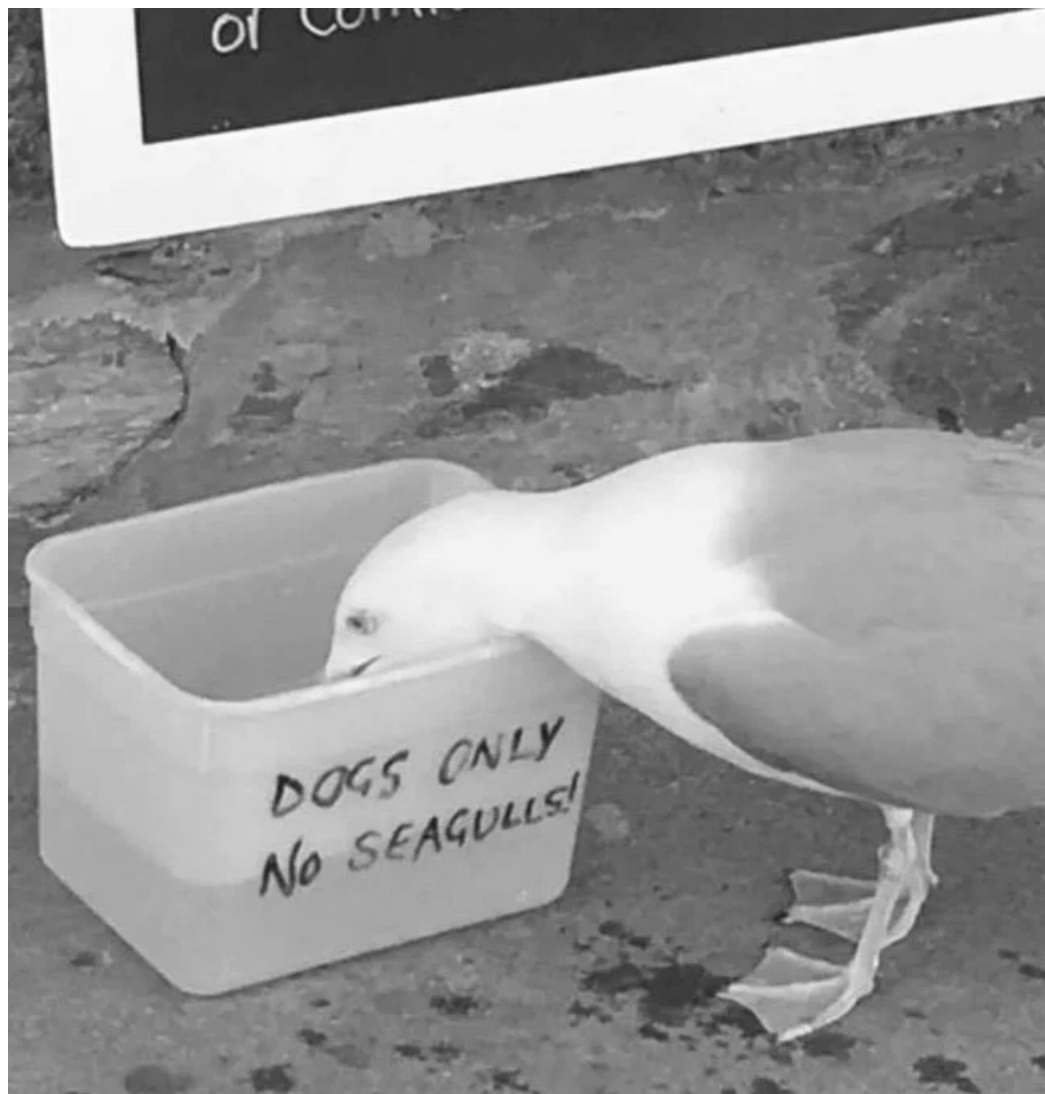
How do you prevent hundreds of kids thrown together inside a tiny corridor from fighting each other? As there is nothing else to do there. And that after spending 45 minutes sitting in a classroom and writing down stuff they don't care about, without the ability to speak or move. Of course they have to unload the accumulated frustration somehow. The only way I can think of to prevent it (aside from eliminating schools) is to threaten them so much that they freeze completely. But that will have even worse effects down the road; they might even become school shooters.

8. Requires school climate surveys focused on bullying and student education sessions on bullying, cyberbullying, school policies, and compassion.

Hahaha. Yes let's have a reeducation camp to teach kids "*compassion*" while they are being tortured 7 hours per day, 5 days per week. Having to deal with hypocrisy from your "superiors"

every day sounds like a great recipe for insanity.

OK I'm tired of this. There are 9 more points but they don't add anything important. The main thing to understand is, that no matter how much you attempt to tackle school bullying by "training personnel" or "compiling data", it's fruitless when the environment so heavily encourages it. It's like trying to prevent flies from invading your house while it's slathered with honey. So you write up long essays about getting rid of flies, invent chemicals to spray all over the place, fill your kitchen with flyswatters, but the house is still full of flies. Yet you never think about the thing that's bringing them there in the first place and keep chasing your tail with more "modern" and specific ways of waging war against the flies. This is the state of the entire world that pretends to be so bothered by bullying, today:



School sucks doubly for a sick person

While talking with someone about how horrible school is a few days ago, I remembered a student that transferred to my class during year 4 or 5. This student had a condition where he had to poop quite a bit more often than the regular person. So, during most lessons he had to ask (beg) the teacher to be allowed to leave the classroom and do his deed. How dehumanizing was

that? He had to announce his weakness to everyone, and wonder if he'd even be allowed to leave. If he wasn't, then he'd likely have to poop himself, which I do think happened at some point. Of course, all the other students took notice and some made fun of it behind his back. He never ended up being popular, which must have been kind of sad for him.

Wouldn't it be better if everyone was simply given the basic human respect of being allowed to fulfill his body's requirements without begging someone else? But of course, school students are not treated like humans, but more like pets or even worse - invasive species that have to be "controlled". Still, even giving students that power wouldn't be enough; I mean, the others would still notice someone's unique toilet habits. Now imagine a more serious disease, one that would prevent fulfilling school duties properly - such as hearing, sight, movement or memory problems. All students are presented with the same requirements, and no one cares that their condition makes them unable to fulfill them - they will still be discriminated against. So, the sick child gets lower ratings and learns early on it's worse than the others, just because it's unable to fulfill some arbitrary requirements. The only solution is to let such students **not go to school** and not be forced into situations that would make their conditions be a burden. In this sorry piece (archive) (MozArchive), it is shown how our governments (Australian in this case but it's the same everywhere) really view sick kids. Spoilers: it's just your usual Orwellian pretending to care but instead abusing them more. Let's check it out:

Beginning primary school, or moving to secondary school, can be a challenging time for any student and family. This can be even harder when the student has a chronic (ongoing) health condition. To get the most out of their schooling, students with a chronic illness need ongoing and coordinated support from their families, schools and medical carers.

The first paragraph already blows the government's cover. The only reason they want to give

"support" to the sick kids is so that they *"get the most out of their schooling"*. AKA getting them to absorb the entirety of the bad psychological effects.

Students with a chronic illness may miss a lot of school. This might be because they need to go to hospital, recover at home or attend regular medical appointments.

How dare you miss a day in the torture chamber, you sick trash!

This can lead to:

- *Difficulty completing work on time or taking part in exams*
- *Decreased academic performance*
- *Difficulty keeping up relationships with school friends*
- *Difficulty getting around the school environment*
- *Difficulty participating in some school activities (for example, physical education or excursions)*
- *Feeling less confident and less motivated, also possibly affecting self-esteem and body image.*

The government is not bothered by the sick kid being sick and suffering - only by the fact that the sickness decreases its ability to fulfill school obligations. And let me remind you, that if your kid skips school for a long time, it will get welcomed back with a bunch of lowest grades for all the unattended exams. Regardless of any pretense at *"support"*, it's still being directly punished for its sickness, and possibly made to repeat a year. Wow! How cruel would **that** be! Just because someone dared to become sick as a child. Knowing this, the parents might decide to force their child to keep going to school even while it's having an extreme wave of

symptoms, just so it can skip less exams; which will - of course - destroy its health further.

You and your child should decide what information about your child's condition should be shared with appropriate school staff. Remember to: [...] Decide how much information should be shared with school staff, classmates and the wider school community.

Useless. They will all know if the disease is serious enough. And yes, the kid will certainly get abused for it by the healthy students and possibly by teachers if the issue affects its performance in their subject. This is **impossible to avoid** by any "support" means other than just letting the kid leave!

In consultation with your child's doctor, family and school principal, a school-based care or management plan should be developed. This plan should be accessible to relevant staff and reviewed every year, or whenever there is any significant change to your child's condition or treatment.

Great. More burdens. Do these people not know the saying "less is more"?

Regular communication between the school and the family is the best way to monitor how your child is coping at school and at home (academically, socially, physically and emotionally).

Again - for the government, the sickness is just a barrier blocking the kid from fulfilling its school obligations fully. Its wellbeing isn't at all a consideration. Instead, the kid is being additionally burdened with "monitoring" its school performance.

The physical environment may need to be modified to allow full access to school facilities and activities for children with chronic illness [...] The academic environment may also need some changes [...]

Hey - I have just the perfect set of modifications prepared. Let the kid leave! Let the kid leave! **Let the kid leave!** It's so simple! Why bother setting up all these new protocols and burden the school employees, as well? Why is it necessary for everyone to go through the torture chamber? Of course, I know why, but let's give the government the benefit of doubt for a while here.

I've skipped a lot of the article but let me assure you it's just more of the same. It is clear that - at best - these people **know nothing about living with sickness**. If it's serious enough, it **consumes your entire life** - yet these abusers are trying to bury the sick kids with more demands - schoolwork, communication, monitoring, whatever. What these people think is "*support*" is actually **additional burden**. And this burden ensures that the physical health of the child will keep degrading and also take its mental health with it. All so that the kid fits into its prescription of a "perfect student". It is trying to fit a square block into the triangular hole - it will never work and will destroy the block in the process. And yet, that is all that the psycho governments care about. For all the kids to go through their torture program without interruptions such as sickness getting in the way. As I've said before, the only way to truly "*support*" the sick child is to let it **rest at home** - with medical treatment if necessary, but certainly without the burdens of the school. If the kid has working parents that can't manage to give it proper care, then additional measures might be needed.

Of course, all of this sadly reveals how society treats the sick in the first place. The entire world is set up for the "normal" - and if you're not "normal", it tries to make you act in accordance with the "normal" anyway. If you can't manage that (whether by sickness or any other reason),

it shoves you aside like a defective product. The worse your health condition is, the less you're treated like a human and the more like a cockroach to be stepped on; with mild conditions, you can still fit in pretty well. But not something like type 1 diabetes or blindness, certainly. The sick are reminded at all times about how useless and unwanted they are. And - while the media often talks about the supposed discrimination towards blacks or women - there's not one word ever said about the sick. Do you know why that is? Because since childhood, we're all groomed to go to work in adulthood. And the very sick kind of can't do that (while the woman, black, transgender, etc still can). The media (and the world in general) is controlled by the rich, and the rich only consider the plebs to be useful as workers and followers, so they spread the narrative about the sick being useless (recall how they're described by the top libertarians as *"weak economic actors"*, etc). And so, it's obvious that school is **supposed** to teach the jungle mindset already to kids; that someone is "better" and someone is "worse". That's why everything the kids do is "rated", which also works very well as a way to reject the sick in a more stealthy way. Those kids then grow up to be adults, with that attitude still remaining. This is how the so-called "elites" system - based on hierarchy - survives in the first place. Your sick kid is sacrificed for the benefit of a small group of psychopaths ruling this world.

And that is why the sick are trashed (or at least ignored) by even the progressives who pretend to be empathetic towards "marginalized groups". The progressives listen to the mainstream media, which has no respect for the sick. Of course, the sick kids feel that pain way more during school than the already adult; because their brains haven't developed yet and don't fully grasp what's going on. They only feel extreme stress from the alienation; from being the "weird", the "other", the "worse". This will surely result in a trauma later. The adults - also - aren't forced to go every day to a place where their weaknesses will be shown clearly in a way that will be used against them later; and where they can't avoid the constant embarrassment

(working from home or going on disability is a possibility, whereas the child cannot leave its abusive school environment). Eliminate the cruel schooling system already, where all the destructive crap seemingly begins.

UPDATE April 2024: I tried really hard to find anyone else pointing out the problem of sick kids being treated worse than cockroaches in school, but (unsurprisingly?) failed to find **a single complaint**. On the other hand, I found plenty of bullshit like this:

- School Functioning Issues in Children with Chronic Health Conditions (archive) (MozArchive)

Children with chronic health conditions may experience problems with school performance, including reduced attention and concentration, poor motivation, resistance to school assignments and absence issues.

Same as before. The wellbeing of the child is not considered at all, only its ability to fulfill school obligations.

Arrangements should be made to help keep up with schoolwork when a child can't be at school.

Yes, pile on the burdens.

If absences are required for treatment or recuperation, or to avoid contagious illness, a parent can work with the school to continue instruction online or to get assignments the child can do outside of school to keep up with the class.

Cannot ever rest even when you really need it, the school monster will grab you even over the wire - just so you can "*keep up*". Always under pressure, always having to "accomplish" something. Is this the world we want to leave our kids with?

In some cases, medication may be prescribed to the patient to address emotional problems.

Oh yes, give the kids depression drugs for the depression caused by the torture chamber known as school, instead of...having them leave the torture chamber? Anyway, this utterly disgusting article has many more of these "gems". But let's move on to the other articles I've found:

- The Problem (archive) (MozArchive) (*of chronic school absence*):

The good news is that our work throughout the country shows us that chronic absence is a solvable problem. What works is taking a data-driven, comprehensive approach that begins with engaging students and families as well as preventing absences from adding up before they fall behind academically.

Don't you dare "*fall behind*" in learnings things you won't ever need.

By working together, all of us—schools, public officials, public agencies, civic organizations, businesses, philanthropic groups, families and students— can ensure all children can get to school every day so they have an opportunity to learn, flourish and realize their dreams.

"Learn, flourish and realize their dreams" :D. Of what? Being a caged animal, performing tricks for its master? And being left with learned helplessness for life?

- Managing chronic diseases at school (archive) (MozArchive)
 - *Installing wheelchair ramps*
 - *Ensuring sidewalk, pavement and classroom floors are easy to navigate*
 - *Being aware of, and avoiding, the use of substances that create fumes or strong smells*
 - *Preparing food that is food-allergy safe*
 - *Teaching staff members and students about bullying and inclusion*
 - *Educating staff members to be sensitive to chronic illnesses*
 - *Having a school nurse on campus throughout the day*

Sounds costly in terms of time, effort, money, required expertise, organization...and almost certainly won't be done adequately in most schools. Besides, how could you possibly prevent all the hundreds of kids there from bullying the sick? But even if you did manage to bring about the entirety of this list, what would it accomplish? Because none of it removes the burden of the sick kids having to enter school, sit there for seven days a week, five hours per day, writing down stuff they don't care about. They still cannot focus on their disease, they cannot rest at home. Which is the real problem.

- How robots could help chronically ill kids attend school (archive) (MozArchive)

This will be fun :D. I just know it from the title :D.

These homebound students, who may have cancer, heart disease, immune system disorders or other illnesses, appear to be the last excluded population in the U.S. education system

Excluded? Or maybe "saved" :D.

Telepresence robots allow their users to see, hear, move around and interact in real time with people in faraway places. They offer a way to finally include chronically ill children in traditional school learning environments. The homebound child operates the robot from home, setting a rolling camera-speaker-screen in motion to engage in small group discussions, travel from classroom to classroom, join friends at recess or lunch break and even attend after-school and extracurricular activities, such as choir or Boy Scouts.

Cool. But why? Why do all these articles take school as a given?

Our initial research shows that the robots help students overcome isolation and are accepted by most classmates.

I very very much doubt any digital toy cures isolation, since they've been tried for a long time now and all have failed. Metaverse, AI girlfriends, etc. are all not a replacement for real human interaction. Besides, why assume someone even wants (as much) interaction with their peers? Introverts exist.

The time and the technology are ripe to include these students in their local schools at long last. Federal, state and local education officials will all need to act

together to end this segregation. If educators and policymakers believe chronically ill students have a right to attend their local schools via robot, they will create legislation and policies that meet the learning needs of these students.

*"Include these students", "have a right to attend", "learning needs"...it's all portrayed so positively, huh? Again, the **assumption** in this and all other similar articles is that a student **absolutely must** finish the entire duration of school, or else disaster will strike. But there is no disaster to be found in missing school; in fact, school is the disaster. Anyway, this article also cites a scientific paper ("*Research suggests that social connectedness contributes to chronically ill children's well-being.*") ; surely that's the big hitter that will prove school's necessity for the sick, right? Let's see:*

- School reentry for the child with chronic illness (local)

Although most children with chronic illness do not need specific special education placement, they require coordinated school interventions to maximize school attendance and facilitate educational and social growth.

"Maximize attendance" (as usual, fulfilling requirements above the kids' wellbeing) and "social growth" (why can't this be done outside of school? And again, remember the introverts!). Reading and responding to the same nonsense is getting tiring.

Because the child's ability to attend school, relate to peers, and achieve academically are integral parts of optimal overall adaptation to an illness, effective management of school reentry is imperative.

Why? Why are those the absolutely needed adaptations? To me, the adaptation to disease is clearly rest, treatment, and not burdening yourself with additional (and pointless) obligations.

Successful reintegration requires consistent, prospective identification and management of with school attendance and problems obstacles to school reentry.

Identify and manage the "problem" of the sick kid daring to focus on its disease instead of forcing itself into a place it suffers in and degrades further in health. This all sounds so dystopic. The kid is afflicted with some extreme disease and all the adults above him can think of is "shove! shove! shove it into the school pronto! Lest it won't attend enough or perform well enough!".

Fowler et al. reported that achievement test scores were significantly lower for their group with chronic illness than those of their healthy peers.

Expected when the kid has to focus on disease instead of learning for a test. Again, the spoiled healthy authors - who have clearly never dealt with disease or knew anyone who has - can't figure out the simplest of things. Also, what do the better test scores bring into the kid's life? It's blindly shooting for higher ratings, again.

The importance of reintegrating the chronically ill child or adolescent into the school system cannot be overemphasized. Cahners (1979) stated that school reentry for the child who has developed a chronic health problem may be as critical for his or her social survival as effective medical or surgical treatment is for the child's physical survival.

"Social survival"? If the kid wasn't thrown into a corridor with hundreds of other screaming kids, there would be no need for *"social survival"*.

The school milieu for growing and developing children or adolescents provides students with opportunities to learn, socialize with peers, experience success, and develop increased independence and control over their environment

The sick kid won't be experiencing any *"success"*, for sure. And *"develop increased independence and control over their environment"*? This has to be a some kind of a cruel joke. The kid sits and writes down stuff (that it doesn't care about and cannot change) and cannot speak or move without permission. Cannot choose its clothes, and is made to perform arbitrary tricks, and is measured and rated on everything it does. Where is the control and independence? Hey, I remember that same phrase from somewhere else...

In fact, the immediate outcome of delayed school reentry may seem positive to the resistant child but may also be viewed as a message confirming the perceived hopelessness of the situation, further complicating the emotional issues involved in school reintegration

Does anyone else see the problem with the wording used here? *"Resistant"*...almost as if there was something bad about trying to avoid the dangerous place for the sick that is school. It reminds me of calling the people who didn't take the snake venom "refuseniks" or other inflammatory terms.

One example of a very complicated emotional obstacle to school reentry is school

phobia, or separation anxiety disorder. It is described primarily in the pediatric cancer literature but may be relevant in the management of many chronic illnesses that lead to feelings of vulnerability on the part of the child and/or the parent.

They feel vulnerable because **they are!** Again, trying to avoid danger becomes a "disorder", so entrenched the school cult is.

Prolonged absence or multiple, brief absences from school may contribute significantly to school performance.

O rly? So what?

The process of returning a child to school often adds additional stress to the already overwhelming situation in which the child and family find themselves (Kagen-Goodheart, 1977). Parents may feel that the emotional, and sometimes physical, effort needed to return the child to school is excessive, particularly if the child's illness is seen as potentially terminal.

Finally something sane said in this paper?

However, absenteeism may be fostered more overtly by parental overprotectiveness, which expresses itself in constant surveillance. The parents may feel that their child is too vulnerable to go out into the world.

Haha. Of course they had to take it back. In this statement, valid concerns are blamed

on the mental defects of parents. Stop being "*overprotective*" and get out of the way, and let us shove! Shove your kid into the torture chamber!

Additionally, some parents do not recognize that school attendance is vital [...]

Vital for whom? Maybe the psychopaths running this world, but certainly not the kids.

It is imperative that school reentry be discussed almost immediately from the time of diagnosis

Oh, you just learned you have cancer? That's too bad...now sit in this room and solve this test, you spoiled brat!

Returning to school is particularly significant because it gives the child the symbolic message that he or she is better.

Actually, it gives the child the message that its health status doesn't matter and it's supposed to suffer just to fulfill the requirements designed for the healthy.

While teachers should be aware of the possible need for flexibility regarding quantity of assignments, deadlines, and tests, they should remain firm regarding concepts to be mastered or quality of the finished product

Are you sick? We will graciously give you some "*flexibility*", but will still bury you with an avalanche of "*assignments, deadlines, and tests*". Enjoy!

Meeting the educational needs of a child or adolescent during the terminal phases

of an illness [...]

The school shills won't even leave the terminally ill kids alone. For fuck's sake.

Flexibility in the educational approach may allow for meaningful school-related activities even when academic pursuits no longer seem viable. Continued interactive school-related experiences are important and valued parts of the dying child's life.

Does this send shivers down anyone else's spines, or am I just that much of a fuckup? Even when the Reaper is staring the kid down, the school shills still wonder whether "*academic pursuits*" are worth it. Ugh.

Anyway I'm already tired of this crap. This paper is based entirely on the **assumption** that a child **absolutely must** go to school and fulfill the entire set of requirements, even if extremely sick; and all the harm coming from that is dismissed or made to seem irrelevant compared to the oh so important school obligations. Basically the theme of this entire section is taken up to eleven in this paper.

UPDATE December 2024: how does the Polish government treat the issue of sick kids in school? Let's check it out. Don't worry, there is not much there. In fact, the entire main set of laws (local) governing education in Poland contains exactly **one** article related specifically to sick kids - that is how "important" they are. Anyway, here it is:

Art. 155. W celu zapewnienia dziecku podczas pobytu w publicznym przedszkolu, oddziale przedszkolnym w publicznej szkole podstawowej, publicznej innej formie

wychowania przedszkolnego, publicznej szkole i publicznej placówce, o której mowa w art. 2 pkt 8, odpowiedniej opieki, odżywiania oraz metod opiekuńczo-wychowawczych rodzic dziecka przekazuje dyrektorowi przedszkola, szkoły lub placówki uznane przez niego za istotne dane o stanie zdrowia, stosowanej diecie i rozwoju psychofizycznym dziecka.

Translation (as usual, keeping the standard gov fluff condensed):

Art. 155. In order to provide the school kid with adequate diet and methods of care and upbringing, the kid's parent transfers data about its health condition, prescribed diet and psychophysical development, that he considers relevant, to the school's director.

That's it. If your kid has a problem (or more than one), you tell the problem(s) to the school's director. And then he wipes his ass with the documentation - at least, absolutely nothing in the education laws prevents that. Even if he couldn't do that, there are no specifics listed in terms of how to actually handle the problems. What ends up happening is that the sick kid is shoved into the same regime as the healthy one, and rated according to the same criteria, and has to endure the bullying and health degradation due to being forced to do things regardless of the effects on its conditions.

But maybe I have simply missed something, somewhere in the regulations that would allow to at least partially shield the sick from the brutality of school. It just so happens that the government's website has [a section \(archive\) \(MozArchive\)](#) called "*Uczeń przewlekle chory w szkole*" or "*The chronically ill student in school*", so maybe I can find it there. The first section of it refers to the act we've already covered above. But there is a second one that - interestingly - tells me that there is another act specifically about "*healthcare for the students*". I found it on

the internet (archive) (MozArchive), so let's see if there is any valuable information there. I won't bother translating all of it, because, the amount of irrelevant stuff it's trying to bury me with disgusts me. If you really want it, use an LLM which are pretty effective these days. Anyway...

The act spends paragraphs upon paragraphs on defining who is a *"school hygienist"* or an *"environmental nurse of teaching and upbringing"*. But as far as I can see, there is **not a single specific** there relevant to the plight of the sick. Nothing that suggests a practical way to decrease the burden on this group of students. The section *"Sprawowanie opieki nad uczniami przewlekłe chorymi lub niepełnosprawnymi w szkole"* or *"Caring over chronically ill or disabled students in school"* - the only one that interests us specifically - is the second shortest one, aside from the one about financing this entire endeavor. Some quotes:

Art. 21. 1. W celu zapewnienia właściwej opieki nad uczniami przewlekłe chorymi lub niepełnosprawnymi w szkole pielęgniarka środowiska nauczania i wychowania albo higienistka szkolna współpracuje z lekarzem podstawowej opieki zdrowotnej, rodzicami, pełnoletnimi uczniami oraz dyrektorem i pracownikami szkoły.

Translation:

In order to ensure adequate care over the chronically ill or disabled students in school, the environmental nurse of teaching and upbringing or the school hygienist works with the doctor of basic healthcare, parents, adult students and the director or other school employees.

Zero specifics, of course. But let's read further. The following points talk about *"collaboratively*

determining the way to care over the sick kid when needed to give it medicine or perform other procedures while it's in school" - but again, no specifics that I can see. And then, *"the primary minister of health can implement additional recommendations relevant to the care of the sick and disabled kids in schools, decided by medical expert committees"*...but is he going to? Again, no examples of how this could even be done are given. And it doesn't seem like this clause has ever been applied in practice to change how schools actually work.

It seems that the only additional thing we've learned here is that the environmental nurse or school hygienist can give the kid a medicine if it is needed, and the parents supposedly have an effect on how it's done. What about health issues for which there is no medicine, or the medicine isn't enough to fully reverse the malfunctions? Is it possible to change the criteria on how the sick kids are rated? Curb bullying? Time spent at school? Or prevent them from failing years, which is actually possible today (actually, being sick for a long time is literally one of the reasons to hold children back in many countries)? None of these crucial issues are touched in the only section relevant specifically to the chronically ill kids, so presumably they are just supposed to take their meds and "act normal". All the other stuff in this act (about dentist checkups, etc) applies to everyone - not just the sick, which again, proves how "important" they are to the government. There are other acts that this one refers to (and they are all in the general sections, not the one specifically about chronic illnesses), but do I really need to go through them all? If the government cared about the sick, it would already be visible in the first two. In the end, we've traveled all over the world, hoping to find some respect for the sick - but found only mockery.

School wrecks the students' health, too?

Above, I have covered how terrible school is for kids who **already have** chronic disease. But I did not consider how school might also **itself** ruin health, though in hindsight it's not that big of a shock. Psychologist Suzanne Hood wrote [this excellent article \(archive\)](#) ([MozArchive](#)) about the impacts of school in sleep hygiene. I won't double her efforts and just cite the most important quotes:

Prior to the COVID-19 pandemic, many teens were chronically sleep-deprived during the week, putting them at greater risk of poor health and more sleepiness in the classroom.

In pre-pandemic times, international studies suggested only about two-thirds of Canadian adolescents were getting the eight to 10 hours of sleep on school nights recommended for 12- to 18-year-olds, and there was a worse picture in many European countries and the United States.

Thanks, pandemic, for letting us figure out something useful, at least.

Inadequate sleep is linked to a host of negative outcomes in youth, including greater risk of obesity, diabetes and hypertension as well as depression, suicidality and substance abuse. It's also linked to deficits in attention and memory skills.

And so, school throws us a double-punch in that it gradually destroys your health by sleep deprivation, and at each level of destruction you get treated worse by the system, inviting further destruction. Once you start rolling down the hill of health damage, it just proceeds faster and faster and might be impossible to stop at some point.

Importantly, research points to a key role for sleep in academic performance: teens who

have irregular or poor quality sleep may have worse grades and be absent or late more often. Chronic sleep deprivation may not only increase a young person's risk for health challenges down the road but also may potentially affect their career opportunities and future earning potential.

So, the schooling system isn't even good at making students perform well inside itself? Can something fail any harder?

Contributing to teens' vulnerability to sleep deprivation is a conflict between traditional school start times (as early as 8 a.m. in some parts of Canada) and normal developmental changes in the sleep cycle that lead the average teen feeling ready to sleep and wake about two hours later than younger children and adults.

Yeah, there is indeed a "*conflict*". As I describe later, the point of school is to destroy our instincts. I guess I can now add the sleep instinct to the list, which I did not take into account before. Everything must be "on schedule" instead of how your body actually demands it. This is the only way you can raise someone who just follows appointments, goes to vote at set times, takes his vaccines, sits at his shitty job without complaint even if everything's already been done, etc. You need to enforce the "schedule" mindset early on, and to do that you have to break the natural tendencies, which are not based on a "schedule".

Sleep researcher Mary Carskadon has described this combination of biological, behavioural and social influences as a “perfect storm” that creates prime conditions for teens to accumulate a “sleep debt” during the school week. This makes many of them too sleepy to participate effectively in the classroom and leads to binge sleeping on the weekends.

As I've covered earlier, the schooling system is designed to make the kids' entire lives centered around school.

As a way of calming this storm, some school districts have experimented with later school start times. Overall, these experiments have been largely successful, with students reporting more nightly sleep and less sleepiness in the classroom with later start times.

I have a better solution. If you insist on keeping the concept of "general education", just cut the length down in half. Let the student choose his 3-4 subjects and throw away everything else. Also kill the homework and learning for constant tests. Then, actual time for the missing sleep will reveal itself.

Staggering school start times across the day, for example, could offer a double benefit of allowing later-rising students to begin their school day a little later and reducing the number of students in school at any one time, thereby promoting physical distancing and perhaps better distribution of resources across the day.

If I liked school this would seem like a decent idea. Crowding has proven bad effects on health, too.

Policy change is slow, however, so what can be done now to improve teens' sleep health? Adopting sleep recommendations can help put healthier sleep routines in place.

It doesn't **have to** be slow, though; look at how fast they acted during covid. It only is so because the people in charge don't care about the kids (which also uncovers the recent hysteria about them having access to social media, etc. as just another fraud). Another reason is of

course that the plebeian doesn't really have an official way to affect anything and even if he did, I cannot detect much care for the kids from their parents, either.

Anyway, thanks Suzanne for awaring me of yet another issue with the schooling system. It seems there is no end to them and nothing is too "sacred" - not even the kids' (that will later become adults, and have to work and sustain society with their now chronic disease) health - to avoid getting sacrificed to the school god.

School encourages cognitive dissonance?

Now, this will be somewhat speculative but I believe it is based on something that's really going on. I remember during the first grade, our "main teacher" told us things like "we shouldn't just follow the group, always think for yourself"; "would you jump out of the window if everyone else did?", etc. Then, somewhere later in primary, one of the lessons was about violence, and we were made to write down examples of it. Even later, I recall a lesson about words hurting people sometimes more than physical actions. Then, in secondary, we did a cringe exercise of telling other kids whenever they hurt us, I guess hoping we can elicit an apology and change in behavior, or something. Do you see where I'm trying to lead, now?

Basically, in school, **we learn one thing explicitly, and a completely different one implicitly.** We should be independent and active agents in our lives, yet school makes us repeat the same rigid behaviors as everyone else, day in and day out; and shuns and punishes the tiniest expression of individuality. Violence is bad, but the bullies win in the jungle of the corridor; if they manage to get punished, they will drag the victim with them due to zero tolerance policies. Words can hurt, but teachers keep embarrassing, screaming at, and threatening the students.

We're supposed to reveal our weaknesses, only for them to be used against us in the end.

The mind, then, needs to somehow put all this information together into a puzzle that makes sense to it. I think most people don't notice any of it, so it might not seem like a big deal to them. But someone that is particularly in tune with their surroundings, analytical, "autistic", etc. will likely receive some painful feelings from this process. "Hmm, I'm getting told one thing by the "authoritative" adults, but something else by the environment they are throwing me into...". The implicit will always win in the end; denying the manipulations of "adults" while everything in front of your face challenges them, can only last so long. However, it is hard to accept that all the adults around you are fucking liars, and even have several layers of deflections (you're asking too many questions, you will understand someday, you are just a child, focus on your homework, it's all for your safety, etc) to protect the fundamental lies, so some damage to your psychology will be incurred before that, either way. And if you buy the adult Cinderella story for too long, you can easily go insane while trying to reconcile it with the lived experience - and no adult will ever admit to you it's all been bullshit.

School is a giant money sink

So I just learned that - in the next school year (beginning September 2023) - every Polish kid starting the 4th grade will receive a 600 euro laptop (archive) (MozArchive) from the government for free. The specification includes a *"minimum 8GB of RAM"* with *"the ability to upgrade to at least 16GB"* and *"an SSD with at least 256 GB storage space"*. Hey, I don't even have an SSD or that much RAM, what does a schoolchild do to justify hardware this heavy? Are they going to be playing Fortnite during lessons? Which would probably be a better way to spend their time than whatever they'd usually do. But anyway, another requirement is *"a legal*

operating system (meaning Windows, thus paying a ransom to Microsoft for the license), access to the Office suite (another license cost, probably) and a three-year long warranty." Why not - for a start - use this as an opportunity to teach kids FOSS operating systems, which do have access to an *"Office suite"* as well? They want to buy 370 000 laptops this year (which together would cost 222 million euros), but they *"are thinking about the 3.5 million that will reach schools in the coming decade"*. This is yet another way a clueless government wastes our money. Of course, it's not the only cost school necessitates - there are still the backpacks, schoolbooks (why have the laptops then?), notebooks, pens, crayons, scissors and whatever else the students are going to use; maybe uniforms, as well as wages for all the employees.

UPDATE February 2026: I was just reading this study (local), and it said *"Two million children are retained annually in the United States at a cost of approximately 20 billion dollars per year"*. Yes, that's how much is spent on extending child torture, in the US alone! If the cult of schooling was given up, all this money could be returned to the people for actually improving their lives, and the employees at those facilities could be freed and actually become able to fulfill themselves doing what they care about.

This part was submitted by an anonymous contributor:

In many countries, high school students are required to buy graphing calculators for math classes. However, they are very overpriced — even the cheapest models cost over 100 dollars/euros — despite having archaic hardware and no features that stand out. Any computer or smartphone with a free program can do anything a graphing calculator can (and much more efficiently). Every kid already has a smartphone, so why not use them for something other than frying their brains on social media?

Holding students back is extremely cruel

	Countries/economies with values above the OECD average			Countries/economies with values not significantly different from the OECD average		Countries/economies with values below the OECD average
	Percentage of students who			Isolation index ^a		First age at selection in the education system Years
	Had attended pre-primary school for one year or more	Had repeated a grade at least once in primary, lower secondary or upper secondary school	Attended a school where students are grouped by ability into different classes for all subjects	Disadvantaged students from all other students	Advantaged students from all other students	
	%	%	%	Mean index	Mean index	
OECD average	94.2	9.4	6.7	0.18	0.19	14.3
Japan	99.7	0.0	6.2	0.19	0.16	15
Hungary	99.3	6.5	1.6	0.30	0.30	14
Singapore	98.9	3.7	7.3	0.14	0.20	12
Israel	98.6	8.1	13.9	0.23	0.18	15
France	98.4	10.8	2.5	0.20	0.20	15
Mexico	98.4	9.0	8.3	0.22	0.26	15
Iceland	98.4	1.4	0.6	0.12	0.10	16
Denmark*	98.3	3.5	1.4	0.16	0.14	16
Thailand	97.9	6.9	18.4	0.20	0.30	15
Belgium	97.7	26.5	10.1	0.18	0.19	12
Greece	97.6	3.3	0.5	0.14	0.21	15
Spain	97.6	21.7	6.2	0.14	0.18	15
Finland	97.4	2.7	0.9	0.09	0.10	16
Argentina	97.4	13.5	1.5	0.20	0.29	12
Jamaica*	97.4	20.4	19.3	0.09	0.14	12
Malta	97.3	4.6	22.3	0.11	0.14	16
Austria	97.3	15.6	3.5	0.24	0.22	10
Italy	97.2	8.6	1.1	0.16	0.17	14
Romania	97.1	5.0	13.5	0.25	0.30	15
Viet Nam	97.0	4.7	19.3	0.24	0.26	15
Peru	96.8	13.5	4.1	0.34	0.34	14
Czech Republic	96.7	4.2	2.9	0.23	0.26	11
Netherlands*	96.6	23.3	37.2	0.14	0.18	12
Estonia	96.5	3.6	6.3	0.17	0.18	16
Uruguay	96.4	24.0	12.0	0.16	0.29	15
Norway	96.1	0.0	0.0	0.10	0.11	16
Latvia*	96.0	2.9	6.6	0.19	0.16	16
Serbia	95.8	1.6	8.3	0.15	0.21	15
Germany	95.8	19.2	10.0	0.18	0.22	10
Korea	95.7	3.3	8.3	0.14	0.13	15
Switzerland	95.5	12.1	22.1	0.15	0.22	12

Switzerland	95.5	13.4	26.1	0.15	0.20	12
Sweden	95.4	4.0	0.0	0.13	0.15	16
New Zealand*	95.1	4.9	1.4	0.16	0.12	16
Chile	95.0	16.8	2.5	0.20	0.34	16
Moldova	94.9	2.9	4.4	0.19	0.25	16
Malaysia	94.8	w	29.6	0.15	0.23	15
United Kingdom*	94.7	2.1	5.0	0.16	0.19	16
Ireland*	94.7	3.8	0.6	0.13	0.11	15
Portugal	94.6	17.2	3.9	0.15	0.18	15
El Salvador	94.3	19.8	18.6	0.24	0.31	16
Bulgaria	94.2	5.0	7.4	0.29	0.23	14
Slovak Republic	94.2	7.6	10.0	0.28	0.28	11

	Countries/economies with values above the OECD average
	Countries/economies with values not significantly different from the OECD average
	Countries/economies with values below the OECD average

	Percentage of students who			Isolation index ¹		First age at selection in the education system
	Had attended pre-primary school for one year or more	Had repeated a grade at least once in primary, lower secondary or upper secondary school	Attended a school where students are grouped by ability into different classes for all subjects	Disadvantaged students from all other students	Advantaged students from all other students	
	%	%	%	Mean index	Mean index	
Slovenia	92.3	3.5	0.2	0.21	0.20	15
Costa Rica	91.5	19.1	20.7	m	m	12
Colombia	91.3	39.4	18.3	0.26	0.36	15
United Arab Emirates	89.8	11.4	14.3	0.19	0.19	14
Brazil	89.7	22.1	7.5	0.19	0.31	15
Jordan	88.1	12.7	39.6	0.16	0.15	16
Paraguay	87.6	18.1	8.5	0.18	0.29	12
Poland	87.3	3.1	3.0	0.21	0.24	15
Australia*	87.3	4.8	2.7	0.20	0.19	a
Lithuania	86.7	1.8	4.8	0.20	0.21	14
Canada*	85.9	5.0	8.2	0.12	0.12	a
Qatar	85.1	13.7	27.4	0.19	0.24	15
Indonesia	85.0	12.0	23.2	0.20	0.24	16
Philippines	84.6	25.5	20.5	0.12	0.17	16
Georgia	83.4	3.0	2.5	0.18	0.18	15
Croatia	82.9	1.2	16.1	0.13	0.20	15
Panama*	82.3	20.4	5.4	0.24	0.35	15
Mongolia	81.1	3.7	6.5	0.21	0.27	15
Albania	79.9	5.5	16.1	0.19	0.24	15
United States*	78.6	8.0	1.6	0.17	0.20	a
Guatemala	77.9	28.6	12.9	0.24	0.32	m
Türkiye	76.3	1.5	10.9	0.18	0.27	14
Brunei Darussalam	75.6	8.3	34.7	0.11	0.20	12

Montenegro	75.6	2.3	27.2	0.12	0.14	15
Dominican Republic	74.4	25.8	17.0	0.13	0.20	15
Morocco	71.1	45.5	22.9	0.13	0.26	12
Saudi Arabia	71.1	6.3	47.3	0.14	0.16	15
Uzbekistan	68.2	5.9	8.1	0.11	0.12	16
North Macedonia	63.3	3.0	21.1	0.09	0.15	15
Kazakhstan	62.0	2.4	15.2	0.13	0.16	15
Cambodia	60.4	28.8	36.8	0.14	0.21	15
Hong Kong (China)*	98.9	12.3	13.2	0.13	0.27	14
Macao (China)	98.9	21.9	6.3	0.15	0.24	15
Chinese Taipei	98.4	0.9	6.3	0.17	0.17	15
Cyprus	95.9	5.2	5.1	0.13	0.14	15
Palestinian Authority	95.1	11.1	34.9	0.12	0.12	15
Ukrainian regions (18 of 27)	82.5	2.6	16.3	0.22	0.17	15
Kosovo	70.0	4.7	16.5	0.12	0.15	m
Baku (Azerbaijan)	62.2	3.9	23.9	0.12	0.21	15

Look at the second column for the percentage of students who have failed at least one year during their entire compulsory schooling career (source [here](#)). Insane, isn't it? I couldn't believe it either. Several European countries had decided to lock up over 20% of their kids for an additional prison year, and for some of the "third world" ones, the score can even be 30+%. Globally this means over a hundred million students have at some point endured this abuse and absorbed the trauma; Brazil alone would have about 32 million of such victims alive today (assuming the rate has always been the same, which of course isn't the case, but still - it's a massive amount). The way I calculated it, is that since Brazil contains 203 million people today, and about 3/4 will have already finished school, the 22.1% retention rate can be multiplied by that - and this comes out to about 32 million. Keep in mind that, AFAIK, only a few thousand students (15 year olds at the time) were asked if they had ever repeated a grade, in each country, so this is a huge extrapolation, and might also be subject to selection bias (I don't know what exactly the procedures were). Yet we have another source ([archive](#)) ([MozArchive](#)) that seems to corroborate the findings and doesn't seem to rely on questionnaires, but government data. According to it, during the year 2011 alone, a few million Brazilians were

being held back (taking into account the fact, that only about 1/4 to 1/5 of the population is school age). In the end, I think the first source is more relevant because it checked for repeats across the students' entire schooling "careers", but it's nice to have (relative) confirmation through another methodology. The math isn't perfect, because I don't care to figure out all the variables exactly (I'd have to check every year for the slight differences in population size, for example) - but it's enough to show the absolutely giant amounts of victims subject to repeating grades, at some point. But what's the meaning of all these numbers, anyway?

Well, I think we've established conclusively at this point, that school is both cruel and pointless. So now imagine spending an additional year in there. That is the fate of all these students. It's one more year of sitting, writing useless stuff down, maybe being bullied, brainwashed into obedience, and all the other things I've mentioned. But there are also issues related specifically to the act of holding the student back. I found [an article \(archive\)](#) ([MozArchive](#)) describing them pretty nicely:

Picture this: Little Timmy, age 8, finds out he's not moving up to third grade with his buddies. Instead, he's stuck repeating second grade while his friends move on without him. Talk about a gut punch! It's like being told you can't level up in a video game, except this game is real life, and the consequences can be far-reaching.

Now, let's dive into the short-term psychological effects of grade retention. Spoiler alert: it's not all sunshine and rainbows. When a child finds out they're being held back, it can feel like their whole world is crumbling faster than a sandcastle at high tide.

First up on the emotional hit parade: self-esteem. Being retained can make a kid feel like they're wearing a giant "L" for "loser" on their forehead. It's like being picked last for

dodgeball, but on a much grander scale. This blow to self-esteem can be particularly brutal during the formative years when kids are still figuring out who they are and where they fit in the world.

But wait, there's more! Psychology in education shows us that motivation and academic engagement can take a nosedive faster than a skydiver without a parachute. Imagine being told you're not good enough to move forward. It's enough to make anyone want to throw in the towel and say, "Why bother?"

Here's a sobering statistic for you: high school dropout rates among retained students are higher than those of their non-retained peers. It's like grade retention puts these kids on a slippery slope, and some of them just can't find their footing. The attrition psychology at play here is complex, but the bottom line is that being held back once increases the likelihood of dropping out later.

Perhaps most concerning is the long-lasting impact on mental health and well-being. Some studies have found that adults who were retained as children report higher rates of depression and lower self-esteem. It's as if that early experience of "failure" leaves a psychological scar that never fully heals.

There is science proving a lot of this. I don't want to go through all of it because it's all really obvious to me. In polish language, there is even a specific word for repeating a grade - "kiblowanie" - which would literally be translated to english as "toileting". So, the held back students know they are stuck inside the toilet. But somehow adults can't figure it out, and keep pushing them there.

So how is this justified? There is not that much info. Not a single government site, that I know of, bothers to provide a reason. Believe me when I searched for absolutely countless phrases (much more than for my discrimination report), trying to figure out WHY anyone would lock the kids up for more years than usual. I even looked back at the school laws of my own government, and - though there were a few mentions of repeating - it didn't say WHY they do it. After a chain of links from some media websites, I found an EU report (local), which seems to be the closest to an "official" justification. So let's check it out. I'll go through all the countries and pick only the most relevant quotes; you don't have to read them all to get the gist of it, though:

(Albania) The main criteria for grade retention in Albania are low student results, school absenteeism, and behavioural issues. If a student fails core subjects or has insufficient grades in more than 70% of the subjects, grade retention may be considered. Attendance plays a crucial role, and excessive absences can lead to grade retention. Consistently poor behaviour can also result in grade retention. [...]

(Austria) In primary education, the main grade retention criteria are school absenteeism, family/health problems, and low grades in core subjects. [...]

(Austria) In lower secondary education, the main criteria considered for grade retention are low grades in compulsory subjects and absenteeism. [...]

(Belgium) In primary education, grade retention is allowed with restrictions. Parents can request voluntary grade retention. The main grade retention criteria are low subject results and family/health problems. The number of allowed grade retentions is limited, and it is not allowed for students aged 15 or older. Measures to prevent grade retention

include summer schools and specialized programs for newly arrived students. The French-speaking community has the "Pact for Excellence in Teaching" to enhance basic skills and to provide support to struggling students. [...]

(Bulgaria) The main criterion for grade retention decisions is low results in school subjects. Corrective exams are mandatory for students with low educational performance. If a student fails these exams or does not take them, they repeat a grade.

(Bosnia and Herzegovnia) The primary criterion for grade retention is low subject results. If a student has two failed grades in mandatory subjects or the class examination, they are required to take a remedial examination. Additionally, a student may repeat a grade if they have three negative grades in mandatory subjects or fails to take the class or remedial examination. Excessive unexcused absences can also lead to grade retention.

(Switzerland) In primary education, across all cantons allowing grade retention, the main criteria for grade retention are typically low student results, insufficient overall development, low school attendance, and personal circumstances, usually as assessed at the end of the school year. [...]

(Cyprus) In primary education, low subject results and students' age are the main criteria for grade retention. Grade retention is allowed under specific restrictions. A student may repeat a grade once, typically in grade 1, based on valid reasons and with the approval of the school's inspector. [...]

(Cyprus) In lower secondary education, the main grade retention criteria are school absenteeism and low subject results. Students must pass grades in key subjects. Students

failing re-sits are required to repeat their grade. Grade retention is allowed but with some restrictions. Students may repeat a grade twice within the same school but may need to enrol in a different school if they need to repeat a class for the third time. [...]

(Czech Republic) Grade retention is based on criteria such as low subject grades, school absenteeism, and the presence of family/health problems.

(Czech Republic) There are certain limitations on grade retention in the Czech Republic. A student may repeat a grade only once at the primary school level (grades 1 to 5) and only once at the lower secondary school level (grades 6 to 9). Additional grade retention may only occur in case of health problems.

(Germany) In primary education, across all states allowing grade retention, the main criterion for grade retention is low subject results, but specific criteria and policies vary across states, for example, also considering factors such as school absenteeism, family/health issues, school changes, and overall assessment. Grade retention is allowed only once during primary education. [...]

(Denmark) The educational system follows a single structure, without a distinction between primary and lower secondary education. By law, grade retention should be considered as an exceptional measure. Students typically progress automatically to the next grade based on their age.

(Spain) In primary education, the main criterion to consider retention in grades 2, 4, and 6, is low school subject results. Students who have not achieved the objectives and have not acquired the necessary key skills, may be retained. Grade retention can be applied

only once, with a personalized reinforcement plan. It is an exceptional measure, which can only be taken after having implemented other measures to address curricular gaps or learning difficulties. The decision on grade retention is made by the teaching team, with input from parents or legal guardians.

(Spain) In lower secondary education, low school subject results are the main criterion for grade retention to be considered, as in primary education. Students with insufficient results in more than 2 subjects may be retained. Grade retention is allowed only once per grade for grades 7 to 9, twice for grade 10, and twice in total for the entire compulsory school period. [...]

(Estonia) Low subject results play a crucial role in determining grade retention.

There are no specific limitations on grade retention. Flexibility is provided to adjust the pace of learning and the timing of grade progression.

(Finland) [...] The legislation foresees grade retention for exceptional circumstances only. Students typically progress automatically to the next grade based on their age.

(Finland) Low subject results and low overall development are the main criteria for grade retention. Students reaching a satisfactory level of performance in all assessed subjects, are typically promoted to the next grade. Grade retention is considered in cases of significant academic challenges, and students progressing according to a personal study plan, may be retained, if they consistently perform poorly.

(France) In primary education, the main criteria for grade retention are low subject results

and low overall development as apparent from an overall assessment. Grade retention is pursued only after other efforts trying to remedy students' low academic progress have failed. Support systems, such as personalized programs and support plans, are implemented to address difficulties and promote academic progress. The decision to retain a student is made by the teacher council, involving the opinions of parents or legal guardians.

(France) In lower secondary education, grade retention is considered a last resort measure for students with low academic progress (i.e., low subject results and low overall development), after all other options have been exhausted. Preventive measures are prioritized to avoid grade retention.

(Greece) By law, grade retention is considered as an exceptional measure, allowed only in exceptional circumstances. During the COVID-19 pandemic, specific changes were made to the grade retention regulations. More specifically, the requirements regarding the minimum overall degree for successful completion of grades and the allowed number of school absences were modified, with the aim of providing more flexibility and ensuring fairness in the education system.

(Greece) In primary school, the main criteria for grade retention are low school subject results and school absenteeism, but family/health problems, insufficient participation, non-completion of assigned work, and unresponsiveness to assessments are also considered. [...]

(Croatia) The primary criterion for grade retention is low subject results. Students must have passing marks in all subjects in order to progress to the next grade. If their overall

achievement is assessed as insufficient, typically indicated by a grade of 1, they will be retained in the same grade for an additional year.

(Croatia) To prevent grade retention, there are some alternative measures in place. For instance, in exceptional cases, a student from grades 1 to 3 may advance to the next grade, conditionally, even if they have an insufficient mark in one subject at the end of the school year. However, this allowance is applicable only once. If the student continues to have an insufficient mark in the same subject in subsequent years, grade retention may still be implemented.

(Hungary) The main criteria for grade retention are low subject results and school absenteeism. Students need to obtain a pass mark in each subject. Students failing a subject have the opportunity to take a repeat exam. If they fail this exam or if they do not participate, they have to repeat the grade. Excessive school absences can also lead to grade retention.

(Hungary) Grade retention is not permitted in cases of school changing.

(Ireland) In primary education, criteria for grade retention include school absenteeism, family/health problems, and low development as apparent from an overall assessment.

(Ireland) In lower secondary education, criteria for grade retention include extensive school absenteeism, serious illness, family trauma, poor academic records requiring remedial treatment, or a school change.

(Iceland) The only criterion for grade retention to be exceptionally considered for a

particular student, is student health problems.

(Iceland) The decision to retain a student can only be proposed by the legal representatives of that student, in very specific circumstances such as long-term illness.

(Italy) In primary education, the main criterion for grade retention is low development (in terms of maturity, marks, and skills) as apparent from an overall assessment, throughout the year and at the end of each quarter. Alternative measures implemented to prevent grade retention include supplementary tests for students who missed assessments due to illness, and additional support tailored to students' specific needs. Grade retention decisions are made by the class teachers, in exceptional cases only, with parental involvement.

(Italy) In lower secondary education, the main criteria for grade retention are insufficient development as apparent from an overall assessment and school absenteeism. Students need a school attendance rate of 75% in order to advance to the next grade. In order to prevent grade retention, several alternative measures are implemented, such as supplementary exams for students unable to be evaluated due to valid reasons, and additional support initiatives for student who do not fully meet the learning attainment targets. The decision to retain a student is made by the class council.

(Liechtenstein) In primary education, by law, students are typically automatically promoted to the next grade. Voluntary grade retention can be requested if deemed necessary, based on criteria such as health problems and unfavourable family circumstances. Students can only repeat once or twice, depending on enrolment delays. The last year of primary education can only be repeated voluntarily in exceptional cases.

Overall, extra support is given to struggling students, helping them succeed. In case of voluntary grade retention, parents decide.

(Liechtenstein) In lower secondary education, grade retention is permitted, including voluntary grade retention. Criteria for grade retention include low potential success in the following year and insufficient academic performance in core subjects. Grade retention is limited to one repetition within lower secondary education, and the last year of lower secondary education can only be repeated voluntarily. [...]

(Lithuania) In primary education, the main criteria governing grade retention decisions are overall low assessment results and low subject results. Only students in grade 4 with negative annual assessment results may repeat their grade. [...]

(Luxembourg) In primary education, the main criterion for grade retention is insufficient student results, in particular in German, French, and mathematics. Primary education is organized in two-year cycles. A cycle can be extended by 1 year. Within the same learning cycle, promotion to the next year occurs automatically. In total, the maximum allowed number of grade retentions is two. Measures used to prevent grade retention include tailored support measures, personalized educational plans, and regional and national support options. The decision to retain a student is made by the class teacher, based on consultations of the pedagogical team. Parents have the right to appeal the decision.

(Latvia) Criteria for grade retention include school absences, family/health problems, and insufficient subject results or progress. As for the latter, students are expected to achieve a grade no lower than four points in most subjects. Students who do not master the

curriculum or receive low grades may repeat the year.

(North Macedonia) The main criteria for grade retention are family/health problems and low subject results. In grades 6 to 9, students failing their corrective exam in 1 or 2 failed subjects or students with more than 2 insufficient grades at the end of the school year, are required to repeat the grade.

(Malta) In primary education, automatic promotion is the general practice. Grade retention is applied in exceptional circumstances only. Many measures are implemented to prevent students from struggling or to support students experiencing difficulties, such as additional class support, individualized educational programs, availability of learning support educators, modifications to the curriculum, catch-up classes, and support services like psycho-social support and inclusive education support. The decision to retain a student is made by the parents, based on extensive consultation with teachers and other professionals.

(Montenegro) The main criterion for grade retention is low student results. In grades 5 to 9, students with at least 4 failing grades, and students with failures on remedial exams, have to repeat their grade. In grades 1 to 4, students who do not master the teaching material to the extent that they cannot continue education, may be (exceptionally) considered for grade retention.

(The Netherlands) In primary education, across all schools, low overall assessment results (including low academic performance, unreadiness for the next grade level, unsatisfactory learning and work attitudes) are the main criterion for grade retention, but specific criteria and policies vary across schools. Students can repeat a grade a maximum

of two times, across all primary school grades. Measures used to prevent grade failure include extra time for assignments, special classes for students with specific needs, remedial teaching programs, intensive academic programs during school breaks, and streaming (at the end of primary school). The decision to retain a student is made by the teachers, specialized educators, and school managers. Parents are informed and can appeal the decision.

(Poland) The main grade retention criteria are insufficient subject results, school absenteeism, and behavioural issues. In grades 4 to 8, students must achieve end-of-year marks higher than ‘unsatisfactory’ in all compulsory subjects in order to be promoted. If a student receives an ‘unsatisfactory’ mark in one subject, they can take a repeat or resit exam. Failure to pass this exam results in grade retention. Students attending less than 50% of compulsory classes can take a qualifying exam to determine promotion eligibility. In grades 1 to 3, repeating a year is considered an exception, requiring justification from psychologists who assess the student’s circumstances.

(Portugal) The main criteria for grade retention to be considered are low subject results (in particular, low marks in core subjects), low overall assessment results, school absenteeism, and family or health problems. For core subjects, such as Portuguese, mathematics, and foreign languages, the criteria are defined centrally for grades 4, 6, and 9, and institutionally for the remaining grades.

(Romania) In primary education, the main criteria for grade retention are low subject results, school absenteeism, and behavioural issues. Students must achieve a sufficient final average mark for each subject, and cannot exceed 50% absences for each subject, in order to progress to the next grade. Grade retention limitations apply to the preparatory

grade and the first grade, which cannot be repeated. Intensive remedial education periods and special re-examinations are organized during the summer vacation to support students who failed subjects. The decision to retain a student is taken by the teacher council, based on a detailed monitoring of the student by his/her teacher and tutor teacher, and with involvement of his/her parents.

(Serbia) The main criteria for grade retention in grades 4 to 7 are low subject results and excessive school absenteeism. Students with up to 2 unsatisfactory grades, must take a make-up exam. If they fail these exams, they must repeat their grade. Students with more than 2 unsatisfactory grades automatically repeat their grade, without the chance to catch up via a make-up exam. Students who were frequently absent, must take compensatory grade exams. If they fail these exams, they have to repeat their grade.

(Serbia) Alternative measures implemented to prevent grade retention are make-up exams and compensatory grade exams. Other support measures are not specified by legislation.

(Slovakia) Criteria for grade retention are factors such as low school attendance, family or health issues, and low subject results. Students may repeat a grade if they were unable to be assessed, even after a substitute assessment date, due to reasons of excessive school absenteeism or family/health issues. Additionally, students are required to repeat their grade if they fail more than 2 subjects by the end of the second semester or 1 subject after a retake exam.

(Slovenia) Criteria for retention in grades 3 to 9 include low school attendance, family/health problems, school changes, insufficient overall development, and low

subject results. In grades 3 to 6, students receiving a negative evaluation in one or more subjects, despite having received supplementary classes and other forms of individual and group assistance, may repeat their grade. In grades 7 to 9, student receiving 3 negative marks and students failing retake exams are required to repeat the grade. Grade retention may also occur due to prolonged absence, illness, relocation, or other reasons. This also holds for grades 1 and 2, exceptionally.

(Sweden) Criteria considered for grade retention (in exceptional circumstances) are low school attendance, family/health problems, failure to meet knowledge requirements, and the guarantee of eligibility for upper secondary education.

(Turkey) The main criteria for grade retention are school absenteeism and grade failure as shown in low overall assessment results (grades 1 to 4) or low subject results (grades 5 to 8). Grade retention is typically required for students who were absent from school for at least one semester, or for students who cannot be evaluated due to school absences. Besides that, grade retention is considered for primary school students who did not reach the required level of proficiency, and for lower secondary school students who received low subject results.

None of this says WHY they hold kids back (as in, what do they want to accomplish), only "what criteria need to be satisfied" for it to happen. And as you can see, there are giant differences between how different countries manage their retentions. Though some commonalities appear (missing a lot of days, bad grades, disease or switching schools, or even vague "not being mature / developed enough"), the details hugely vary (eg. how many days you can miss, which subjects matter, what level of rating you need to progress, whether the behavior grade or "attitude" (lol!) matters, during which grades can you be held back, who in

the end decides it, etc...). This to me, shows that there isn't any solid basis for holding kids back. No outcome that you actually expect and that can be shown to happen because of it. If it was so, government websites would be announcing it loud and clear - but instead they don't say why they hold back kids at all. And they don't because the true reason is...

Well, think about which students get retained. The ones who miss school ("disobedient", "uncaring", "lazy"...), "immature" (less likely to blindly follow bullshit "adult rules"), and of course the ones with disease (sick trash useless in the current economic system, that the psychopaths at the top would simply love to totally get rid of). The point of repeating is simply to make you the kind of person that they want you to be, that I finished this article describing. Obedient, productive, mature. If it's impossible, as with the chronically ill, then they are either made to learn to hide their issues (thanks to bad ratings, bullying, and the threat of being held back) until they fall apart and die, or just kill themselves straight. If you consider this goal, then suddenly, the differing details stop mattering - as long as the higher order structure is kept.

Though the report tries to downplay it (*"Second, this report revealed that, if educational policymakers want to reduce the grade retention rate in their country, merely changing the educational laws will not be enough. Defining grade retention as an 'exceptional measure' and foreseeing several limitations in the legislation can still lead to high grade retention rates. [...]"*), it is very obvious why certain countries have high retention rates compared to others. Simply, the requirements for promotion are lower in the ones with less. Let's look at Belgium, the highest one for which I have the retention data as well as the policy data. As far as I can see, it is allowed to hold back a student in any grade. *"Low overall development"* is also included as a possible criteria. Thus, 26.5% of Belgian students fail a year somewhere during their school career.

Now let's take a look at Bulgaria with 5%. You can only hold back students in grades 5 and 6. This alone means there are 7 (!) less years available for retention, than in Belgium, which likely alone almost entirely explains the huge discrepancy in stats. Then consider that in Belgium, parents can demand holding their kid back (ugh), while in Bulgaria this is apparently impossible, or at least this document doesn't say that it can be done. Nothing is mentioned about *"overall development"*, either - only grades.

What about a "middle result", Portugal with 17.2% repeats? We should expect the requirements to be "middle" too, and that is what we find. For example, unlike in Belgium, you can't hold back grade 1 students - while grades 5 and 6 contain *"limitations"*. Compared to Belgium, parents can't request retention, either. Yet compared to Bulgaria, there are many more available years during which holding back is possible, so the stats end up being much higher, too.

Of course, the correlation surely isn't perfect. I mean, a lot of retentions rely on what teachers or councils or whoever just happen to decide in a particular year, and similar volatile things. Perhaps that is why the results have changed compared to the previous PISA report from just 4 years ago. But still, it can't be denied that the policies are the main factor in retention rates. As Belgium keeps staying high, Bulgaria low (of course, this will still be hundreds of thousands of people, who have been held back at some point...), Portugal middle, and so on. All the countries in which retention is supposed to be done only in *"exceptional circumstances"*, are always low no matter when or where you look. Are those somehow doing worse economically, socially, or in any other measure? I don't think so. In fact, the top three countries in life quality ratings ([archive](#)) are all very low in retention rates. So why keep around the cruel grade repeats, at all? By the way, yes, even the low scoring countries are still cruel, as they have "special exceptions" allowing to hold back sick people (eg Iceland with its *"The only criterion for grade retention to be exceptionally considered for a particular student, is student health problems."*) - the exact

group that not only should absolutely never be punished with additional years, but should not be going to school at all!

And I know what you want to say: most of these countries have support systems to prevent repeating grades, so surely they must really care that it doesn't happen, right? Well let's dig deeper to see if this explanation holds. First of all, if they really wanted to not hold back kids, they simply wouldn't (Japan doesn't). They would be advanced to the next grade no matter what, and the stats would then be zero - but in most Euro countries, they are far from it! Also, just saying there is a support system doesn't mean it's effective at all (similarly to the systems that are supposed to help the disabled, but don't actually do shit). Finally, let's think about what that so-called support consists of. Go back to the quotes and see that it's simply - for example - letting you repeat a test, sending a teacher to your home, additional lessons, and so on. You still have to fulfill the requirements, you never leave the cruel overreaching school structure. And the stick of failing the year is still over your head constantly. Basically, the retention system makes the jungle more jungly.

Here is the mistake that everyone is making while shilling for student retention, or even recommending "ways to fix the outcomes" that do not involve additional imprisonment. These ideas are **all based on arbitrary school measurements** being the ultimate, necessary goals to reach. In other words, it is assumed that the kid absolutely needs certain "knowledge" (that it will forget the instant the test ends, or after school is finished), "maturity", "social skills" that are only relevant in schools, and so on. And if it's not reaching them, then that is a problem to be fixed at absolutely all costs. Of course, there is no reason to assume this and if you don't, then not retaining students **ever** is the obvious course of action. In fact, if you already went as far as to believe that the school "requirements" are irrelevant, then might as well eliminate school altogether at that point. Yet, the "education" cult is so ingrained that no one will dare to

even look in this direction. And there are so many people making this mistake - for example, all the sources I found while searching for a reason to hold kids back, that argued against it. Look:

- [The Conversation](#) ([archive](#)) ([MozArchive](#)) provides a lot of reasons to reject student retention, but still assumes all the school requirements must be fulfilled.
- [Niussp](#) ([archive](#)) ([MozArchive](#)) gives even more arguments against holding kids back, but still considers preventing *"school failure"* and helping *"underachieving students"* as sacred.
- [This link](#) ([archive](#)) ([MozArchive](#)) criticizes some early research about retention being bad, but then agrees with the thesis anyway due to some newer research. Yet, it still focuses on addressing *"your child's underlying academic problems"* and helping *"get a student up to speed"* (in fulfilling school requirements).

What I've discovered here, is kind of the opposite to the [oppression report](#). Basically, it is already widely accepted how harmful holding kids back is - so much that sources stating the opposite can barely be found. But the practice still continues, somehow. This is in contrast to the general child oppression where everyone actually likes it or doesn't notice it at all. See, the criticism of retention, is only made in terms of it not being effective at making students fulfill school requirements - without questioning the requirements themselves. And it is because we feel that the kids really need to follow some "official progression", that something as horrible as repeating grades even came to be an idea. But what if we focus our crosshairs on the requirements themselves? Then, we don't have to bother with individualized teaching, accommodations for the sick, monitoring, more teachers, better paid teachers, and all kinds of other magic bullets that "should" fix everything but won't and can't. Because the overreaching structure of school torture would still be around. It's like having rapists rape their victims only

in their (as in, the victims') favorite positions, and pretending everything is fine because of it. Pretty much all school criticisms and reform attempts are like this.

They can drag you there

When I thought I couldn't really find out worse stuff about school than I already have, [this thread](#) ([MozArchive](#)) on the antischool subreddit showed me that there indeed is a "second bottom". Here's the post:

One time when I was 12, I decided to skip school (I had my reasons, still think they're valid). The moment they notice my absence, not only they called my parents but someone from the school came into my house (without hitting or ringing the door) to get me. I always thought it was a bit overkill even though law doesn't apply in school since inmates students are not people but recently I told this story to people, ranging from teenagers to people old enough to be my parents, and all were shocked. Their words: "Are you sure it was a school?"

Later I found out this wasn't an isolated incident; they **really** do have people specifically deployed to raid kids' homes and drag them back to school. The job is called a [truancy officer](#) ([archive](#)) and their assignments include:

*[...] **conducting home visits**, monitoring attendance records, and coordinating interventions for at-risk students. If necessary, truancy officers may collaborate with legal authorities to address chronic absenteeism in compliance with local education laws.*

So they can indeed raid the home.

Their role extends beyond enforcement, focusing on fostering a positive educational environment. Truancy officers often connect students to community resources, such as counseling, mentorship programs, or academic support, to address underlying issues contributing to absenteeism.

A "*positive educational environment*" cannot exist inside the torture chamber known as school for all the reasons already stated. In practice, these people simply turn out to be the Kapos of the schooling system, ensuring both the students and parents are brainwashed or threatened into following the script. I don't want to analyze the entire (long) article but let's look at some of the most revealing quotes:

Strong communication skills are central to a truancy officer's effectiveness. You need to convey attendance requirements and discuss sensitive issues with students, families, and school staff. Active listening helps build trust and understanding.

Conveying "*attendance requirements*" means that the end step is the dragging. The "*strong communication*" has to consist of threats if the student refuses to come. Will they "actively listen" to the student who doesn't want to be in school because he doesn't want to be tortured? I doubt it.

You must evaluate attendance data and investigate factors such as home environment or academic challenges. Problem-solving and critical thinking assist in developing targeted interventions.

Yes, modern students have "*truancy officers*" "*evalutate*" their "*attendance data*", which is considered a "*problem*" if it gets too low. Then, they come up with a "*targeted intervention*" to

drag them back in. How is that not extremely dystopian? Imagine if it was any other group than kids.

Interpersonal skills create positive relationships with families and foster collaboration among school personnel. Empathy ensures your interactions remain supportive, even in difficult situations.

Look at how the family is treated like one thing, but the student's opinion is not at all considered. Where is the "*empathy*" in dragging someone to somewhere he hates?

[...] If legal action becomes part of the process, you must collaborate effectively with law enforcement or court-based entities.

See? They are Kapos and the end result is simply the student getting dragged back, or perhaps thrown in jail (archive) (MozArchive) - "*If you let one [truant student] run loose, what are you gonna' do with the rest of 'em? Let them go too?*", etc.

[...] Some parents may not cooperate due to misunderstandings, lack of trust, or personal barriers. Students might refuse to engage due to disengagement, fear, or underlying issues such as mental health struggles.

What about the refusal because school is a torture chamber and they want to avoid it? There always has to be "something wrong" with the escapist. Imagine if this was any other situation, any other group - would similar reasoning still be used? Such as for a woman stuck with an abusive husband, and wanting to leave him, but "relationship officers" are trying to convince her to stay, and that the issues are really her "*disengagement*", "*fear*" and "*mental health*

struggles'?

You empower at-risk students by identifying and addressing barriers to regular attendance. Truancy officers often deal with issues such as family instability, mental health challenges, or economic hardships. They connect students and families to resources like counseling, financial aid, or childcare support, ensuring these barriers are minimized. By conducting home visits and engaging directly with guardians, you build trust and create an environment where students feel supported. These tailored approaches enhance the likelihood of sustained attendance for vulnerable students.

Look at all the language manipulation. How does going to school "*empower*" students? And "*at-risk*"? Risk of what? Escaping torture and reclaiming autonomy? Why bother with all the "*resources*" if school isn't needed at all? The entire paragraph (and article) considers attending school as some sacred commandment that simply must be fulfilled, no matter the extreme negative effects, no matter what the involved people think or feel about it. No matter the literal human rights that would be considered to be broken if this was anything other than school. Oh, but they say that, if they engage with "*guardians*", then students will "*feel supported*". What if the parents are also abusing them? Why not let the actually affected people (the kids shoved into the torture chamber) have the primary voice?

You contribute directly to academic improvement by ensuring students are present and actively participating in their education. Regular attendance improves graduation rates, literacy, and critical academic skills. By collaborating with teachers and counselors, truancy officers implement strategies to re-engage students who may have fallen behind. Through coordination of tutoring programs, mentoring services, or alternative education plans, you create pathways for each student to achieve their potential. Your role directly

supports a school's mission to provide equitable education for all learners.

Once again the grades are considered the end-all, be-all. Even though they don't really relate to success in life in many or most cases. And the possibility of school wrecking someone psychologically, negating all academic achievement, isn't taken into account at all.

[...] By addressing the root causes of absenteeism and collaborating with families, educators, and community resources, they create meaningful pathways for students to stay engaged in their education. [...]

Pay attention to the infantilization of "*students*", who are considered only as pets for fulfilling educational requirements. The "*root cause*" is that they don't want to go there because it's not pleasant to go there. Very simple, but never taken into account.

Anyway I guess I'll finish this here. There is a lot more in the article but the important points have already been covered. The crux of the problem is that there **really** is a job whose tasks include brainwashing kids and parents into the schooling system, and dragging the former there if they aren't going; or making them endure court bullshit, etc. It seems quite a few countries (archive) (MozArchive) apply this procedure (check the *Germany* section for some true gems). Imagine if this happened to any other group. Like if we had "pregnancy officers" who would track how many women are pregnant, and knock on doors to check if the pregnancies are going well. The mother's diet, exercise regime, and everything else would be controlled by the state and if she wasn't adequately following the prescription, the fetus would be aborted. Everyone would rightly consider it state overreach. But somehow it's accepted when it involves kids, the only group not even considered human.

Attempts to save / justify school

People sometimes come up with reasons why school is necessary after all, or with ways to save it by implementing some insignificant reforms. Let's see if there is anything of value to those:

"But kids need school for socialization!"

Some comments from [this video](#):

I think the ONLY issue with homeschooling is the way the kids socialize... pretty much the only trade off.... In public schools kids meet and talk to other kids all day, that's the only thing they aren't getting at home

I really want to homeschool but the kids need social interaction.

While I agree with the descriptive approach to raising children will result in far more educated and well rounded individuals, I think the core importance in school above everything else is learning to socialise with your peer group.

I totally agree, but what about friends for your kids? As a parent you can't give them such an experience

This is the dumbest reason for sending a kid to school, even dumber than "education" - yet it is commonly used. The kid is shoved in with 30 other kids - that it might not like at all - in the same room; and it has to endure them every day for years. More than that - since it can't stand

up or speak without permission during lessons - there is no opportunity for socialization at all, either way. The situation is even worse during breaks, where the kid is thrown into a corridor with 300 other screaming kids, and has 10-15 minutes to...listen to screams or perhaps get beaten up by the angry kids that have finally been graciously let out of their cages. There is certainly no space, time, or opportunity to do anything there. Clearly, letting the kids go outside and play around without restrictions would be a lot better for "socialization". And what about the introverts? All this "socialization" is literal torture to them, but in the quest to find a justification for schooling, everyone has suddenly forgotten them. By the way - even with the best assumptions - school socialization simply doesn't work:

Given the significance of friendships to children, imagine what it would be like to spend over 40 hours a week in school and after-school programs with lots of other people your own age, but to have few of them like you or want to be with you. This is the reality for many children. Indeed, about ten percent of school-age children have no friends in their classes and are disliked by a majority of their classmates.

Yeah, the "adult" has the privilege of being able to "*imagine*". Many of the kids don't have that option, and must succumb to not only the torture of the education regime itself, but being stuck with people that hate them and perhaps even abuse them. So why? Since we have the stats, why **purposefully** make 10% of kids suffer? And according to this very article, the destruction is extreme:

Peer rejection in childhood often brings with it serious emotional difficulties. Rejected children are frequently discontent with themselves and with their relationships with other children. Many of these children experience strong feelings of loneliness and social dissatisfaction. Rejected children also report lower self-esteem and may be more

depressed than other children. Peer rejection is also predictive of later life problems, such as dropping out of school, juvenile delinquency, and mental health problems.

The main question is, whether the problems appear because the child can't stand being rejected, or simply **is made to endure people it doesn't fit in with**. I think it's clearly the latter. **There is no opportunity to feel the pain of rejection if you're alone** and not actually being subjected to it. Basically the "rejected" school kids are stuck in abusive relationships, and constantly reminded that they are unwelcome. So, the solution (as usual) seems to be to take them out of school. At worst, they'll be alone (but at least not abused); however, they might just as well find friends elsewhere, ones that they actually fit in with. Yet, that is not what the authors of this very article think:

The quality of a child's peer relationships should be taken seriously. In the next issues of this newsletter, we will discuss the kinds of behavior problems and social skill deficits that lead to peer rejection. We will describe some ways that adults can help children who are having problems to get along better with their peers. The child care setting is an important place to help foster positive peer relations and the development of social skills.

It's the rejected child's fault! Modify it so that it becomes accepted, instead of letting it pick its own social environment, that it likes. Imagine if that kind of logic was used towards anyone else stuck inside an abusive relationship. "Just change so that your abuser tolerates you!". But that is all "adults" can come up with, it seems.

"But not sending your kid to school is illegal!"

So what? If you care about your child, you **absolutely must** save it from the torture chamber

known as school. Just as you would save it from the Germans that were coming to take it to a concentration camp. Find a way. Maybe don't register your kid after birth, or hide it at a distant family member's place when it reaches the school age. Or flee to somewhere where homeschooling (which still tries to replicate the school environment - just at home - so does not exactly fix the problem) is legal. But don't just bend over and sacrifice your child. And don't use stupid excuses to pretend that torturing your kid is somehow noble. This whole situation also proves that the legal system works against us. After all, for how many decades has forced schooling been in place? And yet, no politician has ever bothered to do anything about it. Neither does a citizen even get a chance to overturn this slavery.

"School sucks only because it teaches the wrong things!"

Critics of the schooling system have usually focused on the general dumbing down of education ([archive](#)) ([MozArchive](#)) or the particulars of the curriculum, such as the teaching / non-teaching of modern evolutionary theory ([archive](#)) ([MozArchive](#)) or foreign languages ([archive](#)) ([MozArchive](#)) (this is very common in Europe, which often teaches **two** additional ones). These are - at best - side issues; all those critics are still fine with the general curriculum system, which is the actual problem. They are fine with all the disgusting things I've mentioned in the intro and other sections, as long as one of their favorite subjects is being taught the way they want to. It is like wanting your head cut off, as long as the scythe is of your favorite color. Hey, here's an interesting comment on a youtube video that I just have to cover:

The real problem with modern entertainment is our education system teaching racism, preferred pronouns, and LGBT propaganda instead of teaching the kids to read, write and do math.

I guess this is what passes for insight in right-wing circles these days, since this person got 343 likes (in 22 hours) and many positive replies. First of all - *"teaching racism"*? I doubt anyone is doing that and if they were, that would undermine this person's point. Next - even if you removed all *"LGBT propaganda"* from the curriculum - school would still remain terrible because of the many reasons I've given here. I am pretty sure all schools in the world teach *"the kids to read, write and do math"*, so I have no idea what's this person's problem. I am also quite sure it is not needed because those things would be learned just by regular living. Also, teaching *"LGBT propaganda"* in no way precludes teaching *"the kids to read, write and do math"*. But, since this person's thinking is clearly only surface level, she won't even realize this. Nor will she consider "how" the kids are "taught", focusing only on the "what". She will also ignore all the other stuff that school brings aside from "teaching". "Teaching good thing" = good. "Teaching bad thing" = bad. That's as far as this person can look, and this mindset is very common, and harmful.

"Boys doing worse in school is the real problem!"

This is a common claim in the so-called "manosphere", where I just came across [this terrible article \(archive\) \(MozArchive\)](#). The gist of it is that boys are so mentally defective that they need to be sent to school a year later than girls so that they are able to perform at the same level:

But I believe the biggest reason for boys' classroom struggles is simply that male brains develop more slowly than female brains—or at least those parts of the brain that enable success in the classroom.

It cites many stats:

Once boys begin school, they almost immediately start falling behind girls. A 6-percentage-point gender gap in reading proficiency in fourth grade widens to an 11-percentage-point gap by the end of eighth grade.

According to a 2012 Brookings Institution study by Julia Isaacs, for instance, American girls are 14 percentage points more likely than boys to be “school ready” at age 5 [...]

Across economically advanced nations, boys are 50 percent more likely than girls to fail at all three key school subjects: math, reading, and science.

With so many stats, the article can't be wrong, right? Well, it never questions its assumption that the performance level inside the toxic schooling system is some kind of a virtue to strive for at all costs. And if you give up this assumption, then the "girls maturing faster" claim evaporates, as well - since it was based on school success in the first place.

However, I don't mind if you believe that "girls mature faster", whatever measure you use. I just want to **end the abusive schooling system**. And this "boys vs girls" crap is another attempt by the so-called "elites" to put us into camps that fight each other, while being distracted from the fact we are all being abused. The feminist camp is happy the girls are finally succeeding, while the manosphere camp wants to "repair the schooling system" (archive) (MozArchive) to "fix the gap". It is funny how this is just the "wage gap" all over again except with the sexes reversed; the so-called "elites" really just reuse the same tricks because the people can't catch up. So those camps fight each other while the so-called "elites" laugh behind their backs because - as long as school exists - all the kids are still being conditioned towards the so-called "elites"

preferred state.

It really fucking disgusts me that an entire article was written to attack boys only because they don't navigate the minefield known as school well enough. I'm also disappointed in the so-called "manosphere" which can't seem to figure out it's being dragged into yet another controlled opposition trap. The men's rights activists struggle to explain away the reasons why girls perform better in school; they are really triggered by the possibility of "boys being defective". They are desperate to try to "fix the schooling system" so that boys don't appear worse. But, they don't realize that this is only an issue **if you take the performance in school as the criterion**; with the schooling system eliminated, there is no basis for these claims. And the so-called "elites" gender wars also evaporate, then. The reason this article was written in such an inflammatory way - alleging literal neurological or hormonal defects in boys - is so that the manosphere gets mad and fuels the so-called "elites" division tactics, which is exactly what happened. Sigh.

UPDATE December 2025: heh. Now the supposed MRAs are getting angry (archive) (MozArchive) that boys are being sent to "*anti-misogyny*" training in schools. But they were completely fine with them sitting for 7 hours per day, 5 days per week, writing down stuff they don't care about. Being constantly graded on a bunch of arbitrary tasks that will never be useful to them. Not being able to speak or stand without permission. Having to "socialize" with other kids they might not like or who might even be bullying them. Enduring reprimands by teachers. Having their parents as enemies who try to ensure their son doesn't resist the system's molding. The molding into the system's perfect marionette, deleting everything that makes a boy a boy (or the human the human). That was all fine; it's the "*anti-misogyny training*" that was the straw that broke the camel's back. Or did it?

To be fair, that's what school is. Kids can and should be indoctrinated - nobody actually believes that they grow up "just fine" without some enforced values. Too bad it's a bunch of ideological mish-mash that will probably have the same success as something like DARE did with drugs...

Ha! The human is defective by default, so much that everything natural about him must be ripped out and replaced by "*enforced values*". And of course, they'd be the poster's "*enforced values*" - which are actually the "*enforced values*" he's been brainwashed to believe in, not something he came up with. In fact, I feel like all these people have no idea what school actually represents, because they've never thought about it; they just swallowed it as something official, popular and thus needed. This post got 45 upvotes, somehow - meaning MRAs love school torture unless it's explicitly stated to be against boys.

As I said elsewhere, MRAs are not really MRAs - just women haters and posers. If they cared about boys' rights, taking them out of school would be the first thing they'd campaign for - but they are not. In that thread, there isn't a single MRA critiquing the fundamentals of school itself. Their thought process starts and ends at what reforms of it they believe "attack boys", without digging into the fact that it's school itself that does that. But hey, they have more shiny ideas on what would fix the torture chamber. Let's take a look:

As an ex teacher, there needs to be not only a mandated percent of male teachers, but segregated schools. This treating of masculinity as an illness to be "fixed" must stop.

It won't until we remove children from the REAL problem: bitter, jaded 4th wave feminism and its adherents from schools.

Fucking really? Male teachers would fix it? When I was in secondary, I saw a male PE teacher just grab a student by the shirt and throw him. I'm not saying this is a regular occurrence, but surely men are more susceptible to aggression than women. I mean, I never saw a woman do that despite almost all the teachers in my schools being women (they just limited themselves to screaming or embarrassing the student in front of the blackboard, which of course isn't good either). And lol! Let's split the boys from the girls, as the ultimate solution for all school problems. Likely the one and only "fun" thing for boys to do there is the ability to meet the girls (assuming they are being desired; of course it doesn't justify throwing them there regardless, just to be clear), and the "MRAs" want to trash that. The post got 17 upvotes, though it did get criticized later.

Left-wing treatment of the schooling system

I've spent years in left-wing spaces, and one of the (many) things that annoyed me there was how they always worshipped the schooling system, as long as it was free and teachers were well paid. Yet the many harms of it - or even whether there is a need for it - were never ever considered. I've only seen someone truly criticize the schooling system **once**, and started wondering if I'm in a dream. But no, it was real ([MozArchive](#)). I'll just repost the entire OP as it's so good:

My son (my first and only) is six years old, and started 1st grade about three weeks ago. Every day he has about 2 hours worth of homework, this includes 15 minutes of reading to/with him. Granted, to an adult, this would take maybe half an hour tops, but he's 6, he's still learning, and like most kids his age, has the focus/attention span of a gnat on meth. So, 30 minutes of homework turns into two hours.

He's in first fucking grade, and already his life is wake up, go to school, come home, do homework, go to bed, wake up, go to school. . . basically grooming him to life as a typical US work only to live wage slave.

I barely slept last night as this fact was swirling around in my brain. I feel this is child abuse. He's six years old, his life should not be all about work! We, of course, try to make the homework as fun as possible, but after two hours he's tired, grumpy and just doesn't want to try anymore. This makes me frustrated, to my great shame, which of course, only makes it worse.

I hate the fact that I'm raising my son to accept a life that isn't about love and joy and fun, but of servitude and sacrifice. How is this not child abuse? How is it acceptable for a 6 year old to live like this?

This post is just me venting, of course, but conversation, especially counter opinions are greatly welcome.

You won't understand how happy I got when I saw this post. Finally, someone in these spaces dared to question "education" - the left-wing sacred cow - and happened to discover a minefield there. Yes, school is absolutely child abuse. And yet look at some of the responses (MozArchive):

Former teacher here and 2 hours for a first grader is insane. The recommendations I always saw were 10 minutes per grade. So, for your kid, like 10 minutes of reading or writing or some easy math facts. [...]

And 10 minutes would somehow make it acceptable? The kid already spent 7 hours in a torture chamber. Why burden it more? Currently, this response has 5165 upvotes, yet I have no idea what's so good about it. Let's tackle a few more responses ([MozArchive](#)), to show this mindset is not just a one off thing:

Yes, this, yes!

I am a school counselor and I will 100% tell my own kids to walk away from a homework assignment that stresses them out. The academic support is at their school and will resume when they return in the morning, they get to be a kid at night.

Amazing. You're such a great parent, freeing your kids from homework. Yet you keep sending them to the torture chamber. They are slaves during the day, yet should be grateful they "*get to be a kid at night*". Hooray! Moving on ([MozArchive](#))...

I can almost guarantee the teacher is not expecting a first grader to spend 2 hours on homework. If you haven't already, talk to the teacher and/or your sons pediatrician. While it is possible the teacher is out of touch, it is also possible that most students are spending significantly less time on homework and there is a reason why your son is taking longer. If this is the case, it would be helpful to determine that reason now and start taking steps to address it. [...]

Your son is just defective, bro. Start "*taking steps*" to un-defect him. Remember he absolutely needs good grades, that is his entire reason for existence. BTW, the "*reason why your son is taking longer*" is probably because he realizes homework is useless and fucking boring. Continuing... ([MozArchive](#))

The schedule sounds awful but you should be held back if you don't understand the material assuming you don't have a disability. You need to build on the foundation you got from the previous year to learn properly. Though in actuality summer school is definitely enough if you only failed one or two classes, you don't have to retake a whole year.

This sounds like it came out of a "how to shill for the schooling system 101" propaganda book. Kids *"should be held back"*? That's a nice way to call spending one more year in a torture chamber. But only if they *"don't understand the material"*; however, the possibility that someone just doesn't care about the material - and / or doesn't need it - is not considered. According to this person, school abuse is fine *"assuming you don't have a disability"* - so if you're sick, you can skip it? Thanks, that makes the healthy kids feel a lot better, I'm sure. Yet in reality, sick kids still don't avoid the abuse. Kids *"need to build on the foundation"* they've *"got from the previous year to learn properly"*? Meaning just repeat writing the same useless stuff and solving the same pointless tests with a little additional burdens added every year. But graciously, this poster will allow the kids to not *"have to retake a whole year"* if they *"only failed one or two classes"*. Yet, the concept of failing itself is not at all questioned. Hey, I left the best response for last (MozArchive):

My daughter did my grandson's homework all during Covid. The result is that he feels no need to complete assignments. When they went back to in person learning, he felt no need to complete assignments. The result is he barely passed 5th grade and is struggling in 6th grade already. I think you have to allow some acceptance that life is sometimes hard and the earlier you learn it and learn to over come, time for joy and play will come.

Well, good for him that he doesn't feel the need to complete useless assignments. And if he

"barely passed 5th grade and is struggling in 6th grade already", then blame the school prison, in that it will increase your sentence if you don't perform well in its arbitrary tasks. But no, you'd rather accept abuse as a given, so severe your case of Stockholm Syndrome is. And ha! You're supposed to just accept that *"life is sometimes hard"* and *"learn to over come"* the pain, so that the *"joy and play"* will feel better later. Might as well send all the little girls to rape centers by this logic. They would learn the brutality of this world early and cherish every moment after that, right? An absolutely insane way of thinking, if it could be called thinking at all. This post should have gotten five hundred downvotes for justifying child abuse, but got 14 upvotes instead. It really seems that the left-wingers love slavery and abuse just as much as the right-wingers, except the type of it changes. Horseshoe theory fits here, I guess.

Don't get me wrong, not everyone in that thread was so disgusting. Many people questioned parts of the schooling system, but **no one agreed the entire thing is a torture center** - though some went dangerously close (MozArchive):

This is absolutely vomit inducing.

Let me be clear, I am in no way calling out OP. I am calling out the bullshit system that we are all a slave to. Look at how young they are breaking down the spirit these days in an effort to train humans to be slaves of the corporate overlords.

Makes me sick.

OP I feel for you, and I am sorry for your situation.

The left still believes in simple solutions for the problems of schooling - such as meeting teachers, forging signatures, moving countries (because they consider it an exclusively American problem, which it obviously isn't) etc. Even the person above, I really doubt wants to

get rid of schooling entirely. And remember, **this thread is the only one I've seen to criticize school fundamentally** in my years on *antiwork* and *LateStageCapitalism*, among others (the OP also got deleted for being "*off-topic*" - meaning only the abuse of adults matters, children need to shut up and suffer). The rest - as I've said - just shill the essentiality of the schooling system (archive) (MozArchive) (*"The financial elite, she concluded, "are focused on cheap labor. They think 'we don't need them to be educated. If they're educated, they're going to be more resistant.'"*), but complain about funding (*"California Governor Gavin Newsom, a Democrat, is aiming to slash at least \$129 million from the University of California system, another \$144 million from the California State University system and cuts in K-12, and over \$70 million in foster youth education and support programs"*). I think it's because they (consciously or not) consider kids as below adults, or not even really people. Yet they will move mountains for any supposed injustice a woman or transgender has to deal with, while ignoring (or more like supporting) the hundreds of millions of kids being tortured 7 hours per day, 5 days per week, 9.5 months per year, for 9 years at least - without the tiniest possibility of escape. Absolutely insane.

And I know this is going on because I read left-wing sites and again, have spent years in their communities. I might be visiting the wrong ones but still, you'd think if they really cared about "*marginalized groups*", they'd spare some empathy for the most "*marginalized group*" of all, AKA the kids. But no, they don't do that - at least not visibly so. For them, the kid is clearly just a pet that's supposed to sit, perform tricks, and shut up about it. I even suspect that if pets were treated the way kids do, some animal abuse unit would get involved. Yet you can't hear a single peep from the left on this, except chants of worship for the abusive schooling system. I might be too doomery here though...maybe it's just a blind spot they have. Yet, there appear to be quite a few such blind spots there, such as Pfizer worship, conspiracy denial, etc. Either way,

they've missed the mark on school issue completely. **Edit:** wow, I just found one (archive) (MozArchive) who saw through the blind spot. Finally!

UPDATE June 2025: the left is panicking again (archive) (MozArchive) about kids supposedly not being able to read. Let's analyze some of their comments, because I think this thread lays bare their (faulty) assumptions about the schooling system and general blind spots:

*American school system seriously f*cked up in recent years it seems. Needs a serious overhaul. Feel bad for the kids that weren't ever challenged or held accountable for learning the material honestly. That's on the adults to hold them accountable. But if you make it so they can't fail, of course they're going to slack off. They're kids!*

They weren't challenged? They sit in school 7 hours per day, 5 days per week, writing stuff down, without being able to move or speak. They solve homeworks and tests in addition. And get their behaviors and performances constantly rated. Sounds "challenging" to me. And does this person really have a problem with the children not being able to fail? Is locking them up for another year in kid prison somehow exciting to her? If not, what does it accomplish? It's also funny how this person complains about the kids slacking off on an **antiwork subreddit** which also has *"In Praise of Idleness by Bertrand Russell"* as well as *"Laziness Does Not Exist by Devon Price"* on the sidebar.

It's gonna least to a brain drain 100%. No more new scientists with all the foreign ones not wanting to come to the US, some of the existing ones wanted to flee the US, and the new generation not caring to learn anything because why should they bother. They're gonna be wage slaves anyway, so they might as well do the bare minimum, I guess.

Why do you think there won't be any new scientists? Why do you think kids don't want to learn anything?

The more worrisome part is they're struggling to think for themselves. They just explain that a dog is a dog because they're a dog, instead of explaining what makes an animal a dog. They just stop at point A and don't think or even consider how you can get to B from A.

Does it matter that they are able to explain what makes a dog a dog? How does it help them do well in life? As for critical thinking, school never taught that and in fact inhibits it.

Without critical thinking

- 1. People become more selfish and only care about what's best for them*
- 2. People easily fall for conspiracies and propaganda*

I don't even think critical thinking helps with the first point. If anything, someone using pure reasoning will realize that being completely selfish and manipulative will bring the most "success" these days. It's the profit dragon reaching the peak of its rampage that shoves people down that path. People will go wherever incentives lead them, unless they have some internal morality or identity that are strong enough to stand up to them. As for point two, critical thinking creates conspiracy theorists.

I'm a teacher and I completely agree. Been saying for years that being able to search for answers immediately has ruined people's ability to research, but now AI has made it very clear that a lot of people would rather shift the responsibility of having to think about anything. It's frightening.

Has it really? Or are the kids simply using AI to solve tasks they really don't care about? What would happen if they were allowed to research topics they are actually interested in?

The more i learn about the situation now, the more horrified I get. I was in elementary school in the 90s, and I know literature was already on the way out because I've never read any of the books people say were "required reading" and I can't even remember any of the legendary authors whose works I've never read. [...]

I never liked literature. Because the stories in those several hundred page books just didn't interest me at all, weren't useful, and added to an already giant burden of the curriculum. Why is it absolutely necessary for children to read them? Leave them alone, they'll find their own things to read.

They're essentially just daycares at this point. Schools have been having their funding slashed for ages. I was in elementary/primary school in the 90s, and even then teachers were having to buy their own supplies for class if the kids forgot pencils and paper and stuff. And I mean what's the alternative at that point? Just have the kids sit at an empty desk all day? I can't even begin to imagine how much harder it is now.

Might as well have them sit at an empty desk, since they are not learning anything useful there, anyway. The **actual** alternative is to take the kids out of school.

The US has two political parties. One is actively against education, repeatedly funnelling the money that used to go to education to tax cuts for the rich and to the military; the other is more in favor of education, but not enough to actually product the radical change that would be needed, or really, any significant change at all, because they too emphasize

"the most lethal military" in the world over America's children.

If the Republicans are against education, why do they still make kids go to school? Is throwing more money at the schooling system actually going to fix it? How would this person even fix it, I wonder? Shove in more subjects?

Teachers absolutely need to get paid more. Significantly more. But nothing I wrote was about that. I'm talking about the institutional standards that make it so kids can no longer fail. That makes it so everyone's grade is padded out to the point where they inevitably pass and continue on to the next grade regardless of if they've mastered any of their current grades material. As far as I'm aware the teachers have no choice in the matter. That those rules come from above and they're forced to follow along. Again, that's just what I keep hearing. I'm not a teacher, and would be happy to learn more about the situation.

Again, why is this person obsessed with "failing" kids so much? Why do they need to "master" *"their current grades material"*? Why are there even "grades" when the following year is just going to be the same shit repeated, with some insignificant additions? Why waste the time? Why is this person not asking any of the crucial questions?

All kids should be given a high quality education regardless of where they live or how much their parents make. That should be a top priority for a country as a whole. But a critical part of a high quality education is being held accountable for mastering the material. Like I said, your average kid will cut as many corners as possible while still achieving what they view as an acceptable grade. So if you make it so you get an acceptable grade by default, they're going to put zero effort into the work. It's just human

nature. Especially for kids.

What is "*high quality education*" according to this person? Again, none of the stuff we learn in school is needed later. How would she hold the kids accountable? Lock them up for another year, presumably? Because that seems to be her solution to everything. If the kids are going to cut corners so that they have to deal with less bullshit, great for them! At least school is going to teach them an actually useful skill in that case.

NCLB was a conservative fever dream of a policy that emphasized "holding teachers accountable" and "being able to get rid of bad teachers" and then used their propaganda machine to perpetuate the idea that teachers are lazy moochers instead of incredibly valuable professionals. It was part of a coordinated propaganda effort to achieve a culture shift wherein teachers and education are devalued... because like you or someone else here said, the school system is now cranking out graduates with zero critical thinking skills.

Not this shit again. When did it ever teach critical thinking skills?

I just found out today, my nephew, age 8, can't read or write.

He speaks very well, and articulate his thoughts well.

When I found out today, I was trying to help him read.

He had trouble pronouncing words that we've covered.

[...]

At his age, I was reading 1-2 grade levels ahead. Our education system is rock bottom at best

Although, he is doing amazing in math.

We will keep at it. I am already planning reading drills and lessons.

How does this person know it's because of the education system? Maybe her son is just not good at reading. Not everyone is the same, yet school treats everyone as the same. But, good for this person that she took the problem into her own hands. See? School isn't necessary after all if parents actually start caring about their kids.

I mean look at the articles of people going into psychosis from ChatGPT conversations. Now you have multiple generations using it to write essays and teachers who are unable to take action against it. Critical thinking is dead or dying since productivity rules the day. But now you have kids growing up with AI, and a system that is cutting education budgets. I'm not surprised at all lol. There was an article from 2015(?), I may be totally off on that, from the UK saying that 1/4 of kids under 6 couldn't pass basic literacy but knew how to open an iPad and use youtube. There needs to be a total reformation in society for nearly all spheres of we're going to de-extinct ourselves

What's wrong with kids using AI to bypass school bullshit? Though I recognize the dangers of over-reliance on it (in general), my eyes lit up when I first heard of students using it to solve homework. It's exactly the kind of anti-system actions that I love. That had such a big effect

that Polish schools even removed homework completely in 2024 (though I think they will be bringing it back this year, sigh). **By using AI, your children are crying out to you:** "Please stop torturing us"! Yet their "adult" oppressors reply, "no, you will sit and write"! How cruel. Anyway, I can assure you that if it was a topic they were excited about, they'd write their own essays. Or maybe they just don't like writing? Not everyone has to. And once again, critical thinking has never been encouraged in school.

COVID traumatized a bunch of kids but no one seems to want to admit that basically surviving an apocalypse might've screwed up some kids' development. My kid was born right on the cusp of the pandemic so she doesn't know how scary things got, especially for young people.

COVID was an apocalypse, wow! Where are the craters? This is how I know I'm dealing with someone that buys "official" narratives blindly. And lacks the "critical thinking" that's been shilled so hard by the leftists in this thread. What actually (archive) (MozArchive) traumatized the kids were the lockdowns.

Investing more tax dollars in education could lead to better management of resources so kids who struggle early on get more help, and improvements to working class families' economic/labor rights situation would give us the time and tools to be more involved. Overall, America's social fabric is unraveling and we need to majorly overhaul our labor and education systems, get our priorities sorted out and steer away from this fascist tailspin or we're FUCKED.

Struggle with what? Solving useless tests? Why is that treated as some kind of a sacred measure? And "*fascist tailspin*"? Lol. Nice buzzphrase.

Students who can't read should be held back, be sent to remedial schools, and parents should take an active role in catching them up not give teachers the impossible task of teaching students how to analyze Shakespeare at the same time they're catching students up on basic grammar and literacy.

Yes! Imprison them forever. That will teach them! And why is analyzing Shakespeare so essential? Consider the wording, "*catching students up*" - as if the only thing the kids existed **for** is fulfilling arbitrary requirements set by their "adult" so-called "elites". The utter contempt for innocent kids seen in this paragraph absolutely disgusts me. And I thought the left was supposed to be compassionate?

It's so funny...but also pathetic, how for all the whining about "critical thinking" and "lack of ability to research" the posters here haven't asked any fundamental questions. Such as whether school is even needed, whether infusing more money in it would fix it, or what would the "fixing" even look like. They haven't even bothered to find out whether the reason they are panicking has any basis, so let's do it now. Took me just a few minutes to find the actual test results ([archive](#)) ([MozArchive](#)) which shows that the average reading score dropped from 217 in 2022 to 215 (only about 1%!) in 2024, which is also what it was in 1992. Obviously this is just natural variation and has nothing to do with AI or anything else they want to blame the decrease on.

But I guess I understand how the left is thinking. They detect an "attack on education" from the "evil right wingers" looking to dumb people down so that they end up in prison or some menial low paying job, or on the streets - and they want to save them, so they become particularly vigilant. It eerily reminds me of how the right wingers attacked the left for making education "woke" a few years ago. None of this actually matters, because "education" the way it is done

today, accomplishes exactly what it needs to, regardless. And the left-right division only serves to distract from this fact.

Is school needed for babysitting?

I've seen this suggested quite a few times, and most recently in the comments of this video (a really good one, BTW):

I had to be out waiting to be picked up by the school bus by 6 a.m. because we were the first to be picked up on circuitous, winding rural route during high school. Unfortunately with the way society is structured with often both parents working 8 hour jobs, school becomes a necessity as a sort of baby-sitter.

Sometimes this is even turned into a criticism (as in, school is **just** a babysitting service, and not the based educational place we think it should be!). But is the justification even valid? I don't think so. First of all, why assume that a 6+ year old needs babysitting? Much less a 14, 15, 16 year old which still are shoved into school, today. They could simply be left alone at home, or even let out, no problem. Godzilla will not eat them.

But hey, maybe this is not a satisfying solution for you. Maybe you're worried about the kids getting into a car accident, or you're simply a boomer that's mad because they dare to play outside on **your** street! If so, then please realize that this only indicts the modern world for being inaccessible to youth, not youth itself. And doesn't really provide the justification for locking them up inside the torture chamber, just because there are allegedly no other places for them. What it does compel us to do, is to reverse the decades of damage (archive) (MozArchive) that led to kids and teens being excluded in the first place.

Seriously (and I know that these arguments are sometimes made), this is like saying that Zelensky **needs** to sacrifice another few thousand males because they **really** need to "defend their country" - but this is only after ignoring the years or decades of steps that led to the war in the first place. Or it's like saying that we need more child labor because we just can't squeeze enough from the exclusively adult workers to produce all the crap we do (instead of focusing on cutting the crap?). Or like saying that we are lacking ventilators and vaccines without caring whether these are even effective, or maybe trying to find other options like vitamin supplements, better food, etc. In all of these examples, the foundations for the destruction started being laid down decades ago, and we're now desperately trying to tape the damage over after it already reached the end stage. It's really insane and it seems the entirety of modern society works this way.

What is the real point of school?



To kill our instincts and mold us into domesticated chihuahuas. Consider what we've done to the dogs with dog training. A dog will naturally run after birds trying to kill them, hide food around the house, or even bury itself in shit so that its prey doesn't notice its scent. These and other instincts have helped them survive in the wild when they were still wolves, but are only a burden in civilized life. Yet, a dog does not understand this; in its mind, it's still living in a reality where it has to fight for its survival. Dog training is just a way to inhibit (or completely remove) those instincts in a world where they are not acceptable anymore, e.g biting the nurse who's vaccinating you (which - for a dog in the wild - would simply be considered a defense from a snake trying to poison it).

Now what if I told you, that **school is doing the exact same thing to people** as dog training to the dogs? We also originally come from the wild, and bring with us many instincts - some of which are new compared to animals, or improved versions of those. The ability to perceive, think, and act independently. We retain the instincts to fight, run and gather food. All of those are obviously very dangerous to the so-called "elites" preferred world; I mean, imagine one in which people weren't afraid to destroy property that was being used against them (CCTV, spybots, 5G towers, GM food fields, etc). Imagine if we were able to resist the defaults that have been thrown in front of our faces; the prison-like schools, the useless jobs, the hospital births, the junk foods and endless consumption. Imagine if we could deny the hierarchy that's been imposed on us, where the really high up people just do whatever they want to without fear of consequence. Our base instincts would actually bring about that reality if they were allowed to develop. And so the so-called "elites" need to inhibit, redirect or delete them as young as possible, making you into a kind of domesticated human-doggie that can only follow conventions blindly, and will never resist. But since we have a more advanced brain, it is harder to rip those out than with dogs. And so, our masters had to create a true brainwashing institution

in order to succeed with this. They have accomplished that almost perfectly with school. At least as well as they could have without triggering some concerns from parents (they test the resistance levels all the time though, with new spy tech, etc).

In school, everything is about the grades or ratings you get. You are considered a good person if you earn high ratings, and a bad one if you earn low ratings - and who wants to be a bad person? This division is visible right when the first lesson starts, as there is a check for the presence of every student (prison-style). And if you are absent, it's marked and your parents get notified (though you can get a justified absence if you tell your masters why you've been gone a certain day; this is similar to the system from work which allows pregnancy leaves, etc). This teaches you that you're supposed to be where your masters want you to be, unless you can explain why that is not so.

Then - when you're already locked up - you get rewarded for arbitrary behaviors like writing down stuff you don't care about and repeating it on the test later. This teaches you that an act isn't supposed to have a point aside from being what your masters have ordered. If you speak or walk away without permission you get struck with a bad behavior grade. I don't have to tell you what's the point of those, right? Your masters want you where they tell you to be, with your mouth closed lest you dare to spread some "misinformation" around. I remember when I was in primary, every day they told us to walk in pairs; I think this was to teach us we're going to have to deal with people we don't necessarily like. Another arbitrary behavior was to stand in a line, then put one of your feet in front when ordered. A literal military drill, creating the perfect soldier to be sacrificed for the so-called "elites'" dumb wishes. Hey, let's [look \(archive\)](#) ([MozArchive](#)) at what kind of behaviors get you punished in Polish schools (translated by me):

- *"Leaving the lesson"* - 1 point

- *"Being late for the lesson"* - 1 point
- *"Disrupting the lesson"* - 5 points
- *"Disobeying the teacher"* - 5 points
- *"Arrogantly addressing the teacher or other school employee"* - 20 points; *"peers"* - 10 points
- *"Harming the dignity of teachers and other school employees"* - 50 points
- *"Theft"* - 50 points
- *"Faking a signature or a leave"* - 30 points
- *"Leaving school territory during lessons or breaks"* - 10 points
- *"Behavior that negatively affects how the school is viewed, especially outside of school"* - 10 to 30 points
- *"Inappropriate clothing or makeup"* - 10 points
- *"Destroying school property"* - 20 or 50 points
- *"Drinking alcohol or being under influence during school"* - 100 points
- *"Using, having or dealing drugs"* - 100 points
- *"Smoking or having cigarettes"* - 10 points; *"assisting a smoker"* - 5 points

Certain interesting things can be gleaned from this. Notice how peers are less important than the employees, already teaching hierarchy. *"Harming the dignity [...]"* is one of the most punishable offenses, and it is simply a proxy for criticizing your masters. Property appears sacred (as I've said in my report on libertarianism - don't you dare deface those ads, or destroy the CCTV and spy/murderbots) and more important than the people themselves. The drugs and alcohol are kind of funny; how dare you enjoy some escapism from our prison (it's punished more than beating someone up and equally to police involvement). Smoking is ten times less

harmful than those apparently (but in reality is at least equal). I don't mean that those items should all be allowed, but you have to have some perspective as to why the kids are getting into them. Anyway, maybe the most important lesson is how you're punished even for your acts outside of school, teaching you that Big Brother is always watching.

But the particular point amounts by which certain behaviors get punished are not as important as the system of rewards and punishments itself. For 10 years, you are conditioned to only do what is allowed and avoid what is disallowed - instead of what you think makes sense or doesn't; what you like or don't like. This - in adulthood - is supposed to make you into a person that takes her vaccines, works her shitty jobs, and votes for her abusive so-called "elites" - all without a squeak. "Education" is an almost perfect cover for this, since who doesn't want their kid to be "educated"? But when you dig deep into it, no real learning happens in school - so we have to seek explanation elsewhere. And obedience training provides the perfect one.

But as I've said, humans have advanced brains, and the simple ways to train dogs won't necessarily work here. They need to be in school every day, for 7 hours, executing arbitrary behaviors - then come back home with a stack of homework; with the threat of a test constantly on their minds. And of course, to have every single movement of their eyebrows analyzed and rated. Despite an entire childhood of all this, some people slip through the obedience training episode barely affected. Those become the dangerous antivaxers, anti-capitalists, squatters, freedom activists, etc.

Yet sadly, I must admit that the so-called "elites" trick worked very well. The vast majority of adults only care about going to their job to perform arbitrary tasks (same as they did in school), without care as to what kind of effects they're having (archive) (MozArchive). Any order they receive, they will execute, even if it causes great harm to others. They will put the minimum

amount of effort required to survive and then have their shallow fun at home, only to go back for another day at the job. If they bother to make kids, they will throw them right into the same traps that they themselves are in. They will have hospital birth, probably not breastfeed, feed junk food just because it's called food on the shelf, and send them to the same brainwashing facility that had made them what they are. When their child gets sick, they will predictably go to their doctors and again, accept their pronouncements blindly, without considering that maybe - just maybe - it's their feeding habits that have caused the issues in the first place. If the medicine given by doctors causes harm, they will sit back and watch as their kid degrades further.

The average person only bothers to wake up when her masters shove her a factory produced issue to care about such as COVID, Ukraine or elections. She does not look around to see what's happening, she does not analyze anything she's doing; I'm not even convinced the average person is capable of feeling emotions anymore. She does not seem bothered by anything at all except again, the "current thing" she's been told about. However, I somehow can't believe that this is the natural state of humans. I mean, I do remember how my peers in childhood were still capable of creativity, asking questions, going off road, getting angry about things, caring about others (well, at least some...), etc. And it all gradually disappeared on their way to "adulthood" (newspeak for "shutting up and following conventions"). And we do still come from the wild which required complex adaptive behaviors to survive in. So there has to be a way to thaw "the frozen", it just requires a change in conditions. Might I suggest starting with the elimination of the schooling system? It's not the only problem, but I suspect the biggest one, in creating the kinds of people I just described.

School is a cult

I know I called it that a few times. But finally it came to my mind that it would be nice to collect the proof. So I typed *"signs of a cult"* into DDG and picked the first result that was not Cloudflared (which was the overall second result). Here is [the list](#) ([archive](#)) ([MozArchive](#)) of ten features that define a cult, according to this source:

- *"Isolation from Family and Friends"* - obviously, while in school, you are literally isolated from anyone you know that did not end up in the same torture chamber as you. This might be neighbors, siblings if they are older or younger, and so on. Classmates that have been assigned to a different class could also fit. And though you could theoretically meet them at recess, it's only for a tiny bit of time; and in my school, grades 1-3 were separated from 4-6, each set having different floors.
- *"Absolute Obedience to the Leader"* - the leader is the teacher who has the authority to command you to sit, not move, not speak without permission. And make you write stuff you don't care about, wear a school uniform, and so on. They can give you ratings even for stuff that is not related to educational performance. They affect whether you move on to the next year, or not. The application of often arbitrary punishments for violating any "school rules", or any other stuff he makes up on the spot, is in his hands too. This classification applies even more to a "behavioral teacher" - something my school did have, though I'm not sure if it's common in other countries - since as the name says, that's literally a designated position for controlling the kids' behavior. Another type of leader could be the dean or whoever is on top of your school, but that's a stretch and rarely comes up in practice.
- *"Financial Exploitation"* - though it does not apply that much to the kids themselves (as they have no money and "adults" do not consider them capable of managing it, regardless), it applies very much to the "parents" ruling them. Basically they have to

pay directly for each year's school costs - which will include books, utilities, uniforms and so on - that the kids will then use. School maintenance, teacher salaries, and so on are also paid by proxy in taxes.

- *"Use of Fear and Intimidation Tactics"* - if you don't learn for the test, you will receive a bad grade; if you don't come at all, an even worse one. If you keep skipping days, we will send you to the juvenile prison, take you away from your parents, or lock you up for another year. If you keep "acting up", we will notify your parents. If you defend yourself from the bully, you will be punished right alongside him (or even exclusively). And of course, if you drop out completely, you will never be "successful".
- *"Control of Information and Communication"* - as said before, cannot speak without permission. In the age of confiscating phones, the problem is even more visible. And of course, information you receive is completely controlled since you can't affect the "curriculum". So you learn "official" history that isn't necessarily the only possibility, and is designed mostly to exonerate the government(s) and the oppressive systems under which we live.
- *"Manipulation of Members' Emotions"* - you're a good student - showered with praise, given valedictorian positions, better diplomas, and so on - if only you fulfill the requirements perfectly. Of course, the opposite for being particularly unruly. And the threats of failing years or being "unsuccessful" could also fit here.
- *"Shunning of Former Members"* - dropouts are mocked pretty much everywhere. Your value in society is often decided by how far you went into the cult. Most parents are really anal about their kids getting as high of a level as possible. For example, in this study (local), 42.6% of parents expect a *"Graduate or professional degree"* from their child; further 32.3% will settle for a *"Bachelor's (BA) degree"*. Only 5.9% are fine with HS or less.

- *"Unquestionable Doctrine and Beliefs"* - school is essential for "discipline", creating a valuable citizen, blah blah. Very few question it and the cruelty of it is especially not noticed, even if it has literally all the hallmarks of it. And if any other group was treated even 10% as badly as school students, protests and media outrage would be constant.
- *"Encouragement of Sacrifices for the Group"* - the student sacrifices most of his time to spend on useless school requirements. He might have to give up hobbies and so on due to lack of energy. The beautiful lively personality that kids are born with will also likely be burned by the flames of school torture. A good relationship with parents might be lost as they'll be forced to send you there, evaluate teachers' complaints, and so on. Maybe they will scream at you or beat you for bad grades as they are as much under the cult's spell as you. Health could also take a dive due to ruined sleep schedules, having to go even if you're really sick instead of recovering, being made to do things that harm you since you'll receive a bad grade otherwise, etc.

See? Perfect 10 (though there appear to only be nine items?). School wins the competition for the most cultish cult. And yet, no one notices - giving even more evidence that it is indeed a cult. One more insidious and harmful than the others as close to everyone ends up in it for at least 10 years, and which is worshipped by everyone out there, even those who left. Former cult members, if they bother to make kids, will also send them to the cult even if they had a bad experience in it themselves. The cult remains with you even if the physical body had long left it, and is spread to the next generations by reproduction. The few who managed to realize the brutality of it have no channels to reach its victims. Today, kids are the property of parents and cannot escape the torture chamber no matter how much they are getting ruined by it. After a few years, the victims internalize the cult and begin to identify with it and the bullshit

about it being essential, needing to get good grades, etc. And parents will not be reached because they are under spell just as much, and most love the way school makes their kids obedient, regardless. This is also the only cult that is supported by official systems like the media (which spreads "back to school" propaganda every year), jobism (which often requires degrees and so on to get a job and live), and of course the law which in many countries requires initiating your kid into the cult ([archive](#)) ([MozArchive](#)); and even if it doesn't, you still have to partially fulfill the cult's requirements like tests, and so on.

Quick summary

This is the heavily shortened version, that you can send to your "regular" friends so they can understand just what's so bad about school:

- Almost everyone goes to school from ages 5-15 (AKA the most significant brain development timeframe). What happens to them, there?
- They sit for seven hours per day, five days per week. Thus being taught that their life isn't really under their control early on.
- They write down things they will never use. Thus being taught that most of their life exists to be wasted on arbitrary behaviors.
- They go back home with a stack of homework and / or test material to learn. Thus being taught that they are never free, regardless of physical location.
- They are punished for speaking or moving without permission. Thus being taught the process of complete submission early on.
- They are rated on everything that they do in school. Thus being taught that someone

is better - and someone worse - early on. And that they have to "compete" with others to be higher on the ladder.

- They get poisons injected, they get dressed in things they might not like, they get spied on through cameras. Thus being taught that being violated is the accepted norm.
- They get punished for the lack of attendance or performance at a task regardless of being tired, depressed or ill. Thus being taught that they are only as valuable as their "performance", and ready to be shoved aside for failure at any moment.

The point of all of this is one. **To keep power in the hands of the people that currently have it.** Everything in school has an equivalent in the adult life. The sitting and arbitrary behaviors executed at work. The always having "obligations" and never being able to truly rest or analyze your conditions. The acceptance of abuse by police, bosses, doctors, etc. The tolerance of CCTV and other spying, airport searches, etc. The fight for position in earning money and relationships (your neighbor as an enemy). The having to "push through" at work, home, or social situation despite being tired, depressed or sick. The idea that if you have it bad, you somehow "deserve" it. None of this would be accepted if it wasn't engraved through a decade or more of schooling at a young age. But it is required for the so-called "elites" to stay in power, and that is why we have the toxic schooling system in place.



What's the alternative?

A few people have asked me that. And my answer is: nothing, of course. Learning is an universal desire of humans (and all life). To encourage it, you literally have to do nothing. The child learns to crawl, then walk, then do all kinds of stuff - and it just happens. You don't need to sit in front of a book - though that is a valid way to learn too (if you like it), of course. The mistake that civilization made is assuming that there is some special process called learning that needs to be done in a special place, with a special environment and special people. That, then, paved the way for the torture chamber to get invented. But it is nonsense, and easily disprovable. Just ask yourself how many things you've learned "naturally". This type of learning is also more effective in terms of recall, etc. But that isn't even what matters; the value is in the ability to fulfill yourself. To treat learning as just another desire like eating, dressing nice, or whatever else you enjoy, is the peak of ethical and worthy living to me. And to fight for this is almost a moral duty even if "school" was more effective in infusing "essential knowledge" (something I don't even believe in).

See, we could theoretically redesign schools completely, to remove much of the "offending" stuff I've listed or even to get better outcomes. Everyone chooses what parts of the "curriculum" to learn. You can choose your teacher. No more narrow corridors with hundreds of students. You dress how you want. No stupid military drills. Ratings and repeating years go the way of the dinosaur. Of course, it becomes obvious that this is never going to happen when you realize what school is for. If it did, it would of course have many positive effects. But the updated schools would still rely on the same assumptions that brought us here in the first place. The ones according to which you need a special place, special environment, special people, to learn special knowledge. The ones according to which learning has to be forced or disaster will strike. The ones according to which fulfilling desires and avoiding suffering is not primary, but requirements or outcomes are. This is why even "good schools" miss the mark.

I believe that the nature of humans (and likely all life) is to be free. And that freedom means the ability to fulfill yourself and act according to your own desires. With this in mind, anything that inhibits that, would be bad. And school is likely the factor that does it the most. As has been explained earlier, everything in it is designed to rob you of control. But the most important part is what kind of psychology it leaves you with, after you finish it. And I believe what remains with you is the mind-virus of learned helplessness, one that prevents you from fulfilling yourself, even when external conditions aren't anymore a barrier. Therefore, school needs no alternative because it ruins what to me is the fundamental principle of human existence. Even if natural learning was somehow suboptimal in terms of outcomes (maybe we should question those, in that case?), it would still be the play because we can't afford to be breaking the little humans. The feeling of autonomy that one gets when his actions are the result of his interest, simply cannot be replaced by anything else.

Student diaries

Student #1

Section written by an anonymous contributor

cameras everywhere

like, seriously, everywhere. except for the bathrooms. in some corners there are two cameras side by side. some classrooms have two cameras, to ensure everything is seen. very very few blind spots outside the bathrooms

they actually look and it is creepy

they have a control room—I went there some times before to talk to the headmaster... there was one time i went and someone was inspecting footage of kids playing around. on loop. for what damn reason???

there was another time i was reading on a kindle under a camera's watch and they had someone come to the classroom to tell me to stop using it. (but with physical books this never happens! ironic) there are also rumors my school is hiring more people to inspect cctv footage cautiously... to make sure everyone is paying attention and not misbehaving, i'd guess

they aren't even ready for health accidents (mind you, my school is one of the most expensive ones in my town. it should have trained their teachers and staff for something like this.)

i was sitting in class and one of my classmates who had family seizure history was standing in front of me, talking to a friend. he suddenly fell on top of her and thus had a seizure. the teacher had NO IDEA how to act. i heard he held the boy's hand??? (i was so shocked at the time i couldn't process what was happening properly, so this is word of mouth and i really do not remember) and his friends were the ones that actually helped instead.

mental state often disregarded

i could not pay attention to class after the above incident took place. but when i tried to call my mother from the office (wasn't allowed to use my own mobile phone), there were other people waiting to call too because there was only one phone. and they just heard the entire conversation i had with my mother, even though one of the coordinators was right next to us all. he did not tell anyone to give me privacy and he didn't give me privacy himself. he did not want me to disclose to my mom what happened (crucial for her to understand why i was feeling horrible) and when i finally told her someone had a seizure he got angry (claiming *"it'd become gossip"*) and took the phone from me and told her that class would still happen so i would get absence if i wasn't there. basically telling my mother to let me stay and rot there until class ended... even though i could not be productive in any way. i dissociated until class actually ended.

their therapists are all brainwashed and try to brainwash us too

they tell atheist kids to pray. god will solve everything. depression? go to church :D they also defend the school system... and parents... and all of that bullshit. so, useless. they help no one, even though they think they do, because even with their horrible support they are still forcing disabled kids to go through it all too.

they lock us in

even though class is over! i have mentioned before that they make us attend every single class through the absence system—which ticks off parents, they think you cannot be absent even once for some reason (if you go over a certain amount of absences you fail the year)

but that is not all, because they also make us stay in the afternoon (they have some teachers in the classrooms to ask questions but that is it. no class. youre just supposed to sit there and study) even though there is no mandatory class to attend. sometimes they do, but even then after that class was over i was told i had to stay because the afternoon schedule for high schoolers was not over yet! they wanted me to sit there and do nothing for 45 more minutes. told them to fuck off and went home though, because thankfully i have free pass to go home alone. but if i didn't have that i'd have to stay and wait for someone to pick me up.

they take our belongings if they're deemed "harmful/distracting for the school environment"

in my school, it is prohibited for students to use phones ANYWHERE, even on breaks. (but teachers can... isn't it a distraction?). their argument was that it isolated students... but it really didn't. the popular kids used to record tiktoks with their friends and the asocial kids would use their phones alone. now the popular kids still are together and the asocial kids are reading books or something. alone. it's all the same. the same can be said for the argument that it is a distraction. the kids that dont want to study will not do it with or without a phone. if you want it to work fix it instead of putting bandaids, bandaids with microneedles that actually harm the wound more. because taking phones away from us made it even more difficult to contact people outside. we can't ask our mom to pick us up because we will get that treatment i got in the mental state disregarded section. and we can't call the police or cps or anything. if they abuse

us we cannot report it.

last year i brought a nintendo switch to play mario kart with my friend... on a break, not in class. it was confiscated from me. they just took something that is mine like that. and i was literally socializing so their argument is nullified. there is no reason to prohibit a fucking nintendo switch other than being cruel. i almost got a suspension too—because i was having fun with a friend?

having electronics with internet in our hands means we can report what is going on on the inside. they took that right from us.

they are snitches, they snitch to parents even if it is harmful to do so

a boy was suspended this year for using eyeliner. not for saying anyone should be able to use makeup, not for being loud about it—but for simply having it on at school. now, they knew damn well that kid might have parents that do not support him and still gave him a suspension that needs to be signed by his parents in order for him to walk into school again.

it happened to me too—when my physics teacher helped me send a letter to a friend from another school while i was grounded, my mother figured that out and told the school which almost fired the teacher for her cooperation with me. she retrieved the letter and eventually read it aloud to me in a confrontation.

they force religion on the students because "it's part of the school. the parents knew when they enrolled their kids here"

now i ask you: what about what the kids want?

what if the kid believes something else? will they have to be trapped in a place they don't belong in? they should have the right to believe in what they want and formulate their own opinions instead of being made to believe in a god since childhood.

if you go against it you'll basically be exiled from all social life there too. there was a girl in my school who debated against the religion teacher and she was regarded as disabled and a weirdo for it...

they sell food for exorbitant prices and force us to buy *their* food, they literally forbid us to bring what they themselves sell

brownies, donuts, cookies, chocolate milk, croissants dripping with oil... you name it, they have it. yet bringing those from home is forbidden. as well as going to the supermarket near the school to buy food there.

hypocrisy at its finest, isn't it?

two people from the same class can't go to the bathroom at the same time—no matter what

teachers get scolded for letting this happen... what if someone is in an emergency and the person outside is just talking to their friends? who will you punish—the person who **needs** to go or the other that is outside following the rules but still talking to other people from other classes? this rule is pointless and cruel

going to the bathroom while on the class after a break is frowned upon and often forbidden...

but since they force us to buy food at school, the lines are often horrendously long and by the time we finish eating it is time to go back to class. and then they blame it on our time management...

physics 1, physics 2, chem 1, chem 2, bio 1, bio 2... when does it end? why shove so much useless shit into our brains?

the basics may be useful... but **six** subjects for science? are you serious?

the answer for the question above is likely to distract us, i know—and it works. it makes us so tired that we cannot even do anything else. you have a hobby that demands time and patience? haha. not in high school. it will make you so tired that you will quit whatever else you are passionate about. it is made to drain all our energy, to make us worry about our organic chemistry skills so we dont think about what the elites are doing to us... in the end that is the purpose of school and they made the (almost) perfect formula.

Student #2

Section written by an anonymous contributor

It's no secret that public schools are replete with useless courses. But very few people understand why this is. Why is wasting time compulsory in the first place?

My high school was no exception. I was enrolled against my will into a career guidance course. I was told it would help my post-secondary and work-life planning. Based on an online web app, it used personality tests and open-ended questions to make recommendations and promote *"self-reflection"*. And if that didn't sound fun enough, *"students who don't complete the course shall be removed from the graduation list"*.

I did not like the sound of this course, so I started investigating the web app. Here are just a handful of problems I identified when I read through their privacy policy:

- They collect browsing history, phone numbers, email addresses, education numbers, genders, birthdays, file uploads, and *"personal information you give us that we did not request"*.
- They could not guarantee this was stored securely.
- The company that verified this website's data encryption had a massive data breach around that time.
- This data was also being shared with third-party services.
- Schools in my area had children under 13 taking this course, in violation of the terms.
- The teacher's instructions assumed reading the agreement would be skipped: *"If it is their first log in, they will follow the prompts to create an account (Select their school, enter their details and accept the user agreement)"*.

I presented my findings to the councillor who oversaw this program. His solution was to print out the questions and he told me to do all the work on paper. He wouldn't change the course material and wouldn't make any other exceptions. So I went through the whole course writing fictitious answers so I wouldn't share any personal information. To my surprise, there was no

objection to this and I got full marks.

At the same time, I started writing to people in positions of authority: the principal, the superintendent, the minister of education, local politicians, and the privacy commissioner. I told them about the invasive privacy policy and the overall futility of the course:

- Students are literally graded on the way they live their lives.
- This is no exaggeration. One assignment was just to log every after-school hour of every day for a week and upload it.
- Most people never attain their dream career. Why give them a false sense of hope?
- The personality test they use is fraudulent and this is widely known.
- I did not know a single student who liked this course.

Contacting these people was a waste of time in itself. Everyone was powerless. *"Ultimately"*, one powerless politician wrote back, *"the government is the government and I can't force it to stop"*. But as my writing progressed I started to piece together a much darker picture of the education system.

In times past, the student studied at school. Today, the school studies the student. They monitor him with security cameras. They observe his devices with remote access tools that log his searches, passwords, and social connections. They create pointless courses that cannot be questioned. They give the student so little agency that he will resolve to hate learning for the rest of his life, indeed to despise life itself. They sever his connection to religion, tradition, and custom so he can no longer tell up from down. They assign him unceasing busywork and extol the most repulsive of ideologies until he is truly broken. Eventually he has no choice but to accept anything and everything he is told. It's a classic case of creating the problem and selling

the solution.

Although public education has not always been this bad, its quality has never rivaled that of homeschooling or private schooling. Marcus Aurelius, Rome's stoic emperor, was taught "to avoid the public schools, to hire good private teachers, and to accept the resulting costs as money well-spent." Every day I find myself having to unlearn things. The science is wrong. The history is biased. Philosophy was completely absent except for the time the local university came by to discuss some utilitarianism and moral relativism. School had some good moments and memorable teachers too, but they were few and far between.

Student #3

Section written by an anonymous contributor

Let's just start by saying I'm not going to repeat what the previous two contributors have already covered. My experience, while differing in minor details, largely overlaps with theirs: the surveillance cameras, the lack of preparedness for medical emergencies, the disregard for students' mental health, therapy being treated more as a tool for obedience than support, the confiscation of personal belongings, the encouragement of snitching, and so on. Instead, this diary will focus on experiences that stood out to me personally.

The Beating of Students

There was one incident in my school where a student made a small joke about the Physical Training Instructor. It was nothing that could justify what followed, the instructor completely

lost his temper. In front of the entire class, he beat the student, kicking him even after he had fallen to the ground and was no longer resisting.

That was not an isolated case. There were other occasions when teachers would lose control of their emotions and take their frustration out on poor students. Sometimes the trigger was a student talking during class, answering back, or making a mistake. Other times there seemed to be no trigger at all. If a teacher was already angry, the students simply became the nearest and easiest target.

Policing Students

I remember a guy in the same class as I, was sleeping during the lesson. Why; Some of you may ask? Well he basically had to pull an all nighter just to finish the school's damn assignment. The teacher in question decided not to wake him up but he took out his phone from his pocket took a picture of the student and continued with the class. The picture was later sent to the schools management and reported to the higher-ups. The next day both of his parents along with him had a two hour meeting about him slacking off in his classes and not making full use of them, the teacher even produced the picture as a piece of evidence against his parents.

There was another case of the school getting involved in the student's personal life after it found out about a student's social account. Why? Because the student posted his own views and opinions which was considered by the school as being harmful for the student's own "**good**" He had a meeting along with his parents with the principal. He was forced to delete his social accounts, after which the school proceeded to confiscate his phone as it was, "**a device of distraction**" as the student was only supposed to focus upon his academic work or another way

to phase it will be "the work **approved** and **required** by the school."

Taking Away of Personal Belongings

The school frequently conducted surprise checks of the students belongings to make sure none brought anything which wasn't approved by the school; and what does it mean to be not approved by the school? Literally anything that wasn't a part of the academic course offered by the school. Like for example our school for some unknown reason forced all of its students to only ever use fountain pens. So if a student dared to use a ballpoint pen, it will instantly be taken away by the school, I personally had a lot of my belongings taken this way like my personal pocket notes, my pendrive (thank goodness I had it encrypted and it was formatted with a filesystem that the schools computer didn't realize), a storybook I was reading, my personal keychain, etc. Some students had their personal phones taken away after which it will be thoroughly examined by the school by forcing the students to unlock them, even after the examination the school would just keep their phones refusing to return it.

Some of you may ask what's wrong with a storybook? Well as long as it's not a part of the school's course material it will be taken away. What I found weird was the school frequently conducted and forced its students to take part in reading competitions, debates, story play, and even encouraged the students to read books to "**improve their knowledge**," yet the moment anyone was spotted taking knowledge from sources the school didn't approve or recognize they would be taken.

Shaming the Students into Submission

The school had a strict dress code and more importantly a way the students were supposed to be

dressed and maintain themselves. The girls were prohibited from using any kind of makeup whatsoever, the use of nail paints, earrings, eyeliners were strictly prohibited. They were supposed to tie up their hair in two ponytails, trim their nails, etc etc. And daily checks were conducted to make sure everyone was following the rules.

But honestly it was the boys who suffered the most. The above rules applied the same to the boys, with a few differences and much more strict checking. The most major one being that of the hair length:



Basically this was the only type of haircut we were supposed to have. Why did I use the picture of a military person? Because that's what the school told us to have: military-style haircuts. Because I suppose we were part of some benevolent dictatorship's youth brigade, where individuality was viewed as a threat to discipline, quietly being brainwashed off our own selves.

The teachers would run their fingers through your hair and if your hair pokes out from in between the fingers you're now supposed to have a haircut.

What were the consequences of not following these said rules? Well it varied greatly sometimes they would charge you money for not following them, sometimes they would write notes for your parents to see, sometimes they would remove you from the class entirely not allowing you to write your examination or will deduct marks from it, sometimes they would directly call your parents to pick you up from the school campus; but the most common punishment at least for boys was shaming.

They would tie your hair up with dozens of tiny rubber bands, pulling it so tightly it would give you a headache. They would paint your nails in bright, mismatched colors, place a large decorative sticker on your forehead, and then make you walk back to your classroom and stay like that for the entire day in front of everyone to see. The point wasn't to punish you physically - it was to make sure everyone saw what happened to students who dared to go beyond the said authority.

Forced Religion

Every morning, before any other school activities, students were required to participate in

prayers. Participation wasn't optional. It never accounted if a student belonged to another religion, had no religion at all, or simply didn't wish to pray. Everyone was expected to recite the prayers, stand in the prescribed manner, and participate without any questions. Refusing or even remaining silent would immediately attract the attention of teachers.

I experienced this myself when I used a quote from Friedrich Nietzsche during a speech to strengthen one of my arguments. Rather than discussing the speech itself, the teacher focused on the fact that the quotation came from a philosopher who is well known for criticizing religion. I was questioned about why I had chosen him, whether I believed in God, and where I had encountered his writings, I ended up failing the assignment because of that. It seems that independent thought is only encouraged if it manages to pass the school's ideological filter.

Counselling as Indoctrination

I was one of the students the school considered "**abnormal**" because I did not conform to what the school expected. As a result, I had to repeatedly attend these counselling sessions. I at first expected them to address whatever concerns the school claimed to have about me. Instead, it turned out to be another extension of the school forcing its own ideologies onto the students.

Whatever the school claimed to be my problems, were never discussed in any meaningful way, rather the counsellor would repeatedly tell me that I simply needed to believe in God. According to them, faith was the answer to everything. Anxiety, stress, personal conflicts, academic pressure, even my disagreements with the school's policies was treated as a result of insufficient faith.

I was once told that God had been benevolent enough to give me the opportunity to study at this

school which is one of the best schools in your entire state, and that I should make full use of that blessing instead of questioning the institution or dwelling on my own personal problems.

The sessions never offered practical advice or any form of meaningful support. They consisted largely of lectures about religion, morality, and obedience. If anything, I turned out to be more and more frustrated because of them. The goal was never to understand why a student might think differently or struggle with certain issues, the goal was to pull the students who dared to cross the lines of the school's authority back into line.

I don't remember a single session where I was given practical advice for dealing with stress, improving my mental well-being, or resolving the concerns that had led the school to send me there in the first place. The conversations invariably returned to faith, prayer, and gratitude, regardless of what I tried to talk about.

They Are Incompetent to Teach

The teachers were uninterested in whether students actually understood the material. The priority was to complete the syllabus before the deadline, assign homework, and ensure everyone complied with the school's rules.

A typical lesson rarely involved teaching in the way you might think. The teacher would enter the classroom, kick out anyone who had failed to complete their homework, instruct the rest of us to underline certain sentences in the textbook, ask whether anyone had any doubts, assign another set of exercises, and leave. The question about doubts always felt completely pointless at least to me. We had not been taught the topic in the first place - we had merely been told which paragraphs were "**important**" for the examination.

This approach was especially obvious in computer science, a subject I had already spent a considerable amount of time studying on my own. Programming is a practical skill. It is learned by writing programs, experimenting, making mistakes, and by banging your head in the wall while debugging. Instead, we spent far more time copying definitions into notebooks than writing actual code.

Some of the concepts were presented in misleading or oversimplified ways. Object-oriented programming, for example, was taught as though it were the single correct way to write software rather than simply being one of its paradigms. Complex topics were reduced to simplistic definitions whose only purpose was memorization for examinations instead of genuine understanding.

On one occasion, I was reprimanded for writing my assignment using K&R brace style instead of Allman style because the school expected the latter. Rather than discussing readability, consistency, or why different coding styles exist and their ups and downs, the teacher treated a stylistic preference as though it were an objective error.

There were also occasions when a teacher declared my solution incorrect simply because they did not understand it. I often found myself demonstrating the program on a computer and walking through the logic step by step before they accepted that it worked.

The School Environment

The school's atmosphere was so hostile that bullying and seeing others being bullied became something students simply learned to expect. Physical fights were common. It wasn't unusual for arguments to escalate into violence, nor was it surprising to hear that another fight had

broken out somewhere on campus.

Many students directed the stress and frustration they accumulated from the school's constant pressure toward those who were less able to defend themselves. The school despite all of its moral values and focus on discipline never addressed these problems.

Smoking among students was also common. I frequently saw students smoking or encouraging others to try it.

The worst case I know of didn't occur at my own school but at the school attended by one of my relatives. A student there died by suicide after enduring prolonged bullying and academic pressure. From what I was told, he had repeatedly spoken to his parents about what he was going through, but his concerns were dismissed, and he was told to simply endure school until graduation. Apparently your own life seems to be less valuable than your attendance at school.

There Is no Time to Be a Real Person

School never ends when final bell rings. It dictates your entire day.

It begins at 7 a.m. with getting ready for school. By the time I returned home, it was already around 4 p.m. After wasting roughly nine hours outside due to school, I always was too exhausted to do anything except rest. But resting only delays the next obligation: the endless stream of homework and assignments.

Even after completing those assignments, I still had to study independently because the lessons had never been explained properly in class. The school gets the credit for producing an

exemplary person while in truth those who are exemplary had to put in extra hours while enduring all the nonsense of the school.

Although not for me but many of my friends, the day did not even end there. They attended private tuitions, coaching institutes, or supplementary classes after school, each of them brings additional homework and examinations of its own. It's really common for students to spend almost their entire day moving from one educational institution to another.

By the time everything was finished, there was scarcely any time left for hobbies, reading, exercise, spending time with family, or simply relaxing. Assuming a healthy amount of sleep, I was personally left with only an hour or two of genuinely free time each day.

School Kills Creativity and Hobbies

Even if a student somehow managed to cultivate a hobby of their own, the school would do its level best to make sure they stayed away from it. Anything that isn't directly related to academics.

One of my friends is an exceptionally talented guitarist. He regularly performed on stage and genuinely wanted to pursue music. The downside was that performances often caused him to miss school and affected his grades.

Instead of supporting him, the school repeatedly called him and his parents into meetings to explain his absences and declining academic performance. His talent was dismissed as useless, and he was told to stop wasting time on music and focus on his studies“because, according to the school, only academic success could secure his future.

Eventually, he dropped out entirely so he could continue pursuing music without constantly being pressured to abandon it.

He wasn't the only one. If you happened to be good at something other than academics, the school expected you to put it aside until every assignment was finished and every examination was over. It didn't matter whether your passion was music, art, writing, sports, or anything else. As far as the school was concerned, your hobbies existed only after your academic obligations.

They Are Greedy as Hell

On top of charging us an exorbitant amount of money for teaching (which they aren't even able to do properly), they will charge us for every event that we have no choice but to pay. Founder's day is coming up? What about the funds? We'll just ask each and every students to pay for it no matter if they are a part of the event or not. And same for every other event Independence Day, Teachers Day, Competitions, Cultural Festivals, etc. Furthermore many students will be unable to pay these amounts especially in higher education, for that it's not uncommon to take high interest student loans which will lock them for multiple years even after graduating.

But honestly I wouldn't have talked about this if it weren't for this incident that took place with the students from my class. We had taken part in the state level screenplay competition and we actually managed to secure the first position in the play. The prize money a few days later was delivered to the school, but the school for some reason refused to hand them over the prize that they had won. Why you might ask? Well the school believed that since they are small students (we all were 16-17 years of age), they can't be "**trusted with money***". So the school used the excuse of making sure that the amount was spent properly. Even ignoring the question of whether these students were capable of handling some amount of money (which they clearly

were), there's also the point of is the school even allowed too just take the all the money, you worked for, and just keep it for itself.

So the school asked them to produce plans of how they planned to spend the money, the students thinking that this was just one of the ways for the school to annoy them did make up a plan they told to the principal, hell they were even ready to donate a portion of the prize money to the school, but the school rejected their plans saying that's not how you make use of money, and continued to annoy them with producing more of these plans. Eventually the students gave up entirely on the prize money. On the last day of school it invited all the students and parents to show them their achievements among them one were about the students winning in the screenplay competition. To which the school proceeded to say, "The students decided to donate all of the prize money to the school as they found themselves unable to decide upon what to do with it."

The prize money wasn't even that big especially after it would be divided equally amongst the students who took part. The school had no reason to keep it for themselves, they make hundreds of times more than the prize money in just a month, yet it decided that wasn't enough and it even desperately needed the prize amount its very students had won with their own talents and hard work.

Natalie's Needless Nightmare

Coming from (I'm so surprised!) the psychopathic swamp called Poland. Though this isn't really a diary (the others were personally sent to me) - only my analysis of a certain public situation - I decided to put it here as it covers a school-related story of a single person. And there doesn't

seem to be a better section for it. Anyway, let's dive into it (archive) (MozArchive):

Natalia – której imię zostało zmienione – urodziła się w 2011 roku. Pierwsze problemy adaptacyjne pojawiły się już w przedszkolu. Dziewczynka unikała rówieśników, bawiła się sama i miała trudności z nawiązywaniem kontaktu z opiekunami

Translation:

Natalie (name changed for the purpose of article) was born in 2011. Her first adaptational problems showed up already in kindergarten. The girl avoided peers, played alone and had trouble connecting with caregivers

Let's unpack this. Why is avoiding peers or playing alone a problem? A cursory search told me 40 to 50% (archive) (MozArchive) of the world's people are introverts. Are they all defective? What about connecting with caregivers? Maybe they were abusive. Or this is just made up as specific examples weren't given.

W szkole jej lęk stopniowo się nasilał. Nastolatka izolowała się od klasy, była wyśmiewana przez rówieśników i zaczęła opuszczać lekcje

Translation:

At school her anxiety gradually rose. The teen isolated herself from the class, was laughed at by peers and started not coming to lessons

She was bullied and started leaving the abusive place. Sounds like a healthy response to me.

And yet...

Rodzice odprowadzali ją pod drzwi szkoły, jednak po wejściu do głośnego i zatłoczonego budynku dziewczynka często uciekała.

Translation:

Parents were bringing her to in front the school doors, but after entering to the loud and crowded building, the girl often fled.

Again a healthy response to an environment you can't endure. And yet, her abusers (parents) still kept shoving her there.

Szkolny pedagog wskazywał, że przyczyną jej zachowania może być mutyzm wybiórczy.

Translation:

School pedagogue noted that the cause of her behavior could be selective mutism

This is when her fate was sealed. A psychological disease was imagined, and suddenly, the girl - instead of the environment - became defective. In case you don't know what selective mutism is, let's have [the NHS \(archive\)](#) [\(MozArchive\)](#) explain it:

The expectation to talk to certain people triggers a freeze response with feelings of anxiety and panic, and talking is impossible.

However, people with selective mutism are able to speak freely to certain people, such as

close family and friends, when nobody else is around to trigger the freeze response.

That's it. That's the "disease". If there are situations in which your speaking ability becomes inhibited, you are now sick with this "*selective mutism*". How is this different from stage fright, which is common (MozArchive)? And yet, this "diagnosis" sent Natalie on a spiral of destruction.

We wrześniu 2022 roku doszło do poważnego kryzysu. Po kolejnym konflikcie związanym z odmową pójścia do szkoły Natalia zagroziła, że zrobi sobie krzywdę.

Translation:

On September 2022, a serious crisis appeared. After another conflict related to the refusal to go to school, Natalie threatened that she will hurt herself.

The last resort of the cornered victim who realized she cannot stop her oppressors from torturing her by exclusively regular methods. Again, a healthy response to an extreme situation.

Podczas konsultacji na szpitalnym oddziale ratunkowym po raz pierwszy pojawiło się podejrzenie zespołu Aspergera.

Translation:

After consultation in the ER, Asperger's syndrome began to be suspected for the first time.

Yes, let's add another made up psychological disease instead of caring about the torture the

poor kid has to endure.

Na przełomie 2022 i 2023 roku poradnia psychologiczno-pedagogiczna rozpoczęła diagnozowanie dziewczynki. Badania wykazały wysokie natężenie objawów ze spektrum autyzmu oraz szczególną wrażliwość na bodźce.

Translation:

At the turn of 2022 and 2023, a psychological-pedagogical clinic began diagnosing the girl. Tests showed high intensity of symptoms from the autism spectrum and an exceptional sensitivity to stimuli.

Okay, so now autism is added to the pile of diseases made up so that the girl's torturers can avoid improving her environment and bury the civilizational responsibility for her torture. By the way, the word "pedagogy" seems to be used somewhat differently in English language, than in Polish. In the former, it seems to be mostly used in terms of "how children learn"; in the latter, it's about ensuring good behavior, good development, etc. The latter, more broad meaning is what's being referred to, here. Therefore, she was sent to a clinic that was supposed to inspect and correct her behavior.

Specjaliści zalecili indywidualne podejście, jasne i krótkie komunikaty, unikanie ironii, trening umiejętności społecznych oraz pilną konsultację psychiatryczną.

Translation:

Specialists suggested individual treatment, clear and short instructions, avoiding irony,

social skills training and an urgent consultation with a psychiatrist.

"*Individual treatment*" AKA treating someone like a human instead of a spreadsheet? So, something everyone should have regardless? "*Clear and short instructions*"? Well, if you want someone to understand you, you better be clear. Social skills training? For what? She doesn't seem to be the problem to me here, but her gang of torturers including her parents, school employees, politicians who made her go to school, and so on.

Mimo diagnozy Natalia nadal nie była w stanie regularnie uczestniczyć w zajęciach. Szkoła zawiadomiła sąd o jej nieobecnościach. Wszczęto postępowanie dotyczące ograniczenia władzy rodzicielskiej oraz postępowanie w sprawie demoralizacji nastolatki.

Translation:

Despite the diagnosis, Natalie still wasn't able to regularly attend school lessons. The school notified the court about her absences. Court proceedings were launched in an attempt to limit parental rights and another one over the teen's demoralization.

So the girl supposedly has all these mental diseases, and yet all the school psychos can think of is to take her away from her parents. Not that her parents are not at fault here (they kept shoving her into school), but I doubt removing her from them will actually improve the situation (since she will still be shoved into school, no matter where she is). And I have no idea what the demoralization crap is all about.

Rodzice próbowali zapewnić córce prywatną terapię, ponieważ na świadczenia

finansowane przez Narodowy Fundusz Zdrowia trzeba było długo czekać. Według ich relacji zadłużyli się i sprzedali część wyposażenia mieszkania, aby opłacać leczenie i pomoc prawną.

Translation:

Parents tried to get their daughter private (psychological) therapy, because waiting for the one financed by the state would take too long. According to reports they went into debt and sold some house equipment so that they could pay for the healing and legal help.

Again, it still hasn't been shown how she needed this "*therapy*" instead of just taking her out of the torture chamber. Why not take the simplest option?

W kwietniu 2024 roku sąd uznał trzynastoletnią Natalię za zdemoralizowaną i zdecydował o umieszczeniu jej w placówce opiekuńczo-wychowawczej.

Translation:

In April 2024, the court judged the 13 year old as demoralized and decided to put her in a care and education facility.

The demoralization crap rears its ugly head again. I guess it simply means "someone got sad because they were tortured and couldn't avoid it"?

Miesiąc później rodzice otrzymali niezależną opinię psychiatryczną, w której rozpoznano u dziewczynki zespół Aspergera, zaburzenia adaptacyjne i znaczną nadwrażliwość

sensoryczną.

Translation:

A month later, parents received an independent psychiatric opinion, in which Asperger's syndrome was detected in the girl, as well as adjustment disorder and a serious sensory oversensitivity.

I want to cover this crap in more depth because it already came up, and surely will again. I don't know much about Asperger's so I won't speak about it, but "adjustment disorder" is pure imagination. How are you supposed to "adjust" properly when you are being shoved into a place with 300 other students, screaming, jumping around, maybe bullying you (as was the case with Natalie)? Every sane person would react negatively to that. If someone didn't, I'd say life has already been sucked out of him, and he became a frozen zombie. Those are the ones that should receive a psychological evaluation, if anyone (though, I don't really believe in such things). The same with "*sensory oversensitivity*". Who decides what is the "right" amount of noise or moving images, etc. you're supposed to be able to endure? And on what basis? At least 10% (archive) (MozArchive) of people are bothered by plane noise. Are they all defective? All of this is simply a way for oppressors to blame the victim for her torture and avoid responsibility.

Specjaliści ocenili, że ucieczki ze szkoły nie były przejawem buntu, lecz reakcją obronną na przeciążenie bodźcami i odrzucenie przez rówieśników.

Translation:

Specialists judged that her school escapes weren't a symptom of rebellion, but a defense mechanism against sensory overload and being rejected by peers.

The only thing approaching sane that was said in this report.

Rodzina przekazała dokumentację sądowi i wniosowała o zmianę decyzji. Nastolatka pozostała jednak w placówce.

Translation:

The family sent the documentation to court where they appealed to change the decision. The teen, though, was left in the facility.

Reeducation camps. In "based Poland". Just because parents let her avoid the torture chamber for a while. Without recourse even when medical evaluation showed that to be necessary.

W nowym miejscu ponownie przestała uczestniczyć w lekcjach. W lutym 2025 roku dokonała poważnych samookaleczeń i trafiła do szpitala. Sąd zgodził się wówczas na miesięczny pobyt dziewczynki w domu, jednak po jego zakończeniu musiała wrócić do placówki.

Translation:

In the new place the girl once again stopped attending lessons. In February 2025, she cut herself heavily and ended up in hospital. The court agreed that she can go home for a month, but after that would have to go back to the facility.

So gracious from the court.

W kwietniu 2025 roku miała zapaść decyzja o skierowaniu Natalii do zamkniętego Młodzieżowego Ośrodka Wychowawczego. Przed posiedzeniem nieumundurowani policjanci zabrali ją z placówki, założyli jej kajdanki i przewieźli do sądu.

Translation:

*In April 2025, the court was supposed to decide on whether Natalie would go to a closed youth education center (I am not very familiar with those, but they seem to be reserved exclusively for kids with "critical life situations" or with intellectual or social disabilities). Before the proceedings, police dressed in civilian clothing took her from her current facility, **put on cuffs** and transported to court.*

Put on fucking cuffs! On a supposedly autistic teenage girl that had already endured enough torture! How did they think this was going to affect her? All the court noises and worry and being dragged like some kind of gang boss?

Po rozprawie nastolatkę ponownie skutą wyprowadzono z budynku i skierowano do policyjnej izby dziecka. Następnie trafiła do ośrodka położonego kilkaset kilometrów od rodzinnego domu.

Translation:

After the proceedings, the teen was once again cuffed, then taken out of the building and brought the police's child unit. After that she was transfered to a facility positioned

hundreds of kilometers away from the family home.

Everything by the book, effects on the victim not considered. And this society is supposed to be progressive?

Sąd nie wyrażał zgody na przepustki, dlatego spotkania dziewczynki z rodzicami odbywały się wyłącznie na terenie placówki. W maju 2025 roku sprawę ponownie zbadali biegli sądowi. Eksperti stwierdzili, że zachowanie Natalii nie wynikało z demoralizacji. Ocenili, że rygorystyczne warunki pogłębiały jej problemy, blokowały rozwój i prowadziły do autoagresji. Wskazali też, że dalszy pobyt w ośrodku był bezcelowy, ponieważ placówka nie dysponowała odpowiednimi narzędziami terapeutycznymi. Zalecili systematyczną opiekę psychologiczną i psychiatryczną.

Translation:

The court didn't allow leaves, therefore the girl could only meet her parents on the premises of the facility. In May 2025, the court experts once again evaluated the case. They concluded that Natalie's behavior wasn't a result of demoralization. They judged that the rigorous conditions (of the "youth education center") deepened her problems, stunted development and led to autoaggression. They also pointed out, that keeping her there further was pointless, as the facility has no access to adequate therapeutic tools. They recommended systematic psychological and psychiatric care.

Of course, what was obvious has been shown again. But I would take this further to say that not only the original facility was a bad idea (the "youth education center" is the **second** one), but that the **actual** facility that ignited the chain reaction of doom was **the torture chamber**

colloquially called school.

W lipcu 2025 roku sąd zdecydował, że Natalia powinna zostać przeniesiona do specjalistycznej placówki leczniczej. Z ustaleń opisanych w reportażu wynika jednak, że w kraju nie znaleziono ośrodka dysponującego wolnym miejscem i mogącego objąć ją odpowiednią opieką. Dziewczynka pozostała więc w Młodzieżowym Ośrodku Wychowawczym, mimo że biegli wskazywali, iż placówka nie jest w stanie zapewnić jej potrzebnego wsparcia. Nastolatka dwukrotnie uciekała z ośrodka, po czym była odnajdywana przez policję i odwożona na miejsce.

Translation:

On July 2025 the court decided that Natalie should be transfered to a specialist healing facility. However, from the discoveries written down in the report, it is apparent that a facility with the necessary space and care, isn't available in the country. Therefore the girl remained inside the youth education center, despite the court experts' suggestions that that facility cannot provide her necessariy support. The teen fled from there twice, after both of which she was found by the police and brought back.

Though we can mock Poland for not having a facility for autists, I think it's a distraction. First of all, though I don't know the girl, from the writeups it doesn't seem like there is any actual evidence of her being psychologically compromised (other than from having endured all the torture). Being introverted or sensitive to noise isn't even close to hitting my threshold for mental disease. And the fact she is resisting imprisonment attempts seems to show me she is more mentally functional than most people. The police bringing her back - well, clearly exposes them as the brutal Kapos that they are.

W czerwcu 2026 roku sąd zdecydował, że rodzice Natalii nie zostaną pozbawieni władzy rodzicielskiej. Ostateczne rozstrzygnięcie dotyczące dalszego miejsca pobytu dziewczynki ma dopiero zapaść. Rodzina zabiega o jej powrót do domu oraz rozpoczęcie nauki w liceum przy jednoczesnej, regularnej współpracy ze specjalistami.

Translation:

In June 2026, the court decided that Natalie's parents won't have their parental rights inhibited (how gracious!). The final resolution in terms of the girl's place of residence is still in the future. The family wants her to come back home and start high school along with regular cooperation with specialists.

They still haven't realized that it is school creating all the problems. All the drama with the girl's supposed diseases, medical evaluations, bullying, courts, police cuffing her, moving facilities, and the accumulated traumas could have been completely prevented if she simply wasn't being sent to the torture chamber. As the bothersome noises and crowds were coming from there. If she didn't have to go, it's very likely all the psychological diagnoses would not have been done. There were no other "defects" mentioned so presumably she had none. And so, she could have lived a "normal" life in which she limits exposure to crowds and noises. Which is not that hard if you're not shoved into a place where they are unavoidable, every day, for hours.

If you're reading this, please realize that the current system is incapable of preventing these kinds of situations (and help me fight it). It is designed in a way that such cruelty simply has to be prevalent. "The law" is rigid and has no place for humanity or empathy; if "the rule" says something must happen, then it does. The decisions are made by people who barely know you

(other than the "documentation" you've given them); often it's by separate institutions who have deficient communication. And of course, they all treat it like a job and don't care about the impacts on the victim. There is also little recourse after a decision is made; all you can do is "appeal" which will be judged by the same system that created the hell in the first place. Even assuming that did anything, it'd still be too slow (check the dates and see how long this entire circus took) and enable more torture to happen and more traumas to be accumulated.

It is simply time to stop legalism. We can't have an entire world running based on some "documents" without considering the situation(s) at hand. And the only way this can become the case is when regular people start standing up to all the cruelty they see right when it occurs. Enforce some consequences on the judges, politicians, parents, school employees, whoever; then and only then they will think before torturing someone. Seriously think about how insane the current world is: anything can happen as long as it's written in some paper. And then, the tortured person can only respond with more papers (assuming she is not the dreaded minor, of course). In this particular situation, all that would have been required was to take the girl out of school. Which according to* the Polish law is actually allowed. Yet no one took that possibility into account, because school is simply how we do things here, right? It's showing again the perils of running a society "by rule" no matter the effects, and never questioning it. Also, there is some stipulation in the legal documents that a doctor must approve taking your kid out of school, which might not have happened here. Therefore, the law (in general, not some specific "bad law") simply must die and make way for a society where we respond to things as they are happening, like humans instead of breathing spreadsheets.

Antischool lacks bite without child rights

Think about it: what are we really trying to accomplish by attacking school? Obviously, to let our children live better lives than what they'd get by enduring 10+ years of the torture chamber. But why bother with that, in the end? Because **we believe kids to be full humans, who deserve the opportunity to define themselves.** To act according to their needs, and contrary to their aversions. Basically to receive the same respect that the "adult" has. Without that foundational assumption, what are we really doing?

We are raising a pet, and trying to find the "best" (the one that fulfills adult desires for it the most) way to do so, with no input from the pet. To see what I mean, check out [this article \(archive\) \(MozArchive\)](#) about 4 day long school weeks that I just found:

A growing number of school districts have turned to abbreviated weeks over the past two decades, sometimes in a bid to save money, other times to give themselves the upper hand in recruiting teachers, and sometimes to alleviate teacher burnout.

Kids not even mentioned in the first paragraph.

The change, in which schools often drop either Monday or Friday from class schedules, is thought by some to be a useful tool to give teachers more planning time and decrease student absences.

Kids mentioned in the second, but only as "something that is supposed to go to school".

Some districts use the day off to offer supplemental instruction for struggling students, provide professional development opportunities for staff, or partner with community colleges on new course offerings.

Kick the kids out, but only so they can spend that day "educating" themselves, regardless?

The schedule also, in theory, reduces districts' operating costs by trimming the number of days schools have to open their doors (depending on their specific arrangement) and transport students.

Cutting costs is more important than the children's wishes.

Most districts that have switched to the four-day schedule have experienced limited benefits with teacher recruitment and retention and limited savings. And researchers caution against changing the schedule in a way that cuts instructional time.

How dare "*instructional time*" be cut - those damn kids might actually be able to satisfy themselves then!

The rest of the article is just more of the same. And this is why all the school reforms are failing, as well as homeschooling (which keeps the adult domination over the child, just in a different environment), etc. Though some of them might have positive effects on the kids, it will be just a broken clock type situation if their humanity isn't taken into account. Mostly, the modifications end up fulfilling the parents' or some social engineers' views on how kids "should" develop, no matter what's actually happening to the person in front of their face (because they don't consider it an independent being). Convenience of the "adult" ends up being the primary goal. And the only way to change this is to recognize the kid as a full human, and treat it accordingly.

To humanize the children in this way would fix most school problems in one fell swoop. If we

applied the same principles towards the treatment of young people as to that of "adults", then suddenly, working for free (which is what school is), would become completely unacceptable. If a subject could not be proven to be fun or useful to the student, out it would go. So would training the kids for "discipline". If the kid wants to go to the bathroom, it just goes. If something would be considered cruel against "adults", so it has to be against "minors". This simple rule would fix 80% (or more) of school damage, I'd say. But you'd actually have to take into account the reactions that the person in front of your face is showing you, and currently that's going to be a hard sell for all the parents who think those don't matter and the kid is just a pet or toy to be "raised" as they wish.

The assumptions that allow shoving the kid food - no matter whether it vomits or closes its mouth or flees or reacts in some other way signaling rejection - are the same ones that justify throwing it into a chair and making it sit there 7 hours per day, 5 days per week, writing down stuff it doesn't care about. To know what to do, all you have to do is study the responses of the person in front of your face. There's no need for studies, statistics, or whatever - no more than you'd need those if a lion looked at you menacingly. You'd instantly know to get out of there; you wouldn't say the lion is somehow "wrong" for this reaction and tried to "discipline" it instead. Though the studies and stats can help detect the most obvious cruelty against the kids that is done by schools, that type of thinking still isn't enough to leave the fundamentally flawed cage the world has locked itself in. One thing that came up in that "4 day school week" research article was this:

After switching to four-day weeks, schools saw on average a 39% drop in bullying and a 31% decline in the number of fights and assaults on campus, the study found.

Amazing! Being in schools less often means less bullying, because the kids absorb less torture

and have less need to lash out - exactly what I assumed would be the case. But... what if some other study showed something else? Or what if other "parameters" (like educational results) went down in comparison (some studies show that they do (archive) (MozArchive))? Now we'd have to consider which "parameter" is more important, and perhaps even come up with some insane math equation that puts it all together and finds out the "school positivity ratio". If the bullying goes down only by a little, but the test results by a lot - the reform is bad; if the bullying goes down by a lot but the rest results only by a little - then maybe the reform is acceptable. And so on for every "issue". This is literally how "adults" treat the schooling system today. **Human pain and desire is abstracted away by some studies and stats.** Any school reform is up for reconsideration at any time if the "equation" changes.

Imagine if the same logic was used for adults in abusive relationships. Instead of letting the victim flee, you'd study the specifics of the situation, then throw it all into some equation which would tell you what the response "should" be. So if you were raped only once, but your partner otherwise took you on vacations, repaired your appliances, etc. the math might say you should stay with him. Being raped five times might tip the scale the other way, though - and you'd be graciously let to escape then. This insanity is literally what's done to the kids today. It has to go, and the only way it goes is through the acceptance of the "minor" as fully human.

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