

Chapter 48

Curriculum Changes Step 1

Make our students and educators aware of the destructive effects of Emotion.

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REPUBLICAN NATIONAL COMMITTEE

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Objective: Make our students and educators aware of the destructive effects of Emotion.

Dear Ladies and Gentlemen:

From the meetings held with our local school board it is apparent that the entire organization, spare some mathematics and physics educators, are so hopelessly indoctrinated with emotions after so many iterations of Communist brainwashing that we need to start at the foundation of our educational process to save America. At the same time we need to stop the destruction of our students into emotionalism. The first most effective solution to this problem is to have our current educators teach the problems with emotionalism to our students. This may seem unreasonable but just think a minute about that idea.

They will not do this voluntarily so we will have to set up a plan of consecutive curriculum changes. The first change is to mandate some additional instructional topics to replace their communist agenda. Each of the needed curriculum changes will trigger an outcry from the emotional organization. They will complain that the poor students cannot comprehend the material because it is too hard. What they are saying is it is too hard for them to teach these materials, primarily because either they are incapable of teaching these "complex ideas" however the real reason is they (their ego) would rather sacrifice their physical life than teach the real reality of the real world not their internal world. They may sound like spoiled brat children and that is a bold statement of the reality we are facing. Even so we need to set up this sequence of curriculum changes and endure their storm of emotional excuses.

At this point the question is why should we be even reading this opinion. Before a group of new owners took over ITT, I was given the freedom to modify the programming part of their IT department in Grand Rapids, Michigan. Now there was a group of educators making up the curriculum committee for each

department for each region. The regions included New York, California, Georgia, and Chicago. I soon became the IT representative of the curriculum committee for the Chicago region. The battles were interesting and even so I instantiated some comprehension of how the business world works and what they would want. So make no mistake, I understand how uneasy the implementation of these curriculum changes can be, ITT was a minuscule educational system, however the human event should be understandable. We are undertaking a huge organization of Communist in all the educational units in our country. The departments brainwashing our educators have been in practice since before 1948. My role here is to point out that this can be changed.

The first step in rescuing our educational system is to remove emotionalism. If we cannot do that we will be stuck in Communism. The next steps changes how and when we teach analytical thought and develop the tools to be the world ruler in education. The second step is to assert the underlying issue in our country that only through the teaching of the Jewish Christian Heritage can we support and prove the validity of the heart of America, the Declaration of Independence. We need to restore the view that all men are created equal and free under the scrutiny of God.

First we must remove brainwashed Leaders:

The first step requires that all people with degrees in educational psychology or educational sociology must be removed from the educational departments and all levels of education including management roles. This includes heads of the department of Mathematics, Physics, and all technical fields.

Second we must rework our curriculum:

Even more important here is the classes that must be mandated to all educational units and at all levels of education. Every member influencing the educational curriculum must teach each of these classes at least once. This group should include every level of management, educators, except maybe the janitor. (Be careful from my experience some janitors, as observers, have provided insightful input to system design.) Here then are a few books that are fundamental for the first iteration of curriculum improvements. Build classes around each of these texts, especially the first two.

1) I'M OK – YOU'RE OK A Practical Guide to Transactional Analysis by Thomas A. Harris, MD

Copyright 1967, 1968, 1969 Library of Congress Catalog Card Number 69-13495

Of particular interest are most of the passages found in the pages 1-133 or Chapters 1 through 6.

Starting for the 7th and 9th year-old children and of course during the beginning year of High School and College.

2) *Taking Charge of Adult ADHD* by Russell A. Barkley, PhD Copyright 2010 ISBN 978-1-60623-710-6

Focusing on pagers 48 through 89 although most of the book is all about solving problems people have during their lives. The focus of this book is on ADHD however the role of the destructive component of

emotion is primarily covered in chapter 9 “Executive Functions”, which underlies all our problems. Starting for the 8th and 10th year-old children and of course during the beginning year of High School and College.

3) Peopleware Productive Projects and Teams second edition

(or later and not the first edition) is optional by Tom DeMarco and Timothy Lister copyright 1999 ISBN 0-932633-43-9 softcover is a reference we could add later to focus on behavior in the work place that can be understood to improve our business world.

These classes must be started during the beginning year of High School and College to strengthen our citizens thinking processes. The younger students will have parents that are already brainwashed and so they too should be encouraged to read what their children are reading. At that point we will be able to determine if we can recover or have we already lost our country.

Do please read or maybe find an audio version or have someone read these materials and report to you their findings. You may see that some of the classes will have to be handled correctly for students not yet able to read fluently.

It should be noted that Wilder Penfield, MD, created the Physical Model of the brain, Thomas A. Harris, MD created the Logical Model of the brain, and Russell A. Barkley, PhD focuses on the Functions of the Brain to remove chaos or entropy from our brain and our lives. Tom DeMarco and Timothy Lister provide a study of an organization called IBM with excellent insight of the role of systems analysts solving business problems.

The first two works all focus on removing emotion to allow our minds to use the cognitive domain of Analyses, Synthesis, and Evaluation. These are the essence of creative thought used in mental play. Future curriculum improvements will eliminate the Deception that Knowledge through Memorization represents superior intelligence and replace them with the skills of analytical thought.

Note that you should have received three amendments to the constitution from me dated March 6, 2022. If we can at the level of the United States implement the curriculum changes then we should later continue with these three amendments. The second amendment required that judges (and attorneys) must use analytical proofs in their judgments. I have witnessed several cases since 2000 where emotional judges agree with emotional people with no legal or analytical proof of any kind and the analytical person looking for justice in their court with solid proof using the scientific method and using the law not only losing the case but are also treated with great disrespect. We may have problems in court with emotional educators being judged with emotional judges.

Sincerely Yours,

Gerald Evans

at www.juddevans.com, with no certificate.

This is the tentative Chapter 41 of section 9 How can we solve this problem? Of the book "*How'd You Learn to Think Like That?*" it should be ready for you after you win this coming election.

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