



GROWNULES

A 'FOLLOW THE LOVE' MODEL OF EDUCATION

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A
'Follow the Love'
Education Model

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దేశమును ప్రేమించుమన్నా
మంచి అన్నది పెంచుమన్నా !
వట్టిమాటలు కట్టిపెట్టోయ్
గట్టిమేల్ తలపెట్టవోయ్ !

గురజాడ అప్పారావు

Dear brother,
Love thy country
And promote goodness!
Shun empty talk
And commence good work
At once!

Gurajada Apparao

Introduction

1. For every child who enjoys, learns and benefits from education, there are three to four others, on an average, who just manage, or struggle, or suffer, or drop out of the education, across the globe. This, in summary, is the current state of education. This paper is written for the consideration of everyone who is acutely aware of this problem and actively seeking a solution for it.

2. Governments, non-profit organizations, international bodies, research bodies, educational consultancy houses, education reformers, etc. have been trying to address this problem with everything they can, such as by providing additional training for teachers, special coaching and tutoring for children, counseling for children and parents and utilization of e-learning tools. Every kind of carrot and stick methods with children, parents, teachers, schools and school systems has been tried over the time. But the problem remains stubborn and persists obstinately, even after many decades of such efforts. A good majority of the children continue to struggle, suffer or drop-out. Not knowing what better can be done, people at the helm of affairs are resorting to putting pressure on everyone in the system to 'perform'. Under that heavy pressure to perform, everyone, from children to teachers to schools to school systems to governments are pushed to lie, cheat and game the system, covertly and overtly. Education which is supposed to teach ethics, is now pushing everyone to compromise them.

3. The root cause for this state of affairs lies in the very nature of the current 'fixed syllabus' model of education. Children are diverse and the interests and potential varies from child to child. Humans are not copies of each other. They are born to be interested in different things, to do different things, and to shine in different things. And hence, any given fixed-syllabus model can only be a complete match for some children, but not all. For a good majority of the children, it is a partial match at the best and a complete mismatch at the worst. As a result, most of the children essentially end up wasting a good part of their precious formative years coping with something they cannot relate to or learn, or excel in, or remember, or use. Parents push them through the education system because the degrees and diplomas and ranks are required and valued by the job market. But then, employers are

unhappy that the degrees and diplomas are hollow and no more a guarantee of mastery over a skill or knowledge.

4. In the bygone eras, we used to pass i.e. ‘filter in’, only the small percentage of children for whom the ‘fixed syllabus’ happened to be a near complete match, and fail, i.e. ‘filter out’, a majority of the children for whom it is not. Thus the educated happened to be a ‘filtered-in’ individuals, who loved and excelled in what was offered. But now, we do not accept this ‘filter-out’ approach as an option anymore, for a good reason. *We want to educate every child.* There are only two ways to do it: 1) Continue with the fixed-syllabus model and with plenty of hollow degrees and diplomas, and remain mute spectators of the drop-outs, or 2) switch to a better ‘Follow the Love’ model, which helps the children discover and pursue their innate love, i.e., what they have flair for, what they have aptitude for, and in which they would shine, so that there are no more hollow degrees or drop-outs.

5. Nature creates engineers and education creates engineering graduates. Nature creates teachers and education creates graduates in educations. Nature creates leaders and education creates MBA graduates. Nature creates philosophers and education creates philosophy graduates. And so on. The difference between the two cannot be overstated. Engineering graduates who are not engineers at heart, teachers who are not teachers at heart, doctors who are not doctors at heart, etc., cannot have a happy and fulfilling career and life. A society, whose members do not love what they do, cannot flourish. Such a society will only end up producing mediocre products, services, and systems that under-serve and frustrate its members. And hence, we have to help every child discover who one truly is at heart, and grow, excel and live true to one’s own self, in professional as well as personal life. We do not have a choice but to adopt a ‘Follow the Love’ model of education, not just for the benefit of the individual children, but to help the entire society become better.

6. In this paper, we examine the ‘fixed syllabus’ model thoroughly and describe the many issues with it in detail, and then present a new ‘Follow The Love’ model called *Grownules*, with all its conceptual, structural and implementation details. We illustrate how this new model, by design, is free from many of the issues, problems and constraints of the current model, how it makes the lives of all the stakeholders of education, from children to parents

to teachers to administrators to educators to reformers to governments to the public educational institutions to the private educational institutions to the educational services industry to the employers better, how it fulfills many items that have been languishing on their wish lists for a long time, how it re-frames everything concerning education, from primary education to higher education to professional education, how it delivers quality education to children from every socio-cultural-economic context, and how it redefines the relationship between education system and employers in particular and economy and society in general.

The Current Model

7. Child + Education = Better Individual. That is the premise of education. Child + Education = Better Future. That is the promise of education. And that is why all of us root for education firmly. But, whether that premise is vindicated and promise is delivered or not, i.e., whether the child becomes a better individual and have a better future or not, depends on *what is done in the name of education*, which in turn depends on the model of education. Models can even yield mixed results, with some children becoming better individuals and having better future with its help, while others not, which is the case with the current fixed-syllabus model, as we examine in detail now.

8. The fixed-syllabus model translates the ‘better individual and better future’ objectives into ‘defining a syllabus, and completing it on time’. Defining a syllabus is inherently a political exercise with competing experts and interests trying to make sure their favorite material gets enough representation on the syllabus. Completing the syllabus on time is a bureaucratic exercise, with teachers and children and even parents pushed to do what is expected of them on a daily basis.

9. One who fights for enough representation of mathematics on the syllabus does not think about or has an answer for the child who gets fever at the very mention of mathematics. A proponent of mathematics cannot imagine a world without mathematics, even though, in reality, 90% of the worlds professions and vocations do not require any more than adding numbers on a calculator, if at all. Same is true with any other subject, be it biology or literature or history or physics or composition. How many children can relate to a given subject and in how many careers it is required, gets very little attention. In a way, the fixed-syllabus model is *provider driven, not consumer-driven, and fantasy driven, not reality driven*.

10. Further, those who define the syllabus are far removed from what is happening on the ground. Those who are working on the ground are far removed from defining the syllabus. And both are removed from the ‘better individual and better future’ goal. The net result, at the end, is the daily grind of classroom instruction, homework, assignments, etc. Whosoever gets benefited from it gets benefited. Whosoever do not, do not. Whosoever suffers

from this grid suffers. Whosoever runs away from it runs away. That is what the fixed-syllabus model reduced 'education' to be.

Outcomes

11. The outcome, in theory, expected by those who define the syllabus and implement the syllabus is that every child learns it and excels in it, and thus gaining a broad enough and deep enough base of essential knowledge and skills. (Whether the fixed-syllabus really gives 'essential' knowledge and skills, or dumps what all is possible on the children, is another question, which we will come to later). But there are many other outcomes beyond the expected outcome, none of which are desirable.

12. In the current model of education, some 10% to 15% of the children love and *truly learn* what they are taught, as hoped. But another 20% to 40% children manage it through *memorization* techniques. Another 20% to 30% children pass, helped by the system, either by *lowering the bar* or letting them *cheat* in the examinations and assignments, and sometimes even assisting them in doing so. The rest of the children, who find it difficult to put up with the system and its demands, end up either suffering from *mental health issues*, or completely *dropping out* of education, or get *home-schooled* by motivated and resourceful parents.

13. Thus the current model yields seven different outcomes, of which there is only one is expected and desirable. Two of them, cheating and mental health issues, are downright unsavory. Another two, dropping out and home schooling, essentially put the system to shame by dumping. The rest of the two of them, memorization and lowered bar, are the ones that save the face of the system and give a semblance of success. The 10% to 15% who truly learn and shine, supply the poster boys for the system.

Outcomes

True Learning
Memorization
Lowered Bar
Cheating
Mental Health Issues
Dropping out
Home Schooling

14. The six undesirable outcomes will continue to be present as long as the fixed-syllabus model continues. Children in particular and humans in general can only excel in what they can relate to. The 10% to 15% who can relate to the fixed-syllabus and hence excel are the beneficiaries of the system.

The rest are simply the victims. They have to deal with what they do not like. But they are not old enough to know that. They just conclude in their minds they are not good enough to excel. They don't know that the system is not offering them in what they can excel.

15. And this 'victim accepting the blame' works conveniently for the people at the helm of the affairs and for the parents. And then they put the child through special coaching and tutoring programs. But some feel bad putting the blame on these people who are too young. So they declare, 'it is not the children that are failing, it is the teachers and schools, and parents'. It is true that, to some degree, the child's success depends on the quality of teachers and schools and the parents, but only in the subjects that child can relate to and to the extent one can relate to.

16. Even the best teachers, best parental support cannot make a child excel in mathematics or poetry, or in any other subject, if the child does not have flair for it. They are the 'problem' children or 'failing' children as far as the system is concerned. Neither the teachers, nor the schools, nor the parents know how to deal with them. They either let them 'fall off' or acquire a hollow degree, or exert pressure on them to the point that they break, becoming psychologically weak or damaged. The only way to make everyone succeed is to let them pursue what they love. No one fails in what one loves. No one excels in what one does not love. No one will be happy pursuing what they do not love, not only in childhood, but also in adulthood.

Invisible Outcomes

17. There is one other characteristic of the fixed-syllabus model, which is about 'maximizing' the syllabus. With everyone who defines the syllabus wanting maximum representation of their favorite subject, the syllabus gets bloated. The more bloated the syllabus is, the more the 'study load', which comes in the form of classroom instruction, homework, assignments, quizzes, tests and examinations and so on. In the minds of many countries, school systems, schools, teachers and even parents 'maximized study load' is the hallmark of good education. The poster boys vindicate their view, only to make them blind to what the heavy study-load does to the other children, and how it affects even the poster boys.

18. Heavy study-load consumes all the waking hours of the precious formative years of the children, robs their childhood, deprives them of everything else that they would otherwise do, and cuts them off from the family and community activities and events. Age old wisdom says that it takes a village to raise a child. Children need exposure to home, peers, community, cultural, etc., activities and experiences, to grow strong, become well-rounded and connect to real life. Schools can create formal and structured environment which is conducive for focused learning of certain subject knowledge. But they cannot be a substitute for informal nature of a ‘village’. Heavy study-load takes away from the children something that it cannot substitute for. What we should strive for is study-life balance (like work-life balance), but not maximized study-load. Education should be about adding to what child gets from family and community, but not to replace or override it.

19. Any kind of deprivation during the precious formative years cannot but have undesirable outcomes. We can identify at least six different undesirable outcomes. These outcomes, ironically, occur more severely among those who take education seriously. They are *self-alienation, subject-alienation, peer-alienation, family-alienation, community-alienation and culture-alienation*. These outcomes do not get the attention they deserve in the public discussion and even among the educational research community, and hence we can call them *invisible* outcomes.

Invisible Outcomes

- Self-alienation
- Subject-alienation
- Peer-alienation
- Family-alienation
- Community-alienation
- Culture-alienation

Self-alienation

20. Children, as they grow, discover and learn not only about their environment and the world, but also as much about themselves, their bodies, their tastes, their feelings, traits and characteristics. Some feelings, traits and characteristics are simple and easily identifiable and some are complex. The more complex the feelings and characteristics are, the more children struggle to understand or express them.

21. For example, children may not know intuitively whether they are good at analyzing or synthesizing, discovering or inventing, leading or following, collaborating or going solo. This is because humans are capable to a certain degree in many things, and can do even a little better by putting some

effort. This is different from what they innately good at and what they can excel in. It's like we can do everything with right hand as well as with left hand. But we can do better, innately, with one of them. We are left-handed with some subjects, topics, areas, skills, etc., and right-handed with others. And knowing that difference is not always easy. Parents, who see their children doing well in any one of them give a generic compliment saying that they are 'smart' and 'intelligent', but do not know how to be more specific. This is a gap education system can fill. But with the fixed-syllabus model, all it can tell is whether the child is able to reproduce the subject matter in the examinations and tests and complete the assignments on time. It does not help the child understand what one is right-handed in and what one is left-handed in.

22. Another example is learning style. Some may learn better by reading aloud, some by reading quietly, some studying in a group, some in a moment of solitude, some listening to someone, some with visual help, some by focusing, some with repetition, some with guidance, some with support, some with encouragement, etc. But, not all children are good at figuring out their learning style, and some are not sure whether their learning style is a 'right' or not. Parents can be of little help in helping the child figure this out. Education system is positioned to do it, but the fixed-syllabus model is busy with imposing its own mode of learning style, such as this many hours of listening to classroom instruction, this many hours of assignments, this many hours of group assignments, and this many hours of home work. In other words, the fixed-syllabus model also dictates a fixed method of learning. In stead of learning about one's own learning style, the child ends up spending one's formative years conforming to a learning method imposed by the system.

23. Learning style is just one example. But there are a whole gamut of such things that the child likes to learn about oneself. Some, they discover by themselves, some, they learn when others comment or compliment. A good family environment is a great help in this regard. But there are so many things that open up in a child like petals of a flower throughout one's growing years and beyond that home environment may or may not give an expression. This is where education can play an 'value add' role. Fixed-syllabus and fixed-methodology is not designed for such 'value add'.

24. Some children are gifted to know intuitively who they are, what they want, and what their feelings, characteristics, strengths, etc. are, in which

they are right-handed and in which, left-handed. Some of them are strong enough to stand up to even the parents, teachers and school systems, and insist on doing things their own way, at their own pace, and in their own style, even if it affects their marks or scores or grades negatively. This is good because the child can preserve one's own true self. But this also has a negative side. If one has to constantly defend oneself against the world, one thinks of it only as being negative or contemptuous or overbearing. Positive attitude about oneself and negative attitude about the world is not a healthy mindset either. Those who are not strong live a life of double standards. They know what they are, but they put up an artificial facade to conform to what is demanded and accepted of them. This is not a healthy mindset either.

25. Others who are not clear about who they are in an even more disadvantageous position. The lack of self-awareness can lead to lack of self-confidence or self-esteem. They would feel good one day when what they have done meets with a compliment, and bad another day when what they have done meet with a reprimand.

26. Education system may not be able to help every single child in identifying every single one of their characteristics. But that should not be an excuse to completely ignore that responsibility and keep going on with the fixed-syllabus and fixed-methodology model. Unable to do all the right things is not an excuse to do wrong things knowingly.

Subject-alienation

27. Fixed syllabus is like a fixed menu. No matter how thoughtfully a chef might have decided the variety and quantity of items on the menu, a fixed-menu can never give one more of what one wants or less of what one does not. And what one wants may not even be on the menu.

28. In addition, Fixed-Syllabus also forces one to eat every item on the menu regardless of whether one likes it or not, and punishing for not eating. If the menu happened to have gluten-based items, there are only two options for the child who is allergic to gluten. One, not to eat all items and thus get punished and the other, eat all the items, vomiting them or falling sick. Most children choose the first option, and the system punishes them with lower marks and grades, declaring them as under-performers. Children are too young

to tell that the problem is not with them, but with the menu. Parents are also clueless why their child is not 'performing'. They try to put the child in 'strict' schools, or in special tutoring, which make things worse at times.

29. As far as the items that they like but are not on the menu of the fixed-syllabus are concerned, children try to learn them on their own or with the help of the parents. But not all children have the initiative or the parental support to do that. Even that option is made difficult by the maximized syllabus, which, with its heavy study-load, leaves no time for the child to pursue anything else. Thus the system alienates the children totally or partially from the subject of their interest. Without proper support and guidance about a subject of their interest in the formative years, children do not develop roots into subjects of their own interest. Many individuals spend many of their adult years trying to learn those subjects or topics which they missed as children, but only in an ad-hoc manner, distracted by the demands of career and life.

30. Robbing the children of the opportunity to learn the subject of their interest, i.e. which they love and has aptitude and flair for, and forcing them to learn subjects not of their interest is inexcusable. But that is in the nature of fixed and maximized syllabus. Neither those who frame the syllabus, nor those who deliver that syllabus can do anything about it. They are as helpless as the children and parents, in changing things. We are slaves of the model we adopt. We can not do better things when the model itself is limiting. If we want to do better things, we have no choice but to adopt a better model.

Peer-alienation

31. Education system has an unintended, but good outcome. It brings a lot of children together on a daily basis. It helps children find a good set of friends. And in fact some children come to school only to meet their friends. But there is no surprise in birds of the same feather flocking together. It is only to be expected. But what kind of relationships do children develop with others who are unlike them? It is, in fact, when we are associated with people who are not like us that our horizons expand. Education system is bringing together children of all personalities. It is exposing children to children of all types of personalities. It is a great opportunity for children to learn about human diversity.

32. But the fixed-syllabus system completely blind to these things. It cares neither about the like-minded children coming together nor about unlike-minded children not coming together. All it wants is the children to submit themselves to the daily-grind and carry out the study-load. Any interaction or behavior that is not in line with that objective meets with a frown, disapproval and even punishment.

33. Just consider the case of introverts and extroverts. Extroverts, who are naturally gregarious find their own set of friends. But what about introverts? They mostly keep to themselves. They can relate to others only through work or discussions on subjects of interest. We cannot convert introverts to extroverts, nor is necessary or desirable. We have to let introverts be introverts, but provide opportunities to meet other introverts and extroverts and learn how they think and function. Extroverts also has the same need. They need to know who the introverts are, how they think and function. Children differ from each other not just on the introvert-extrovert dimension, but on many other dimensions of personality. Children need to know those natural differences and find a way how they can connect to each other, interact with each other, and work together.

34. This is what a village does. It exposes people to hundreds and thousands of others, and creates opportunities for various relationships and interactions among them through cultural and community activities. Now that education system is claiming the entire formative years of the children, it should do all it can to be a true and rich substitute for the village. It should design programs, activities and methodologies that incorporate such opportunities, foster such relationships and promote such awareness.

Family-alienation

35. A CEO of a large company can take leave for a day or a week or two if needed to attend to personal matters and emergencies. But if a ten year old takes leave on a day when a quiz is to be conducted, all the hell breaks loose. That is how ridiculously rigid the current education system. It has nothing to do with learning and education, but with how the system is designed. The Fixed Syllabus model, as noted earlier, is a bureaucratic machine with its own schedules and deadlines, which they don't want to miss, lest they are held accountable. So, the children and parents are forced to dance around the

schedule determined by the school. The school hours are chosen by the school, and parents have to work their schedules around it, which is very challenging to families who has challenging work requirements. In the name of education, what we slapped on the society is a rigid, inflexible system.

36. Family members cannot celebrate birthdays on the actual birthday. Children cannot take off a day or week or two to attend to a family function, emergency, custom, tradition or some other activity. Children cannot take days off even if they fall sick, without being penalized for missing a test or assignment. The school dynamics become more important than family activities.

37. Child + Education = Better Child. But what about Child – Family? What happens when the family is taken out of the life of a child, fully or partially? This is the question that the education system as well as the parents miss to ask. There are parents who think that they are doing a favor to the child, by letting the child focus on education. But ‘education alone’, will not make a better child. Child – Family = Child without Share and Care skills. If Education system wants to create a ‘better child’, it should not deprive the child of what family and what family alone can give. Parents and teachers conferences should not be about the school activities that the child misses but also about the family activities that the child misses. But the current model, by design gives no such latitude to the teachers. We need a different model that affords the child and the families the flexibility. We need a model that actively encourages the child to seek and experience the share and care opportunities.

Community-alienation

38. Life cannot be understood with just what a structured system like education provides with curated information. It cannot be understood by watching just once own family. Life can be understood only when we are exposed to many families and their lives, many vocations and their lives and many stories of success and failure and struggles. And the more one is exposed to such happenings, especially in the formative years, the more one is equipped to face the real life. That is why it is said that it takes a village to raise a child.

39. Life is about diversity, possibilities and making choices. They cannot be taught in a school. They cannot be reduced to a few lessons in text books.

At the best, books can supplement, but not substitute for the exposure to life. Textbooks can only give thumb rules. It is actually a struggle for the conscious authors of text books to pass on value judgments. Only real life examples teach children how people make necessary compromises, live with constraints, survive bravely under odds and fall apart under adversities and poor choices. The maximized fixed-syllabus and rigid-schedule model reduces the connection to community if not totally eliminate. (It is a different problem if the communities themselves have shrunken, like in the 'touch-me-not' rich neighborhoods or abandoned poor communities).

40. An artificial system like education system should not take away what it cannot substitute for. The best it can do is to position itself in a supplementary role. Children giving expected answers in the tests and examinations or drawing expected conclusions in assignments is a waste of time and energy for the system and the children at the best, and a source of confusion and frustration for the children at the worst. What we need is an education model which helps children, in subtle and simple ways, verbalize their experiences and digest the good and bad.

Culture-alienation

41. The overbearing education system imposes its own schedule on the lives of the communities. There are cultures which celebrate full-moon days and new-moon days, for example. The education system turns a blind eye to it completely. To add a holiday to accommodate a cultural event to the school calendar is no short of a huge political exercise in many states and countries. A scheduled examination takes precedence over a cultural celebration that has been inherited over generations. Cultural events and celebrations signify the values that people have cherished for long. They create opportunities for people to share and care, among family members as well as among community members. They connect the people with the nature, landscape, trees, animals, rivers, mountains. They enhance the experience of the seasons.

42. The older the societies, the more the cultural events and activities. They vary from culture to culture and sub-culture to sub-culture and each is rich in its own way. Child from one subculture may need a holiday on one day, and child from another subculture may need a holiday on a different day. A fixed-syllabus, rigid-scheduled education model is set to homogenize the

experiences at the cost of diversity. Cultural diversity is cultural richness. It takes generations for the cultural richness to develop. It can be killed in one generation by a system that alienates the children from the cultural diversity and richness. Any homogenized system can only create 'bland' children who have little or no organic connection with life. This is not definitely what a system that is meant to create a 'Better Child' should do.

* * *

43. All these invisible outcomes certainly would not be prevalent everywhere to the same degree. They vary from child to child, community to community and school system to school system. Also, just as some children cannot relate to some subjects offered by the education system, some children cannot relate to family life, some cannot to community life and some cannot to culture. Just as with the education system itself, children should be able to have more of family or community or culture as they like and less of what they do not like. Forcing children certain number of family hours or community hours or cultural hours on children and asking them to write reports and scoring would be nothing but extending the same fixed-syllabus model to other areas. What we need is a flexible system that lets the child have whatever the child likes to one's heart content, and avoid whatever doesn't agree with one's system. We will describe how that can be accomplished when we present the new model later.

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The rest of this document
is under construction
and will be available soon.