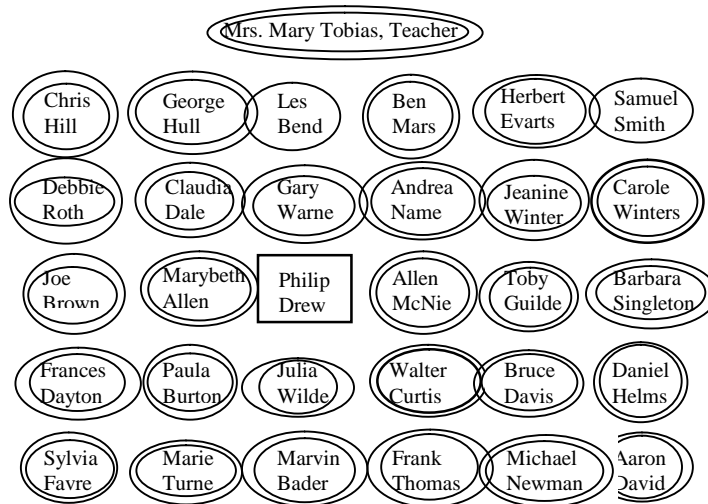


# A Sea of Unknown Faces In Public Schools

by

Franklin H. Ernst Jr., M.D.



**A Seating Diagram of named hellos exchanged.**

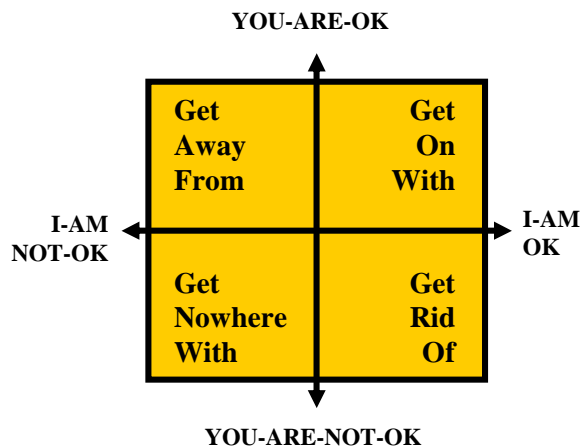
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## OK Corral: Grid for What's Happening

[www.ListeningActivity.com](http://www.ListeningActivity.com)

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In Public Schools**

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**A SEA OF UNKNOWN FACES IN PUBLIC SCHOOLS**

In elementary school the student spends his days in the same classroom, gets a chance to become familiar with the teacher and the expected behaviors of classmates in the same room over a period of weeks, whether he knows all their names or not. The next step after elementary school involves the pre-adolescent student being moved hour by hour, from one room of classmates and teacher and their behaviors to another room with different behaviors to get acquainted with, from one set of people to be confronted with to another, hour by hour, in the so-called “education process.” In such a setting it becomes easier to adversely influence anybody the student in view of his level of uncertainty about what to expect from his classmate neighbors. His anxiety is elevated. Certainly as one becomes lost in ever larger masses of people with hardly one in a particular setting that you know, a basic level of anxiety rises in any normal person, let alone a young person, a child. “Who is the (potential) friend?” “Who is there around you to call on if accosted, abused, bullied or otherwise frightened?”

Having ever larger numbers of (unknown) individuals to contend with every few years while at the same time being educated (learning?) is a distraction to the learning process. The business of moving to another room setting, teacher, and another set of people hour after hour

can be taxing, let alone disruptive as the sea of new (unknown) faces in direct contact with the person grows and grows, let alone be distracted by legalized in-house pornography (“sex education”) and confrontations with situational values teachings at odds with the values about right and wrong taught at home.

Thus the desire grows in a student to find someone he can sit with, talk with, who seems to accept himself. The social predators and the “termite organizations” know about this. It makes it easier to “befriend” (con) an unsuspecting young person. So a student finds a “buddy.” This buddy may already be in contact with one of the “just a little older peers” who knows the ropes better and seems more secure in his person.

The “termite” recruiting program includes fairly sophisticated psychological manipulations to attract the particular student into “looking at,” “coming to one of our group meetings after school at a friends house,” whether led by a “friend” or someone slightly older whom he has already met. Once “hooked,” the particular student can be led through a series of steps including studying peers and dishing out peer pressure. He will learn how to be “cool” under peer pressure. He will be taught some simple measures for dealing with, countering the rules of one or both his parents, “to get them off your back,” if that’s the initial complaint of a recruit.

The “termite” goal is to ultimately produce an entity whose personal values, personal ethics, principles and standards will no longer be operative; to produce an entity who can carry out actions contrary to those values and home teachings he had before, when he used to become embarrassed, feel ashamed, felt bad, guilty or having some other internally painful experience as a result of carrying out the suggested assignment of a “controller” leader.

The second set of advantages of becoming a termite are described as “feeling like you are getting to be an insider.”

The personally painful results from violating another person's trust, loyalty or confidence are considered liabilities in a termite entity. Lifelong continuing “termite” education courses will be the hallmark of a life of continuing termite-hood. There is no such thing as retirement from being a termite. For one thing, it becomes completely addicting to be able to violate early values, to get training in order to not feel bad afterward, i.e. in order to not feel so much that “I am not-OK.”

### **RECRUITING GROUPS FOR THE INITIAL PHASES OF DE-PARENTING**

Many junior high school campuses can be seen with a variety of a year or so older persons hanging around the schools before and after school and during lunch and other school break periods. Often they, those hangers on'ers, will be seen with two or more students from the junior high school clustered around them. Potential drug dealing? Possibly. They are just as likely there “just befriending” specific students toward becoming interested in meeting with them later at another place. This is one way to recruit disgruntled adolescent students to meet together so as to learn more about the student discontents beyond what comes up in school.

Termite teachers, scattered throughout all grades from kindergarten and up through 12th grade in publicly tax funded education facilities have the additional assignment to pass along information about pre-selected potential leader termite candidates, to be recruited into future de-parenting cadres. Everyday, all the teachers go to the faculty room where they pastime. Among their other pastimes about sports, dieting, new recipes and clothes are the pastimes (gossip) about the students in their classrooms. It falls to these particular termite teachers to identify which

under-the-age-of-consent students to attract and seduce into joining the small groups. Will contact with a particular individual teacher or an outside resource <sup>1</sup> help in this recruiting process? What are the appetites of the student? What particular ambitions, angers or other appetites can be exploited in one of them? Small off campus meetings of these young people may be arranged so each student member in a small group can hear on a personal basis about the homes of other disgruntled group members and how these others learn how to deal with their family members.

The selection of which students will be recruited begins very soon after enrollment in public education schools. The process of actively recruiting the individual, however, almost routinely occurs during in the 6th, 7th, and 8th grades, ie “middle school” age. Who knows, maybe that’s why middle schools were invented?

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<sup>1</sup> Eakman, Beverly K.: “Educating for the New World Order”, National Book Company, 1991.

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