The Human Manifesto

A necessary warning:

This is a call, this is the wake-up call to our conscience, to our reasoning. It only begins with education, the consequences of this change, this academic change, will echo through time, affecting all the aspects of our lives.

What is necessary is that we escape from the mold, that we unlock the path to knowledge within our brains. What is necessary is that we transcend from our egos, our fears, that we take advantage of our time in this life to leave a better place behind once we leave.

If change does not come in time for us, let it come for our sons, for our next comings, for the human beings that are to follow. Let our individual feelings be what they truly are, the feelings of the human race.

This is a glimpse to what might be, not if we cast aside differences, but if we embrace them, if we perceive that all our differences are in fact connected. From one single atom to the entire Universe there is an everlasting connection.

Through our races and creed, we must not try to separate, differentiate, we must try to understand. This shows we can have a common goal as species, this shows a small part of what happens if we share.

All experiences and perceptions are valid, most are somehow explainable, but all of them finally converge to our existence. We will be always unable to explain it if we do not allow individual views to be freely discussed and merged to society's.

Freedom of thought and information is beyond governments and religions, it only depends on our individual willingness to share and connect as we please, without the fear of being wrong, and all imposition and oppression is against it.

If you do decide to take this into your sphere of knowledge and perception, I urge you to do so with an open mind, use the very Internet that brought you here to go further, to associate and learn more about any ideas this text might give you.

Expand it, enhance it, and complement it with your own reflections. Our existence and survival will only hold if we do so in all we come in contact with. And if you do not feel you have something to add to this then use the mental tools you have been given and improve something else.

What is needed now is that we go against the stream, breaking the inertia we have been cast into; do not be afraid to think, to create or to explore. Do not fear to use the connection making machine all humans possess: it is only natural.

Escape the mind maze, allow yourself to learn about what you wish, allow yourself to expose your ideas without any fear of reproach. Allow yourself to BE yourself: free.

In freedom of thought lies a remarkable thing: peace. Not a goal, bout a consequence. Freedom of thought is peace of mind, and if we are at peace with ourselves, it is much easier to be in peace with our world. The individual is to rise beyond itself and become united in society, the human species can prevail only through that.

1. The Introduction.

The human species needs a dramatic change in its ways, the separation, the borders, the politics, the religions, all need to be gone. Our very existence is amazingly unusual in the universe and we must not spend valuable time on issues that ultimately might lead to our destruction.

Looking back into history, there is only one reason for all wars, no matter how big or how small. It has always been the same from probably the moment the very first human fought the second, to the First World War, down to the USA invading Iraq, all wars and quarrels were over a matter of simple control.

Control has had many different forms in our history, for example, the Roman Empire, which saw control in territory and the dominating of other peoples with its military, or Adolf Hitler, in search of his White Power, in a purist control, the Cold War, military control. Think of all the conflicts in the Middle East, shootings over borders, fighting over oil. ALL of those in search of control over some kind of thing.

Aside the dominance trait inherited by most male complex creatures, power has been that one thing for which most major conflicts since the industrial revolution, or maybe even further, were fought.

In the early days of mankind, any conflicts must have been for either farming or hunting grounds, in which civilization eventually formed, with technology at its beginning, more people meant more grounds in which to find or grow food. This pattern was more or less followed throughout history until more elaborate agriculture techniques came to be.

If the basic need for food is provided, mankind can survive, however, control is not limited to survival or food. It has had many different faces over centuries, none of which quite as meaningful as energy.

Society has extracted power from nature since its dawn, either in the form of wood, coal, oil, water, or wind, we have found our need, our ultimate need. We fight over energy, we would be free to have beliefs and thoughts, as long as we had energy.

During the Second World War, Albert Einstein hypothesised that matter was made of energy. His Relativity Theory combined with others' works made it possible for civilization to extract the energy not from objects, but from matter itself.

The power within atoms is incredible; sadly, however, we can only use a very small portion of it to produce energy. The highly

inefficient process that takes place in nuclear reactors around the world does not use the energy from the atom directly but a transformed form of the energy produced through nuclear decay.

Another way to use the power of nuclear reactions is the Sun. It gives the planet energy from fission for free in the form of heat and light, which allows for photosynthesis and is therefore responsible for life in this planet. All our power sources with the exception of geodesic heat come indirectly from the Sun. The power of the nucleus gives us life.

If the incredible amount of power in the nucleus can be harnessed through means more effective than those of a nuclear reactor, we would make war obsolete. With free power all but manual labor would have to be priced, factories would not pay the state for power, we would not waste areas in which food can be grown to dam rivers for power plants, fields can be digital now, our technology allows it. If there is energy for all, electronic goods would be cheaper, connectivity would be cheaper, we would not need to pay to learn, to share, to connect, to finally evolve.

With access to comprehensive information through our already established Internet, literacy rates go up and society is able to contribute and create as a whole. Continuing to waste money in war over non-renewable forms of energy will only make our short reserves burn out faster, but it will ultimately lead to extinction.

For now, we can maintain ourselves that way, but we will not be able to do that for much longer. If we could all live in peace, resources would be relocated to where they are needed: not only to search for this efficient form of energy, but to all kinds of research, all kinds of development, free power would redefine classes, it would redefine society.

We can continue wasting on fighting, or we can share, we can talk, we can improve science, we can improve life, we can improve humanity.

This manifest is not about a new energy form, it is about the search for it. Humanity has found its goal, its ultimate need. We need energy to evolve, we need energy to grow. The revolution here would not benefit one society, or governments or any movements, it would benefit us, the human species.

What is proposed here is an alternative: even though we are different, black, white, Asian, Middle Eastern, Latino, or Pagans, Catholics, Jews, Muslims, we are here together, one planet into a space we do not even understand.

Even creationists believe we have been created one: Sons of the same. The alternative here involves a leap of faith, abandoning all war now, in search of one common goal: to have more time. More time even to perpetuate and refine religious beliefs.

Human race evolved, differentiated, we have developed thought, abstraction. Our next step in evolution might be not as a new individual, but as a society: from one, to camp, to village, to city, to country, to planet. One complex species sharing a home we are at peace with.

By focusing on one common global goal, with trust, we can set aside our differences completely for long enough to transcend, not in life, but in mind. One society.

Collaboration is the key to open the door of knowledge.

In society and peace lies the ability to understand.

Understanding is rational power, humanity's power.

The one true power. The rest is History.

Share and Transcend.

2. The historical background.

All throughout nature conflicts arise between animals for the most various reasons, one reason, however seems to be among the most popular ones: the survival of the species. Both long and short term it depends on territory. Territory means hunting grounds and females to couple. Males often fight each other in a selection process, where the victor will leave his genetic traits behind.

Hunting ground means food, to ensure survival of the hunter (or even the concentration of necessary conditions for survival other than prey, such as pools for highly territorial hippos), and of his pack.

Humans did this in the early days, but our needs changed over time, taking impressive forms. The Crusades were fought in a quest for religious control over areas. It is the territorial marking of Religion; most religions have had moments in which its institutions set off at war.

Power seldom took face of actual energy until the days of the Industrial Revolution. The need for coal to power steam engines led to both treaties and warfare in Europe. The fast evolution of energy forms only made matters worse.

The global economy is at a point where it depends on non-renewable energy. Almost all our transportation depends on fuels that come from oil and our industries use coal and electricity. Electricity is produced in many different ways, some better than others, all very inefficient.

The lesson to be learnt from the past time wars, is that humanity has been fighting for the same thing all along. When an energy form no longer was sufficient for a government, conflicts emerged. If we have enough energy, we can postpone this war.

Ironically war burns faster through Earth's resources, so, should society decide to continue down this path, monetary resources will be always directed at the military. The USA alone spends an estimate over 600 bi USD with its military department.

This money could go to education, this money could take technology to far regions of the globe, this money could be used for Mankind, instead of a country. But these expenses are justified by the fact that all other countries spend significant amounts of their revenue in the military.

If all hold their guards up, no one will decide to reassign their money, so this is the fundamental issue, who will be the first? Never mind that while representatives sit and argue over treaties and fold to pressures of some sort, our reserves are ever dimming.

The decision to subside education over military must come from the government, this will allow for faster research, more schools and colleges, the peace environment will keep researchers focused, our communications will be used for creating and collaborating, views from around the planet entwined in search of one common goal.

This is the early stage, this is Stage 1.

Society must abandon the belief of military superiority, society must abandon war. Small scale violence would still be present, but if governments reallocate their resources, internal security can benefit along with the education.

Heavy war machinery must be cast away into the shadows of our past, mankind can destroy itself with the weapons existing now, in order to be capable of using and harnessing a more powerful energy source, we must first be capable of coexisting with it without making it into a weapon even more powerful than the useless ones we possess today.

Stage 1 is a change in mentality, stage 1 is for us to understand we do not need wars. Humans are able to modify the world, to adapt. Our superiority will lie in this capability, the capability to evaluate, understand and logically react to a situation.

War must be let go, war must end. Our needs are met territorial-wise. We have conquered the entire planet, there is nowhere else to go. Needs have changed.

Violence is ignorance, in which there is lack of knowledge.

Understanding is impossible along with ignorance.

Weapons and armies are unnecessary.

Peace is the only beginning.

3. About knowledge.

It is in us all, humans have the capability to ascend from divisions and be united. If we all have one goal, we will be able to better understand the complex world that envelops us.

The division of knowledge generates impossible to answer questions that dwell in the minds of youth. The students of our current ways face everyday questioning from their conscience. Either they will, or have decided what they are supposed to do for the rest of their lives when they reach the age of 18.

The separation of subjects in our current education system prevents us from freely associating ideas and thoughts when what really should happen is that we were allowed to free our minds to analyse it all, One entire dataset, the big picture.

The old society restricts the natural flow of knowledge by keeping secret inaccessible books, by forcing career options, by dictating the rules on who to listen and who not to care about. We are repressing our own capability to think and rationalize.

Our own system dictates that knowledge comes from gathering information, comparing it with observation or a different set of information, and finally, making assumptions that can be verified.

That is why we go through many years of education, to learn how to do that, by acquiring an entire set of information to teach us. Then we go to college and focus on what has already been done in the areas we wish to devote ourselves.

From a masters' degree to a PhD, we observe, analyse, compare and create. But this bears an immense flaw.

Academy rules that we must only listen to those inside of it, those who have spent time and effort into research. This is in fact reasonable. But this has been going for so long that the separation of the fields of science and knowledge is taking its toll.

Thinking outside the box is complicated when one's entire life depends on learning more about the subjects he needs to make a living. Free thought is a rare commodity.

Uncommon as it may be, it is found in our society, all of our ingenious writers, painters, musicians, incredible physicists, intellectuals. All who live on research, who are paid to create. They are the few winners of the traditional way, they are all old, they have been through the normal process, infinite years being taught before they could create.

But that is the reflex of a long series of restrictions in knowledge that has been going on since the Great Empires of Rome. Knowledge is highly restricted; knowledge has been hunt down by religion in the dark ages.

We must accept that divisions are not important, we must be allowed to dedicate ourselves to the big picture, we must be allowed to seek, to share. Our own intelligence gave us the computer, the Internet, something that allows us to do so.

We have our space on wikis, blogs, personal websites; we that have the ability to create, to embark on a journey of learning about all, free linking our thoughts to where they want to go, from the entire universe to a single atom. We have the ability to use our information, learn more in order to continue.

Comprehension is formed through the discussion of people who hold good enough amounts of information, who can create new links, who can look at stars and say nuclear fusion like some 20th century physicists, who can look at the world from a perspective that what we see and feel is controlled by language, like Sapir and Whorf, that the way we learn is defined by the way we interact, like Lev Vygostky. All good, traditional science. Science that came from the traditional ways of the Academy.

Well, in the past we had to go to libraries, search through books, now we have information on the tip of our fingers. Using current technology we can research both formal academic papers and knowledge built through collaboration.

It is a fact that, mathematically, the knowledge of a large group of people is bound to be more reliable than the one from one single person. If you think of this in a global scale, this also seems very reasonable.

So why are we not learning by this? Universities regularly frown upon Wikipedia or blog references in papers. Most people do, but we must allow ourselves to look beyond. To see we can share, that other brains are also good. We should have good basic education and see universities as places to share, with classes about more general topics, making it possible for students to deduce, to feel curious.

Once the principles of language and mathematics are learnt by children, they guide all other knowledge; we must focus on them, along with the regular curriculum of basic education.

Once enough direct content is learnt, students should be free to explore them, putting them together as they will, backing it up with experimentation and observation. Research, done online, from other groups who do the same, teachers in colleges would be guides, no textbooks, no board, no room; only knowledge flow, guiding the discussion, letting students make their own assumptions, guiding them to further, more extensive knowledge.

Teachers would be the students, their special interest has always been learning, they would listen to reasoning. The voice of society is louder, comparing together beats comparing alone.

This is change in the roots of the Academy system. We would live on, have our jobs, but, without the separation of careers inside universities, natural talents would be allowed to arise,

we would be guided towards our career by our own interests, instead than by our parents, bosses or any other influences. We would be happier.

New occupations would emerge from the advancements in all academic fields, new points of view from people who were not listened to before could lead to breakthrough discoveries, like Einstein's Relativity Theory or Newton's set of rules for forces, his mathematics. He, an outcast from the Royal Academy of Science, invented calculus and the mathematical equations for many of the phenomena around us.

Calculus, which is now the basis for our entire science. Is that not proof enough that we must listen to different people, that we must take more information into consideration, that we must be allowed to create by ourselves, joining whichever ideas we may have?

All that has been done in centuries of mathematical analysis was build up in ideas of our own mind, from the moment we learnt to count to Newton's contributions to calculus, all was made by using nothing more than information and our brain's unique capability of though.

Knowledge is meant to be shared, free of boundaries, free of division, we have now the means to do this. Collaborate, share results, information. Learn; absorb; consider; connect: create. All in one perfect expanding spiral of information, points of view, backgrounds and collaboration. Flow.

We have all we need now to evolve into a new state, a state of understanding, we must listen to all, we must connect, we must create together, as one mind, as one civilization, one society.

Society is not revolution, it is evolution.

Our brain is equal, we share capabilities.

The separation is harmful.

4. About the Change in Education.

Our current system of education sees knowledge as the amount of information one has acquired during one's schooling. This amount of information will inevitably lead to one form of creation, presented as one's work and career.

Instead of limiting our knowledge to one specific profession, learning by repeating and reading, we should learn by creating and collaborating. We all have natural talents for some areas, art, mathematics, social studies, languages, we have talents we discover early on, given enough input.

The way school works today is that students are exposed to a number of mandatory subjects which they may or may not relate to. This is done today throughout our entire educational process, from pre-school to universities. The years devoted to learning ever more specific knowledges works until a certain point.

If one is confronted with a problem that escapes from his area of expertise then another problem is created. The way we deal with this situation today is inefficient. What we should learn in school in fact is how to create knowledge, instead of merely memorizing information.

A basic education should be provided to all, lasting nine years, during this time students would divide their time between classes about art, mathematics, language, social studies, meditation and spirituality. These lectures would be free to explore complicated or simple aspects, focusing on understanding the how's and why's of phenomena.

Young learners, due to their lack of a lifetime's worth of perspectives, could contribute to new understandings in complex subjects, like Gauss's alleged discovery of the formula for the sum of the elements in an arithmetical progression. Our traditional views would be taught as well, like they are today, the difference is that we would allow knowledge to flow.

Different ideas, not so traditional points of view, these could mean that students who would otherwise be troublesome would actually pay attention to the class. There can be no bigotry in the field of knowledge. Invalid hypothesis would naturally be discarded and progress would be faster.

Once the nine years of basic education are finished, another three years of a high school equivalent would come. Here students who are aware of their natural talents for specific areas of knowledge would be given freedom to experiment with them.

This can be compared to a small scale university, students know about the fields of science and how they are all connected, they know enough language to study it, so instead of English they can study linguistics. Art is divided into its many forms, always interlacing each other.

Students are free to make choices for a term of one semester, and if they are not as keen of one area as they thought they would be, there is no pressure about career yet, so they can change subjects and try a different field.

They can be so interested in something they decide to devote most of their studies to one field and contribute from that, or they can choose to learn a little about all fields, thinking about all, learning for the pleasure of understanding, those would be the future teachers.

Career choices are much more natural this way. Upon entering college students do not have to decide on their profession yet, they are again free to base their selection on their natural talents instead of what "they are supposed to". At this point, after students were naturally guided into a specific field of knowledge through high school, the figure of the regular teacher steps out.

In college there is a pool of disciplines as today, but they are not restricted. A physics graduate can take credits in language if he/she decides. Classes are not conducted the usual way at this point. The knowledge gathered through basic education and high school is now enough to point pupils into the right direction when an explanation is needed.

Instead of fixed debates and tests, there would be topics and research. Perhaps two or three classes every week, composed of two parts: proposition and resolution. The scientific method at its finest. Students are allowed to search information from whichever sources they please.

Initially, easy propositions would be put to test, for example, in a calculus class, the teacher could ask students why is it that when we divide a same number by increasingly larger numbers we get smaller and smaller results. Students would be dismissed and would have one week to come up with an explanation for that.

A quick database search is enough to find the definition and theory behind a mathematical limit. Knowledge would come from one's own effort. Once that concept is learnt, it becomes easier.

The concept is that if we have a good enough set of information, we can research on our own, know where to look to find explanation for problems we face. This is the form of knowledge that should be taught in our universities.

Humanity has now enough knowledge to keep us in college for up to seven years. All to create a pyramid of knowledge that ultimately leads to profession and career. Learning about what has been done before from one point of view alone.

Free research, free collaboration. If students are given freedom to look for information wherever they want about a certain topic, they might pick up some more unconventional information, which added to the traditional perspectives can make

breakthrough progress in many of the complex issues scientists face today.

Modern theories say that the extent of our comprehension and knowledge is dictated by connections that exist between ideas, such as linking the word "car" to the object "car". In this manner we develop our comprehension by creating more and more abstract connections.

By allowing freedom of research we open the doors to collaboration, since points of view that are not often heard of would be visible, more and more theories and papers would be publicized, allowing for individuals to make new unexpected connections.

These individual connections would then send a ripple through comprehension. This way, students who are faced with a problem are free to explore many possible answers. Guided by their basic education and taking advantage of communication, students would know where to look when the need for information was present.

This is the goal of the university, to teach how to solve problems, to think and connect. Instead of spending all our lives trying to make a neat stack of knowledge, we should let it emerge, evolve and grow from the problems we solve. We must understand that there are not fields of knowledge, but simply knowledge.

The linking of unrelated ideas is most of the times the reason for the most admirable discoveries. Deep down, all advancements are nothing but looking at what happens through a different set of lenses. When an apple falls from a tree you look at it from many different perspectives. One teaches you how gravity pulled down on the apple so that it hit the ground, and another explains that, if left there, the apple can follow its natural process and grow into an apple tree.

Knowledge is the combination and collection of these "lenses", which are on the other hand, information that changes our perception; if we he have a wide enough set of perceptions, we can make more productive use of the information we already have to develop more intrinsic and abstract understanding of the universe around us. Different types of perceptions mean more probability of unexpected and possibly relevant links to occur.

Information is infinite, we must allow it to flow the way it makes sense to us, and after we have made sense of it, we can share and compare different perspectives, creating a friendlier environment for the frail links that transform information into knowledge.

Connections must emerge FROM solving problems instead of being learnt TO solve them; our abilities to understand, learn and communicate give us the power to generate complex abstractions and compare complicated concepts not only inside the brain, but also through social interaction.

Collaboration means access to entirely different sets of values and perceptions, some going as far as being completely opposite to others. It takes the mental work we have to create connections in our own minds and expands it towards society, turning it into more and more values and perceptions. Connections.

From making career choices based on natural talents instead of social pressures, learning would be made pleasurable and this would manifest in the form of happy professionals in careers that are yet to exist. The massive association of ideas would open up unimaginable fields in all science.

Collaborating is maximizing the production of information and the development of understanding and consciousness. All points of view are valid unless proven otherwise.

Knowledge must be allowed to freely grow on its own, according to necessity, smoothly and vastly, not forced into some state someone believed is true. We must learn not the information itself, but how to make comprehension out of it, each in our own way.

Knowledge expands like the universe, not like a pyramid.

Understanding comes from reasoning and processing.

Conscience is only as big as Knowledge.

3.a. Deeper aspects of knowledge.

Humans connect. From numbering to speaking. Our brain is able to associate, connect, make sense. In the very beginning of Mathematics, a human being associated one stick to a figurative value in his brain. That value was initially associated to the figure and graphical image of the number one, thus explaining the shape of the graphic sign for number to be similar in a myriad of systems.

Roman, Arabic, Bengali, Chinese, Thai and Ge'ez (if you notice lines in all 1 10 fold representation) share some symbolic reference to one single element representing the number One.

This capacity to make associations from abstraction granted us the privilege of highly developed language systems. Systems that allow us to relate an acoustic or visual signal to a mental picture and ultimately to pure thought and comprehension.

The proposed educational system builds up on that principle, the freedom to create mental, personal links, to take those associations to deeper levels. Education should be allowing learners to connect the word "Elephant" not only to the animal's size, shape and colour, but also to why he appears to be that colour for example.

The way we perceive the colour grey is what it is because the light that is not absorbed by the skin of the elephant in question is of a specific wavelength that when reflected back diffusely, interacts with cells in our eyes, generating an electromagnetic response that causes that an specific electric pulse leaves those cells and activate certain areas of the brain that generate picture and vision.

In addition to that we may perceive the elephant as "big", but that is nothing but pure abstraction from the powerful machine we know as brain.

Big is a matter of reference. We are the reference. To define something as small, we mean something that is within a certain reach of our own body. Our torsos, inches, feet, furlongs and many other measurements units define our scales from something that is within reach. So comparing to our own body, an elephant is indeed big.

Through education, thought should be allowed to flow, permitting natural groups to form, common interests, shared information. Teachers would naturally emerge, the ones prompted to go ever broader in their spheres of knowledge.

Academy sees knowledge as vertical or horizontal when it should actually be seen as 3-dimensional. Individual spheres of deep knowledge obtained through natural talents and interests would merge through collaboration with other individual spheres.

Knowledge would evolve into deeper perceptions, better comprehensions. This comes from all areas: social science,

linguistics, physics, chemistry, biology. If free connections were allowed, humanity would understand differences, similarities, it would achieve peace.

If you have come this far, I ask of you to make use of your tools, tools that you have acquired throughout your life, through your entire education. See the information you have as a tool to find more information, to expand your sphere, to find deep and profound comprehension, to seek for absolute knowledge.

Mathematics states that the opinion of the majority often beats the opinion of on individual. Bigger communication means a bigger global sphere of knowledge. The joining of all ideas in real time, our ultimate communication and information tool: the Internet.

In this entire text our brains travelled from elephants to the internet, in free association. This is one point of view; this is one possible "expansion". Many others exist. If we collaborate we can associate many other possible expansions into one sphere, perfect understanding of a certain phenomena.

If not directly, observation through different "lenses" permits for new associations (or ideas, if you will), thus leading to the normal process of science: observation, hypothesis, theory.

Production in all areas would increase with communication. The separation of knowledge is obsolete, its ultimate goal of teaching us HOW to learn was reached, we must now connect and use our ability to explain to its fullest, let knowledge flow without boundaries, let us learn to explain when our own natural curiosity leads us to. Let teachers be the guides holding brief knowledge of many different circles.

Allow yourself to drift in the infinite aspects of our existence, our mind, our rational and emotional minds. It is all connected. Somehow, within our conscience, our perception, lay connections between everything; Comprehension, understanding.

Inter-connect, analyze, use information and experience.

Learn, think, link, compare, discuss, share.

Learn, link, think, compare, discuss, share.

A rotating circle, a sphere of knowledge.

See past the absurd, look through the obvious.

Do not be afraid to learn, to shift. Change your mind: find peace with yourself and your ideas. Share them. Use the gift of thought.