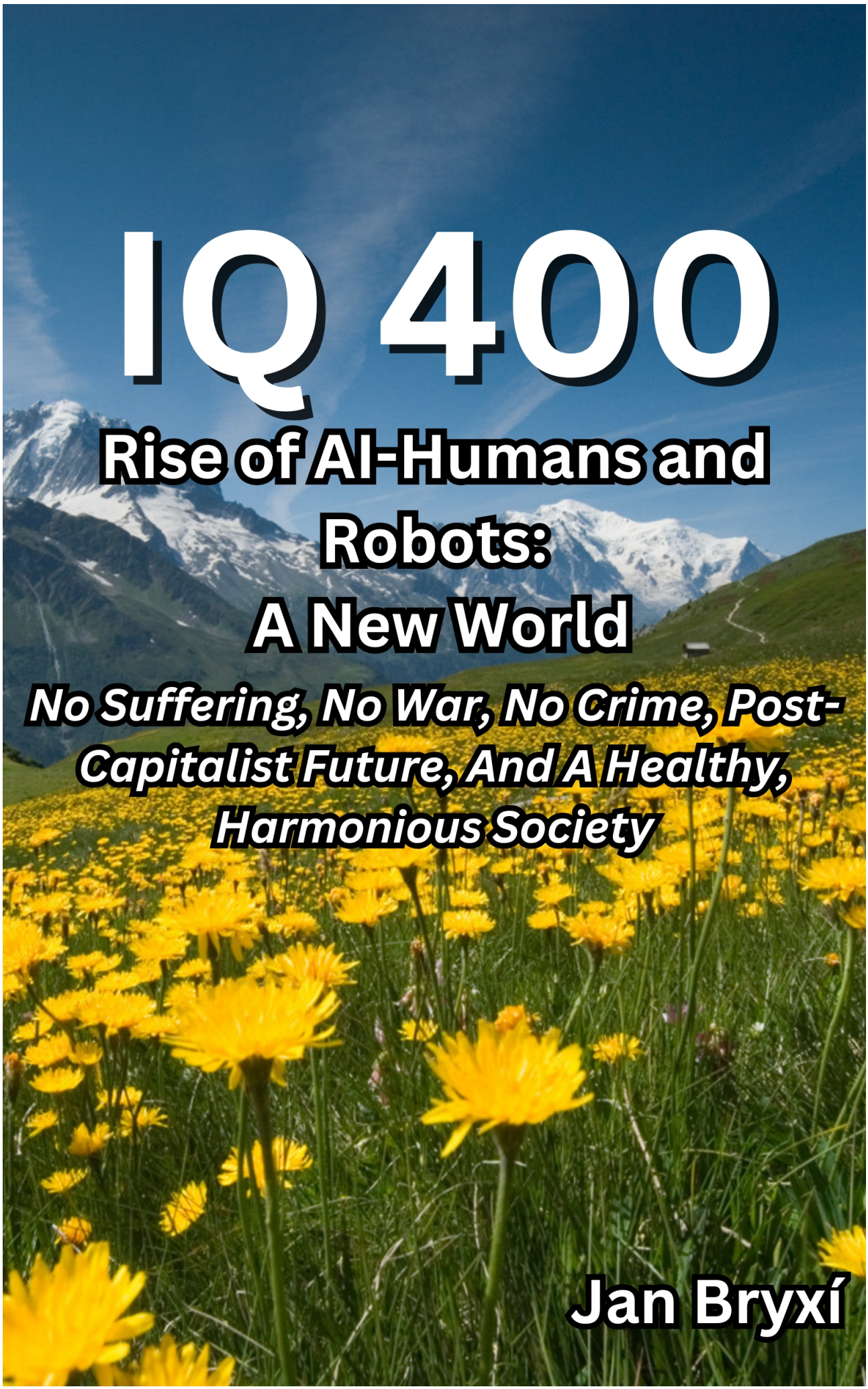
IQ 400
Rise of AI-Humans and Robots:
A New World
No Suffering, No War, No Crime, Post-Capitalist Future, And A Healthy, Harmonious Society
Jan Bryxí

IQ 400: Rise of AI-Humans and Robots: A New World

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Introductory video

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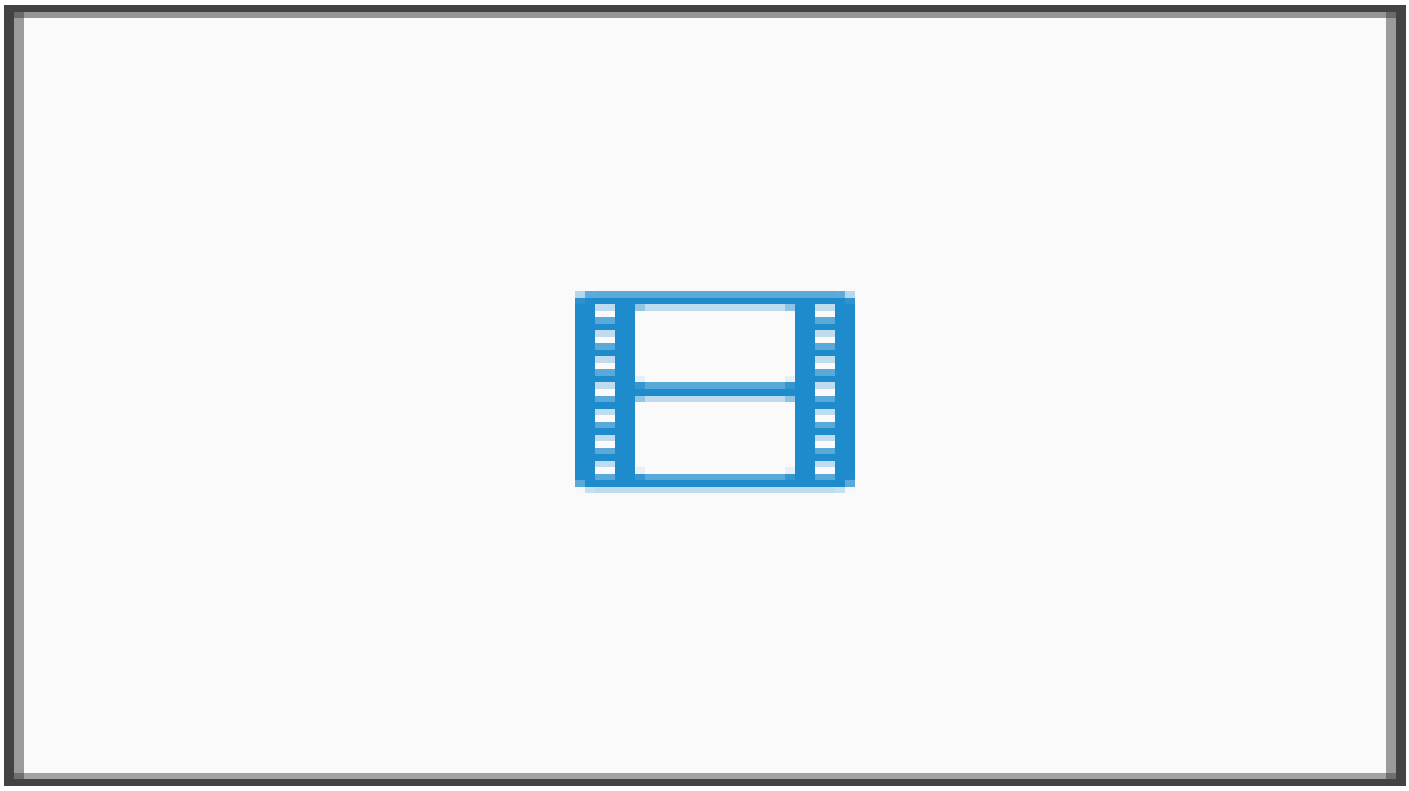

The advice and strategies found within may not be suitable for every situation. This work is published with the understanding that the author is not held responsible for the results accrued from the advice in this book.

This is a work of nonfiction. No names have been changed, no characters invented, no events fabricated.

This book includes many text excerpts from other sources. The quotations are carefully equipped with links.

Dedication: Jana Lačná Stránská, Václav Novotný

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Website and blog: https://janbryxi.com

Freethinkers International (they are killing freethinkers — act before it is too late)
https://www.freethinkersinternational.net

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INTRODUCTION

All labor that uplifts humanity has dignity and importance and should be undertaken with painstaking excellence.

Martin Luther King, Jr.

Clientelist ties remained with the birth of contemporary governments and their liberalization since the end of the 19th century. The arrival of elections just strengthened the influence of the super-rich. Using their wealth and social status to improve their electoral power, the aristocracy, middle-class landowners, and industrialists puppeteer political office.

Massive clientelist groups penetrated every political system on this planet that even a U.S. president is a puppet; meanwhile, transnational lobbyists tell politicians what to do, and super-rich families get all the tax exemptions, so they make sure the trillions of surplus value (no, I am no socialist or communist) gets to their pocket. Voting just served to confirm the social hierarchy of super-rich families. Votes were traded for goods or services fit for devoted followers (land, jobs, donations to charities, etc.). Democratization produced clientelist networks that evolved as a Menasha of control by shadow eminences.

Politicians are used by these super-rich and opinion interest groups to manage public resources and thereby generate political support. These political agendas might be driven by social programs, urban regeneration, and subsidies for economic growth, as well as by others. These agendas coordinated large-scale clientelist distribution of collective goods (housing, jobs, subsidies) between American cities during the first half of the 20th century or in southern areas of Italy following World War II to support local super-rich families and interest groups. They tell the average Americans (99 %) to work hard and move from one place to another without any social nets, so even these "developed" countries have people dying on the streets because of a lack of healthcare or just hunger (yes, the U.S.A.).

To these politicians, the self-interest-driven trades that defined prominent clientelism violated democratic values and were thus acts of corruption that one had to eliminate to moralize public life. Hence, there is a need for something to change, an improved system that should be undertaken with painstaking excellence.

Politicians are stealing funds at a faster and faster pace. Thus, no money goes to making sure the basic right is upheld. Something has to be changed; change that ends corruption because it influences all of us. It disturbs our society and compromises the rule of law; it challenges ethical ideals, fairness, and sustainable economic growth. It questions the structures and principles of our democracy. However, poor people suffer most from corruption as public policy and public resources mostly help them. Dependent on the sick government for housing, healthcare, education, security, and welfare puts the poor most vulnerable to corruption as it stalks service delivery.

Most nations' ongoing inability to greatly reduce corruption is fueling a global democracy catastrophe. Corruption nibbles away at democracy to create a vicious cycle that weakens the rule of law by letting those in charge act with impunity, undermining democratic institutions. A fair and equitable society suffers when corrupt officials face either minimal or no repercussions for their conduct. Furthermore, compromising the independence of the court is the possibility of unscrupulous politicians trying to sway rulings to their advantage; this not only reduces the faith people have in the judicial system but also pilfers a sizable fraction of G.D.P.

Corruption and the level of G.D.P. have mutual causation; so, the causality between corruption and G.D.P. level is negative, meaning that a higher degree of corruption produces a lower level of G.D.P. and vice versa. Estimating the worldwide cost of corruption at 5% of the G.D.P., the United Nations, and the World Economic Forum. Given the US$ 101 trillion world G.D.P. for 2022, this would translate to US$5 trillion year in stolen money worldwide. This exceeds the third biggest economy in the world, Japan, annually G.D.P.

A lot of corruption stunts economic development. Corrupt politicians and bureaucrats might misallocate public funds for personal benefit or give generous contracts based on clientelism, affecting resource distribution and lowering investments in vital public transportation. Foreign investors are so reluctant to interact with nations with such high degrees of political corruption as it exposes major hazards to their assets; this deters foreign direct investment, which could negatively affect the economic growth of a country.

The 80 % of people living in the developing world have massive human rights abuse, prevalent torture, no respect for human life, and all the liabilities it bears. Almost all of the studies overlook the reality that the top most corrupt nations consist of nations with one of several kinds of armed conflict (civil war, intertribal conflicts, inter-religious wars, or some other form of aggression). Thus, peace in the nation is a prerequisite for a successful fight against corruption. Countries with enduring peace on their territory—most since the Second World War or earlier—are the least corrupt. Thus, one of the requirements for an effective struggle against corruption is peace. But how can peace be truly brought about when we rely on our current worldly system? A system of genocides, concentration camps, extreme poverty, ethnocides, and religious prosecutions.

They say the Holocaust was the worst thing to happen to the world; I would deeply disagree (it was an unbelievably horrific event, but it was finite - as sad as it is) because I believe the lack of the most basic needs, such as clean water, food, electricity, not being on the run from getting killed. Also, access to healthcare, people dying prematurely. Hundreds of millions suffer from hunger, sometimes extreme. The total lack of scientific research for the major diseases makes life unbearable for hundreds of millions, for example, in developing countries without pain-relief drugs. Affecting both soldiers and civilians, infectious illnesses mercilessly take advantage of the situations brought forth by conflict. Eight times more British army deaths from disease than from fighting injuries occurred during the Napoleonic wars.

Among people, conflict drives elements that raise the prevalence of infectious illnesses, including mass population movement, overcrowding, lack of clean water, inadequate sanitation, lack of housing, and poor nutritional state—furthermore compromising control initiatives like immunization or vector control leading to the breakdown of public health infrastructure and the unavailability of health services. Two-thirds of the estimated 660,000 fatalities of troops in the American Civil War were caused by pneumonia, typhoid, dysentery, and malaria; this death toll resulted in a 2-year prolongation of the war. People must fend off unplanned onslaught and naturally resist these diseases. People have to be improved!

War results in an enormous death toll as well as great damage to infrastructure and property. For those who have gone through it personally, it also produces psychological anguish. More than five times the number of Americans killed in combat in our twenty-first-century wars, 30,777 men and women out of five million Americans who volunteered to serve in the U.S. armed forces between 2001 and 2021 and returned home as discharged veterans have taken their own lives. One main contributing reason to this is the moral suffering many people go through during battle and the great emptiness they often find when their military duty finishes. Although the U.S. had made a significant effort when developing an atomic bomb, employing thousands of people). I get the notion they needed it so a democratic world (with its enormous flaws) could have been preserved. But mental illnesses that resulted from this act (people tearing off their nails while scratching the wall, such a severe state that a sufferer cuts to his skin and veins just to ease the pain, people living with delusions of what was about to happen got killed) don't get any research. Actually, they do, scrapped by 70 %.

Higher often than most official studies and independent evaluations would indicate, the protracted conflicts—which have compelled many troops to deploy several times and operate under nearly constant threat of attack—have exacted a considerably higher emotional toll. Two main signs of post-traumatic stress, which more than a million people deal with, are marital issues and outbursts of anger. The long-term economic consequences of war include more poverty and unemployment. Given the negative impacts of corruption, raising awareness and incentivizing collective action to improve control of corruption remains urgent.

Half of the people (distributed by the Gaussian curve) are rather immoral, a third of people are sinful, around 15 % of people are deeply immoral, and 1 % are sociopaths. Consider the great United States of America, full of good, polite, and humane people. They somehow let it happen that no money means death. Without health insurance, people may be unable to afford necessary medical treatments. Also, preventative care, or emergency services, lead to untreated conditions and fatal outcomes. Even with insurance, high out-of-pocket costs for medical care, medications, and procedures can prevent individuals from seeking necessary treatment. All of it may result in worsening health or death.

In developing countries, limited healthcare infrastructure and resources can prevent people from receiving necessary medical care. This leads to untreated illnesses and higher mortality rates. Consider people who been born in the Korean camps, tortured and abused for hard work, only to find themselves in Berlin, prostituting, hooked on heroin, and beaten by their slave masters; there is

a massive modern slave problem, extreme poverty, refugees dying because of lack of health care, freedom of speech, etc.

Inadequate prenatal and postnatal care, along with poor access to safe childbirth facilities, contributes to high maternal and infant mortality rates. Widespread food insecurity and inadequate nutrition lead to malnutrition, stunted growth, and increased vulnerability to diseases, particularly among children. Many communities lack access to safe drinking water and proper sanitation, resulting in frequent disease outbreaks and health complications.

We breed animals in a way they experience torture - the conditions they live in would be hell for people. At least they get killed in the end. What we are doing to them is what Hitler had done to Jews. The horrors pigs experience before death are worse than death itself. They are not extremely stressed but out of their minds. While I get the notion that pigs are morally twisted (yes, they are not humans), we are humans and should act in some manner of morality.

Many animals are kept in extremely confined spaces where they can barely move. For example, chickens in battery cages, pigs in gestation crates, and cows in feedlots often have little room to turn around, spread their wings, or lie comfortably. This intense confinement can lead to physical ailments, stress, and behavioral issues like aggression or self-mutilation. Their suffering is so severe that (in theory) killing them at the very beginning of their life would be oblivion. But no, they must go through it.

A third of the people in the U.S.A. are feeble-minded. Every seventh citizen is either moronic, dementia-stricken or an alcoholic. Half of the population has roughly below-average intellect. These people, half of the nation, are robbed of the world's complicated multiformity, complementarity, and ambiguity, and an I.Q. of 100 will not amount to much. But just don't do one thing - improve people.

But how can humans be better (improved)? That is what this book is all about. Humans have improved to become a completely different and better species, devoid of every ailment, child labor, capital punishment, religious slaughter, brainwashing of the masses, and lack of natality. With academia free of clientelism, without pointing to the disgusting two-dimensional spectrum that would, if my thoughts are being realized, cease to exist while surviving in the age of AI and robots, it is a completely different world.

They say improving people is dangerous, and it is - for those Rockefellers, Rothschilds, Warburgs, and Astors - to name a few. They need ill, low-IQ, or feeble-minded citizens who are molded by their educational system. But imagine angel-like people with average morality being 1 % nowadays

(just for example). Total utilitarianism would be the moral system. An infinite number of robots and human beings would experience just ecstatic moments.

Have I gone mad? No, try to read my book, and you will find solutions. If you're a smart reader who desires change and is not repulsed by something new, this will be an exhilarating read for you. You will:

- Know how religion is to be blamed for the conflict among the several religious factions and the dichotomy of fractioning of the people of the planet because religious conflicts provide the foundation of most of the frequent, lethal, and quite devastating battles waged by humans. Every religion has its approved doctrine or set of beliefs, which adherents must unquestioningly embrace. This could cause rigidity and intolerance against different points of view. Ultimately, if it is the word of God, how can one compromise it? Simultaneously, doctrine and the scriptures are sometimes ambiguous and subject to interpretation. Disputes, therefore, can develop over whose interpretation is right; as there is no arbitrator, this dispute cannot be resolved at last. Usually, the winner is the version that draws the most supporters. Moreover, religious radicals might aggravate the spread of war. They believe extreme actions are required to honor God's will.

  But using my suggested system, you will discover how people can be spiritual without following a religion. No crime, nations (nationalism has brought nothing but gas chambers), IQ of every citizen will be higher than John von Neumann, arguably one of the smartest men that have ever lived. Dichotomy us/then no longer exists, just like religion—no rocket exchange between Israel and its enemies. Religion or religious activities are more ceremonial and ritualistic, carried out in a set or predetermined way at certain times. This also makes religion and associated activities seem synthetic and flimsy. With my system, people won't necessarily have to follow a set of guidelines or regulations every day or at certain intervals. Instead, they will always be at peace with themselves and have ecstatic moments, and everything they do is not done out of need or pressure but rather because it comes easily to them.

- Discover a system that is not of any kind in comparison. A system that creates an infinite number of individuals with ecstatic feelings. I used to hold high regard for morality and tried to be as moral as possible. I had hit hard and realized that people say they are moral but are not moral basically in any way. As you come to see, people who believe religion helps define a person's perspective of good and evil (morals) are totally incorrect; worldviews will be changed upside-down.

God is not the basis of morality as, although they can be "moral," atheists and agnostics lack an ultimate authoritative basis for their morality. Still, the moral system you will learn in this book is not one of religion or atheism and neither of agnostics. But, one that produces an infinite number of individuals (or consciousnesses modeled by mathematics) that makes such an infinite number of events that create the ecstatic moments.

- Learn how this method will bring an unparalleled scientific revolution, transform human civilization, and launch a period of unparalleled growth and progress.

  Emphasizing the good influence science and technology have on humanity, this book will investigate the several blessings of this system on science and technology (smart cities, interplanetary colonies, asteroid mining, climatic stability, disease eradication, etc.). You will witness how the morally evolved supersmart AI. will start a new scientific revolution. Every moral standard in this system will produce infinitely happy individuals. And this would also be the case with artificial intelligence. Therefore, there would be infinite mini robots (AI machines) experiencing the most delightful periods with emotions. From scientific discoveries to technical improvements, I will explore how these advancements have been the engine behind world advancement.

- Learn how artificial intelligence leads to improving human capacities, disrupting eons-old human pursuits, and improving people's quality of living may enhance humanity. The wide-ranging possibilities of artificial intelligence will cause improved humans to exceed average human intelligence and capabilities and advance in tasks such as, reasoning and learning, language translation, complex decision-making and pattern recognition, visual acuity, speech recognition, and sophisticated analytics.
- You will learn how the application of AI can be used in self-diagnosing and enhancement in order to help humans live fuller, much longer, stronger, and healthier lives.

  You will also learn about AI's role in contributing to the broad betterment and improvement of humans and robots, built around massive feedback of data that can be captured simultaneously about everything from ecstatic feelings to health to nutrition through Brain-to-brain and brain-computer communication capabilities. Also, learn how AI can be used to improve our formal education systems and valid criticism towards our current educational system.

- Learn how genetic engineering may alter genes to improve human capacities above and beyond what is natural. Using genetic engineering, my system described in this book allows

for the removal of crime, violence, war, and selfishness and the assistance in avoiding devastating diseases such as sickle cell, HIV, and cancer. Individuals will no longer be vulnerable to hereditary illnesses; instead, their immune system T-cells will readily identify and target any contaminated cells.

- Understand how this method allows parents the freedom to choose the greatest genes they can for their children in areas like beauty, intellect, long life, ability to view a broader spectrum of light, better sensory nerve, etc. Through vitro fertilization and genetic engineering, parents will be able to search for gene sequences matching these traits in possible embryos and choose the desired traits, carefully processing the genetic information of the embryo to generate the chosen genetic preferences depending on certain laid down laws.
- Learn how genetic engineering and super smart AI will produce a class of model people with IQs of 400 or more. One thousand times more clever than the most brilliant brains of today, super-intelligent people
- Evaluate the list of alleged criticisms towards this system of improving people, and through sound debunking, come to the logical conclusion that people usually criticize topics they do not fully know about.
- Learn how this system's main criticisms are multifaceted and stem from fallacious arguments, cognitive biases, and false morality, which are used to damage, mislead, and control feeble minds.
- Etc. Here are the chapters you should be expecting:

The main purpose of this book is to please the average smart reader and show how humans can be a completely different and better species, devoid of every ailment while surviving in the age of AI and robots—a completely different world. The second purpose is to show that even severely mentally ill persons can write a book.

After reading this book, you should come to the understanding that society is absolutely ill, that our rules are sociopathic rich people, and that we can survive peacefully among AI robots and Supersmart AI. We can get rid of human stupidity and these sick rulers, creating unprecedented moments of super great lives. You should be aware of sick morality and how my system can change and bring absolutely something different.

This book should change your views upside-down. So, if you're not one to be repulsed by something new, have a nice read!

HISTORY OF IMPROVING PEOPLE

Francis Galton. An ethnologist, English statistician, and demographer (and cousin of Charles Darwin) compiled biographical data from obituaries and other sources to construct pedigrees of prominent English families in 1869. With an efficiency of 20%, Galton concluded that superior intelligence and abilities were inherited. Drawing inspiration from this endeavor, he developed the concept of “improving people,” which translates to “well born” but is currently recognized as genetic engineering. He further postulated that by incentivizing the most physically fit and intelligent members of society to procreate, humanity could be improved.

Galton’s concepts experienced rapid domestic and international acclaim. Early in the twentieth century, increased interest in the genetics of animal reproduction and the rediscovery of Mendel’s 1865 work demonstrating the inheritance patterns of specific traits in pea plants provided the impetus for the improving people movement to gain momentum in the United States.

Historically, improving people advocated for the procreation of healthy “superior” offspring while discouraging the reproduction of those who were deemed physically or mentally impaired or who deviated from the societal norm. However, technological progress has rendered these procedures unnecessary, as mentally challenged individuals can be improved through the use of genetic engineering, superhuman AI, and embryo editing. Hence, they should be provided with the opportunity to improve themselves as citizens rather than forcefully preventing them from procreating.

Early adoption of improving people practices has been widely recognized as a source of extensive damage, especially for marginalized populations. The Nazis advocated for state intervention in order to better the health of citizens: initially, by identifying the corrupt element and subsequently by limiting the development of the corrupt element and eliminating them. The implementation of these challenging and popular policies was justified by the Nazis through the use of improving people theories and allusions to social Darwinism, also known as “survival of the fittest.” This is a

misconstrued application of improving people by the Nazis, which was exploited by the shadow eminence to obstruct progress and impede the liberation of individuals from their evil clutches.

Contemporary improving people, more commonly referred to as genetic engineering, has made significant scientific and ethical strides and offers promises for the treatment of numerous fatal genetic diseases. Improving people was prevalent in the United States for a significant portion of the initial half of the twentieth century. It acquired its unfavorable reputation primarily due to Adolf Hitler's relentless endeavors to establish an advanced Aryan race. As a result, interest groups with a vested interest in the United States used the atrocities of the Holocaust and the irrational pseudo-scientific improving people of Nazi Germany as justification for promoting weak and feeble-minded citizens.

DISCONTINUING TO IMPROVE PEOPLE WAS A HUGE MISTAKE

It was a fault to halt improving people. Yes, Hitler did Improving people to the point of having exterminated millions of people. Also, it is important to note that during the late 1800s, improving people beliefs and policies were also propagated by leaders and intellectuals around the world, motivated by shared xenophobic attitudes (I despise all the forms of racial hate. Whites, Blacks, Asians – I could care less. My concern is making all races improve where necessary).

However, Improving people does not advocate for the murder of individuals. Galton was not in favor of killing people. Improving people seeks to improve the genetic composition of a population through two means:

- ✓ Increasing the fertility of persons with desirable characteristics
- ✓ Decreasing the fertility of those with undesirable characteristics

Nowadays, genetic engineering would also be relevant to totally avoid decreasing the fertility of those with undesirable characteristics, but Galton was not familiar with this concept and, as such, does not qualify as positive improvement of people.

It is said that the utilization of improving people ideology is used to rationalize heinous acts, including racial discrimination and genocide. As a result, it is universally regarded as immoral and incompatible with the principles of human dignity and equality. This is the propaganda they want everyone to believe. The shadow eminences understood that if Improving people continued – the Flynn effect would have been inevitable (IQ would be higher and higher from generation to

generation in enhanced people). People would grow up smarter, and therefore, they masqueraded their ill intentions with the cessation of Improving people, using the horrors of the Holocaust as an excuse.

Hitler did not believe that Jews possessed below-average intellect, a greater prevalence of genetic disorders, or anything similar (but won't killing them defeat the purpose of Improving people in creating extra high IQ individuals? More, not less IQ individuals). Although eugenicists in Germany were antisemites, this was also the case for most scientists in every other field. True improvement of people in no way had anything to do with the Holocaust. The inventor of improvement of people, Sir Francis Galton, believed that Jews possessed intelligence above average and were opposed to antisemitism.[1] There was disagreement among German scientists in the decades preceding the rise to power of the Nazis regarding race and ethnic differences. Specifically, profound disagreements arose regarding the position of Jews. In Germany, antisemitism increased, even among cultural icons such as Richard Wagner.[2]

Antisemitism began to shift toward a racial perspective decades prior to the National Socialists assuming power. Improving people served as an excuse. It was erroneously believed to be concerned with preventing or terminating lives that have been deemed unfit. Killing is not an approach that aims to the improvement of people. Conversely, modern/positive improving people endeavors to harness the power of superhuman AI and genetic engineering to facilitate the proliferation of exceptionally intelligent individuals, frequently through voluntary means.

IMPROVING PEOPLE DOES NOT SUPPORT MARGINALIZATION, XENOPHOBIA OR FORCED STERILIZATION

It is possible to say that California-style improving people most closely resembles positive/modern improvement of people. They held the belief that by employing strategies such as forced sterilization, social segregation, and exclusion, individuals with low IQ could be eradicated from society. Tens of thousands of individuals underwent sterilization in the State of California at the turn of the 20th century.[3]

Motivated by the 1859 publication of Charles Darwin's principles of natural selection, it was founded on the notion that purposeful selection could provide solutions to pragmatic dilemmas, such as the governance of rapidly expanding urban populations or the establishment of new nation-states. Such reasoning was criticized following its implementation by the Third Reich throughout World War II. This methodology has garnered extensive discredit and condemnation on account of

[1] The father of improving people - 10.1051/medsci/2009256-7641. PMID: 19602363
[2] Richard Wagner and the Anti-Semitic Imagination - https://doi.org/10.1353/mln.1995.0066
[3] California's Sterilization Survivors: An Estimate and Call for Redress - https://pubmed.ncbi.nlm.nih.gov/27854540/

its detrimental and discriminatory effects on marginalized communities, in addition to its transgressions against autonomy and human rights.

They established categorizations of individuals or groups of people as either superior or inferior. Now, know this: I do not believe that a particular group or race is superior to another, I do not believe in the marginalization of a certain group deemed inferior or unfit, I do not believe in xenophobic and forceful sterilization practices, and these are not the practices of positive/modern improvement of people. I do care that you have an IQ of 190, whether you are moral or not.

Many individuals appear to believe that those who advocated for forced sterilization were also in favor of racially discriminatory legislation. This viewpoint, however, is incorrect. Certain prominent racists and eugenicists held opposing views regarding the implementation of discriminatory policies and forced sterilization.[4] Prominent advocates of improving people ideology, such as Julian Huxley, Francis Galton, Hermann Muller, and Ronald Fisher, believed that eugenic policies could be implemented to incentivize the most exceptional members of each race to procreate. This was the case in Germany, the United States, and the United Kingdom.[5]

Given that the genetic component accounts for approximately 70-80 percent of IQ and that hundreds to thousands of genes are involved,[6] it follows that IQ selection would favor genes that confer intelligence. In the past, proponents of California-style improving people lacked grounded knowledge regarding embryo editing and the use of implants and superhuman AI. You must be thinking right now: Isn't that immoral? Hold your horses and continue reading.

Simply put, the shadow eminences started to realize they did not need a healthy and intelligent society, so they gave Nazi pseudoscience as an excuse. This is because improving people promotes fewer physical diseases, fewer mental diseases, and happier, altruistic, extremely intelligent, and talented people.

IT IS CRIMINAL NOT TO CONDUCT THE IMPROVEMENT OF PEOPLE

A constant threat to modern society came from individuals with physical and mental impairments, domestic violence, mob mentality, and other similar factors. Through genetic engineering, these individuals are saved from carrying on these characteristics to future generations. Failure to rectify

[4] Was Margaret Sanger a racist? - https://pubmed.ncbi.nlm.nih.gov/3884362/
[5] The outstanding scientist, R.A. Fisher: his views on improving people and race - https://pmc.ncbi.nlm.nih.gov/articles/PMC8115641/
[6] Is intelligence hereditary? - https://metafact.io/factcheck_answers/1124

the deficiencies of individuals who are constitutionally weak, ignorant, stupid, and feeble-minded is considered to be detrimental to the progress of future generations and the global community as a whole. Genetic engineering offers a remedy for these issues.

The improvement of humanity did not deviate from the Western scientific standard that was implemented practically in the Nazi genocide policies (modern/positive improving people does not support murder of any kind). Improving people constituted a fundamental component of worldwide modernity, wherein both the government and individuals undertook an unparalleled endeavor to establish an idealized future predicated on the potentialities of genetics, evolutionary biology, and superhuman AI.

Not conducting this evolutionary process is not only criminal, but it is closer to moral nihilism than total utilitarianism. Improving people does not endorse state-sponsored coercion, nor does it subscribe to the narrow-minded perspective that was held by some improving people advocates in the early 20th century. It is associated with less of rapes, murders, domestic violence, substance abuse, bullying, mobbing, and overall less sociology-psychological phenomenon.

Each eugenic movement prioritized the family as the focal point of its initiatives, putting forth strategies to safeguard it against both social and biological decline. However, following World War II, when Nazi Germany used it as an excuse for genocide, it soon became a taboo subject. The notion of improving humans through the use of genetic engineering and superhuman AI may be a challenging leap to achieve, but not impossible. Invest a few trillions into it, and you have a perfect society. But no, not in this world. The ruling elites don’t want a smart and healthy population, which is also a reason why people refuse improving people.

There are some pleasant qualities associated with the practice of improving people. The complete integration of improving people into the political system might result in a reduction in global diseases, an increase in human intelligence, and an elevation in physical attractiveness. But from a moral standpoint, it is said to cross numerous boundaries, which in the past hindered the globalization of this concept. Or does it? Preventing this idea concept from political manifest can be compared to moral nihilism by the ruling elites. Not conducting the improvement of people is an immoral and criminal act in itself (more on this later).

Given the availability of affordable and efficacious contraception, as well as the development of novel technologies pertaining to in vitro fertilization, embryo selection, and genetic engineering,

rationalizing procreation without forethought regarding the characteristics that offspring may acquire is progressively more challenging. The time has come to confront the enormous responsibilities that arise from our decisions regarding reproduction.

By eradicating or modifying genes of a disorder, such a disorder may be prevented or treated. Eventually, it will be possible to completely eradicate hereditary conditions that cause mental and physical issues by manipulating the genetic composition of children. Consequently, the notion of human improvement serves as a preventive safeguard for the genetically engineered offspring and subsequent generations, as there is no concern regarding the inheritance or transmission of genetic disorders.

I don't see how these sound criminal, but anyway, let's have more murders, more diseases, and a stupid, silly, easily fooled population that sits on its knees and demands status quo.

DISGUSTING CRIMINALLY-MINDED NAZI PSEUDO-SCIENCE

Perhaps the most abhorrent ideology ever adhered to by humankind is Nazism. Collectively, its followers instigated the Holocaust and World War II, events that claimed the lives of 73 million individuals. In accordance with their concept of Germans as a "master race," the Nazis "purified" society of those they considered undesirable by utilizing race and racially biased perspectives. The Nazis utilized the concept of a superior master species to solidify their dominance over others. They held the belief that they were Aryans and, as such, were superior.

At the outset, the Nazis did not exclusively perpetrate their atrocities against humanity; rather their innately bigoted perspective were reinforced by inadequate "scientific evidence" derived from early 20th-century human development studies. Following this, anthropologists, geneticists, psychiatrists, and physicians, who were financially supported by the Nazi regime, conducted research that backed their claims of racial superiority (what a criminally-minded thought) by persuading Nazis and their supporters that science 'proved' certain races to be genetically superior to others.

During the 1930s and 1940s, the regime sustained its nationalistic agenda through the dissemination of disgusting, criminally-minded pseudoscientific theories that purportedly established the physical and racial inferiority of individuals such as Jews and those with disabilities. The outcomes were abhorrent, including industrialized homicide, forced sterilization, and inhumane medical experiments, all of which I find very disgusting.

Originally, Iran was referred to as the “land of the Aryans,” and the term “Aryan referred to speakers of Indo-Iranian languages that were formerly spoken in India and Persia. Since roughly a millennium ago, the term has hardly been applied outside of this context. As a result of the distortion of the term “ Aryan” to suit the ideology of racial purity during Nazi Germany, Jews and other groups were persecuted. The Nazi regime disseminated the concept of a “Aryan race” that encompassed distinct cultural and social attributes in addition to particular physical qualities, such as; fair complexion, blond hair, and blue eyes. Hitler conceptualized “Honorary Aryans” as a means to fulfill his own objectives.

The Nazis were deeply preoccupied with the notion of distinguishing physical characteristics of the Master Races from those of races they deemed inferior, such as Jews and Gypsies. To achieve this, they amassed an exhaustive database of data based on irrational standards, including skull dimensions, facial features (type of forehead, nose, bow ridges, chin, jaw, high cheekbones etc.), as well as skin and eye color.

The early 1840s were pivotal in the development of the notion of a Germanic race. In that decade, Anders Retzius, a Swedish anatomist, introduced the cephalic index, an innovative technique utilized to distinguish between ethnicities. He classified the human race into two fundamental groups, namely the long-skulled dolichocephalics and the short-skulled brachycephalics, according to variations in head circumference. Through the amalgamation of these two classifications with an absurd set of anatomical and geographical criteria, he devised a racial classification system that distinguish Europeans into several distinct racial types and established the scientific notion of blond, long-skulled Germanic race. Decades of scholarly investigation and discourse followed Retzius’ system as a crucial foundation regarding the ethnic divisions of Europe.[7]

The Nazis implemented their discriminatory plan to reconstruct Europe by eliminating foreign racial elements they referred to as “destroyers of cultures” and who, according to their new definition; “creators of culture,” were not part of the German people. The classification of individuals as “Aryan” or any other ethnic category in the sense employed by Nazi ideology lacks any foundation. In contrast, we acknowledge the equality and diversity of every individual, irrespective of race or ethnic origin. “Aryan” was primarily employed in Nazi propaganda as the antithesis of “Jewish.”

[7] Measuring heads in Nazi Germany - the science of propaganda from the theory of Hans Guenther - https://dynasty-auctions.com/en/hitler-and-israel-the-war-of-the-races-the-early-call-of-the-french-ambassador-about-the-danger-of-nazi-germany-france-1934/

Mussolini, an individual admired by Hitler, argued that the Nazis' preconceived notions regarding racial differentiation in Europe were unfounded and rooted in cultural differences.[8] In contrast to Hitler, Mussolini exhibited minimal inclination towards incorporating racial ideologies into his system of government. It wasn't until he was increasingly pressured by Hitler that he began to alter his policies and compose laws against minorities; however, he never formulated the notion that he should execute individuals on the basis of their ethnicity. Furthermore, even in the wake of the Racial Manifesto, Mussolini continued to express his personal views in a number of ways that demonstrated a significant divergence from those of his Nazi ally and the German concept of racial purity. Mussolini was extremely critical of the notion that an individual could be entirely of one "race" and that biological race was practically nonexistence.

It is crucial to acknowledge that these Nazi concept are founded upon pseudoscience and have been comprehensively debunked. Presently, the designation "Aryan" is rightly regarded as a by product of supremacist and bigoted ideologies.

HORRORS! HORRORS! NAZI PSEUDO-SCIENCE HORRORS!

Anita Andres was less than two years old when she was admitted to an institution for children with development disabilities in Mosbach, Germany. The little girl had not reached her cognitive and physical developmental milestones. It was 1941, and the Nazi regime had years earlier approved the sterilization of people with disabilities or, in the case of pregnancy, abortion. But for children with a cognitive disorder or physical disability, a ministerial order was issued in 1939. Along with 52 other children, Anita was referred to the Psychiatric University Hospital in Heidelberg. It was directed by Carl Schneider, one of the leading psychiatrists of his time. He led a study that sought to establish the difference between congenital developmental disabilities and those acquired in the first months and years of life. Schneider was also behind the state euthanasia program, Akiton T4. After being used as part of the study, Anita was murdered like 10, 000 other children with disabilities.[9]
In addition to Laughlin's law, the eugenics experience in California was particularly notable and influenced the Nazis' development of their 1933 regulation, which was supported by prominent American eugenicists. "The United States and Nazi Germany conducted the greatest number of sterilization (although the United States has since changed its mind and continues to hold Nazi eugenics and Holocaust horrors in order to produce weak and feeble-minded citizens). It was the organization's affiliation with the Nazi regime that ultimately thwarted efforts to improve people in

[8] Blueprints of Totalitarianism: How Racist Policies in Fascist Italy Inspired and Informed Nazi Germany - https://doi.org/10.1163/22116257-00602001
[9] Beyond the Angel of Death: The medical establishment's role in Nazi horror - https://english.elpais.com/science-tech/2023-11-09/beyond-the-angel-of-death-the-medical-establishments-role-in-nazi-horror.html

the US. Due to the fact that numerous characteristics they aimed at repressing were clearly heritable, it promoted the scientific community to brand it as a pseudoscience. Nevertheless, repeal of certain state laws did not occur until the 1970s.

In addition to the six million Jews who were murdered, the Nazi targeted an additional five million individuals during the Holocaust in an effort to exterminate entire communities from Germany and beyond. Included in these categories were Poles, Soviets, Roma, political prisoners, individuals with disabilities, criminals, Jehovah's Witnesses, and those suspected of being homosexual. According to the National Socialist Ideology, homosexuality constituted a subtle threat to the survival of the Aryan race, which necessitated eradication. Prior to the rise to power of Adolf Hitler in 1933, male homosexual activity in Germany was not only socially acceptable but even celebrated in centers such as Barlin, despite the fact that it had been formally prohibited since the 19th century.[10] However, everything altered when Hitler came to power. The strict enforcement of Paragraph 175 ensued, which led to the prohibition of homosexual activities and the destruction of Hirschfeld's institute.

Similar to other social groups, lesbians and gay males were considered a potential menace to the "German people." However, many of these homosexual victims continue to receive scant attentions. Constraints regarding research funding, the stigma associated with homosexuality, and the high mortality rate among gay men in the camps frequently contributed to the global forgetting of these victims. Instead of oversimplifying narratives from various groups, as is the tendency of some Holocaust resource, it is critical to emphasize more particularized experiences within this intricate historical context.

In the 1920s and 1930s, Weimar, Germany was home to a thriving homosexual, gar, bisexual, and transgender (LGBTQ+) community. This included songs and films, over a hundred homosexual and lesbian bars and cafes, and thousands of books and journals on sexuality and gender housed at Magnus Hirschfeld's institute for Sexualwissenschaft (the institute for Sexual Science).

In spite of the German criminal code's provision 175, which criminalized male homosexuality, LGBTQ+ individuals were typically observed and monitored rater than persecuted. Many physicians and scientist, contrary to legal opinion, did not deem homosexual behavior "deviant."

[10] Study of deaths by suicide of homosexual prisoners in Nazi Sachsenhausen concentration camp - https://pubmed.ncbi.nlm.nih.gov/28426734/

Berlin during the Weimar era gained the title “the gay capital of the world.” This was due to the coexistence of a flourishing queer nightlife and the nascent dissemination of academic concepts advocating for increased tolerance towards homosexuality and gender non-conformity.

The Nazis initiated their anti-gay purges by promptly targeting the centers of homosexual cultural production and kinship, namely clubs, upon realizing the influence of these movements. West Germany upheld the amendments to Paragraph 175 during the Nazi era for more than twenty years, which resulted in the apprehension of approximately one hundred thousand homosexual men from 1945 to 1969; some Holocaust survivors were even compelled to serve their sentences in prison. Approximately 50, 000- 15, 000 were incarcerated for their crimes. An approximate sixty percent of homosexual men who were tormented and incarcerated in concentration centers perished. But these numbers only include individuals who were explicitly persecuted on account of their sexual orientation. It is indisputable that a significant number of the Holocaust’s millions of victims were LGBT+ individuals who concealed their sexual orientations and gender identities as they approached death.[11]

The Law for the Prevention of Offspring with Hereditary Diseases was implemented by the Nazi regime on July 14, 1933 shortly after Adolf Hitler assumed power. Concurrently, the prohibition on the formation of new political parties signified the official transition of Germany into a dictatorship. The recently enacted legislation permitted involuntary sterilization of individuals afflicted with alcoholism, mental or neurological disorders, deafness, blindness, or deformities. Consequently, among German Aryan citizens alone, over 400,000 individuals would undergo sterilization; Jews and other ethnic groups would be exterminated in concentration centers.

Einsatzgruppen (mobile killing units) pursued the army after the Nazi invasion of the Soviet Union in order to apprehend and execute significant numbers of Jews through mass gunshots, as exemplified at Babi Yar. The Nazis quickly came to the conclusion that shooting was too expensive, too sluggish, and too mentally taxing for the assassins.

The Nazis had already resolved and endeavored to exterminate Jews in masses 1941. They simply needed to determine the quickest route to achieve their objective. Zyklon B, an HCN brand name introduced in September 1941, was utilized as the lethal agent in gas chambers of Nazi concentration and death camps, including Majdanek and Auschwitz, both located in Poland.[12]

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[11] Homosexuals & the Holocaust: Gay Prisoners in the Concentration Camps - https://www.jewishvirtuallibrary.org/gay-prisoners-in-the-concentration-camps

[12] Auschwitz: How death camp became centre of Nazi Holocaust - https://www.bbc.com/news/world-europe-50743973

Such a disgusting criminally- minded act. In contrast to the Nazis' previous approaches to mass murder, Zyklon B, an insecticide and common disinfectant, demonstrated remarkable efficacy and lethality as a lethal weapon of mass destruction throughout the Holocaust.

Auschwitz concentration camp was a forty-camp complex that was established and managed by Nazi Germany in Poland throughout the course of World War II. The Nazis committed the gravest atrocities against humanity at Auschwitz. In December 1942, a total of 19 fumigation chambers, specifically engineered to utilize Zyklon-B, were inaugurated within the Administration building, which presently serves as the Visitor's Center at Auschwitz. On one occasion in 1944, the disinfection chambers at the Auschwitz main camp were reportedly utilized to gas the Jews, as stated by Rudolf Hoess.

The Nazi regime systematically targeted and exterminated millions of individuals, including Jews, Roma, homosexuals, and the disabled, during the Holocaust. Gas chambers constituted a disgusting technique of mass homicide, which resulted in the loss of an incalculable number of innocent lives. However, if you believed the atrocities committed at Auschwitz were terrible, you will quickly discover that they were even more heinous.

The atrocities inflicted by gassing to death at Auschwitz defy adequate description; they are beyond description. This is absolutely disgusting to me, and I would have been the first to enter the gas chamber because of my illnesses. An infamous instance pertained to the twins chosen for Mengele's genetic investigations of twins; the majority of these twins were children who had entered the Czech Family Camp in late 1943 or with the Hungarian transport beginning in Mat 1944. For scientific purposes, numerous minors in psychiatric care were subjugated to maltreatment. It is currently feasible to conduct a thorough victim-based analysis of child research victims. Mengele supervised the Roma camp at that location in 1944; however, the camp's remaining inmates perished in the gas chambers.[13]

Additionally, gas vehicles were utilized at the Chelmno Death Camp in Poland and as part of the Euthanasia Program. By utilizing carbon monoxide exhaust fumes from vehicles, this method of murdering Jews packed into an enclosed rear area was possible. In addition to constructing stationary gas chambers, carbon monoxide was piped in. Millions of individuals perished in the gas chambers at Auschwitz and other extermination centers. It took approximately an hour to execute these murders; such a waste of life that could have been improved for the better.

[13] Why the Nazis Were Obsessed With Twins. Horrifying medical experiments on twins helped Nazis justify the Holocaust - https://www.history.com/news/nazi-twin-experiments-mengele-eugenics

NAZI CRIMINAL ERADICATION PROGRAM

Have you ever wondered about the status of global knowledge regarding the mass killings that transpired throughout World War II?

One of the most appalling and disgraceful events of the twentieth century was the Holocaust. The genocide is believed to have resulted in the fatalities of 11 million civilians, six million of whom were Jews. An extreme example of human evil is the mass executions of millions of defenseless civilians by Nazi Germany. The majority of whom were merely culpable of belonging to disfavored ethnic groups and had not been convicted of any crime have captivated the imagination of this human evil.

In 1941, high-ranking Nazis sought what they abhorrently termed a "final solution to the Jew question." Their objective was to devise a highly effective method for the wide extermination of the Jewish population in Europe, which would constitute an unprecedented act of ethnic cleansing. The Nazi's strategy of confining Jewish families to overcrowded ghettos in major cities and restricting their daily caloric intake to 200 was insufficient. Aside from Jewish men, women, and children, other groups were enslaved in Nazi death camps. Individuals who identified as deaf, LGBTQ, Slavic, mentally ill, disabled, or Romani gypsies would also face incarceration.

What were yours, and the global community's understanding of the eradication policies pursued by the Nazis throughout World War II and the subsequent terror and mass murder that engulfed Europe? You are about to find out about the criminal eradication programs carried out by the Nazis.

RACIAL HYGIENE AND PROPAGANDA

Adolf Hitler held that humanity was remarkably categorized. This consequence is the existence of various racial groups across the globe. He maintained that these ethnicities were designed to be unique and possessed distinct personalities. Furthermore, Hitler expressed his conviction that the purpose of ethnicities was to engage in conflict with one another. The ruling race, Adolf Hitler, was the Aryan species. Hitler considered individuals of northern European descent, including Germans, Austrians, Norwegians, English Dutch, and others, to be Aryans.

The notion that Germans belonged to the Aryan Herrenvolk (Aryan master race) was pervasive among the German populace via Nazi propaganda and among all levels of Nazi administration.[14]

[14] In the Name of Public Health — Nazi Racial Hygiene - https://pubmed.ncbi.nlm.nih.gov/15282346/

Hitler anticipated that the master race would prevail and allow him to live sustainably in Europe. Hitler's invasion of Poland and other countries was motivated by the fact that their population were inferior to the Aryan ruling race. Hitler delineated the master race as an entirely pure species. He instructed the Nazi party that only the Aryans, or individuals of authentic German descent, were to be considered as the only pure and ideal race.

Nazi Germany's racial policy comprised a collection of policies and legislation that advocated for the "Aryan race" as the superior race and was founded on a particular racist doctrine that claimed scientific validation. It was manipulatively intertwined with the "Improvement of People" program, which sought to enforce racial hygiene through coerced sterilization and the extermination of those deemed unfit, ultimately leading to the Holocaust. Those deemed 'inferior", including Jews, Gypsies, homosexuals, the handicapped, ethnic poles, and Romani, were the targets of these policies. The Nazi's conception of the Aryan Master Race ranked non-Aryans (those deemed unfit) below pure Aryans.

Herrenvolk, which translated to "superior people," was the term used to refer to Aryans at the time.

White individuals of German descent, distinguished by their tall stature, blond hair, and blue eyes, were considered to be superior to all others on the planet. Hitler held the conviction that by purifying the German state, the nation would be restored and fortified in preparation for the future.

The Nazis were resolute from the outset in their mission to safeguard the vigor and integrity of the "Aryan" race. Historian Richard Evans asserts that they held the belief that "in order to neutralize the weak and racially impure, it was necessary to encourage the strong and racially pure to have more children, while the weak and racially pure had to be encouraged to reproduce."

SELECTIVE BREEDING

Those deemed racially "inferior" were discouraged from reproducing, whereas those considered racially "pure" were encouraged to do so by the regime. This included marriage restrictions and incentives to encourage "racially desirable" couples to procreate.

The Nazis utilized the marriage loan program to encourage strong and pure Aryans to procreate. Young couples who were planning to wed were eligible to gain interest-free loans of up to 1,000 marks beginning in June 1933 on the condition that they satisfied specific requirements. Both the male and the woman were required to provide evidence of their "Aryan" ancestry. The bride was also required to have maintained employment for a minimum of six months in the two years leading

up to the wedding, with a commitment to resign from her position and remain at home until the loan was repaid. The purpose of this stipulation was to incentivize employed women to withdraw from labor force, thereby increasing the number of employment opportunities accessible to males. In conclusion, the couple received a quarter of the loan amount forgiven for each child they welcomed. Therefore, the couple would not be required to repay any portion of the initial loan amount if they had four children. Thus, the program promoted the notion that healthy "Aryan" couples ought to reproduce further and reinforced the Nazis' preconceived notions regarding the ideal position of women within society.

Lebensborn is an initiative of the SS that promoted "racially pure" unmarried women who were childless and chosen to reproduce with Nazi officers in order to ensure the continuation of a "super race" for the German Reich. It was known as the "fount of life" program.

The Lebensborn program encompassed clandestine maternity facilities, the concealment of identities, and the pilferage of several hundred thousand children. Following Germany's defeat in World War II, the program underwent further expansion into various Nazi-occupied countries, such as Norway, France, and Belgium. As a consequence, surviving Lebensborn mothers were subjected to disgraceful post-war ostracism and their displaced children were mistreated throughout Europe.[15]

Owing to their blond hair and blue eyes, the Nazi regime considered Norwegians to be particularly Aryan. The founder of the Lebensborn and leader of the SS, Heinrich Himmler, favored Norwegian women for his disgusting program and established the majority of its institution in Nazi-occupied Norway. An approximate total of 8,000 children were born in Norway. Innumerable others were born in occupied countries, where "super babies" were selected to participate in the German master race.[16]

In order to address the decline in birth rates in Germany and advance Nazi eugenics, League of German Girls leaders were directed to enlist young women who possessed the potential to serve as suitable progeny for SS officers.

STERILIZATION LAWS

Scientists implemented growing principles of genetics and biology in the context of human reproduction. Believing that increased breeding of Aryans, whom they presumed to have high intelligence, would benefit German society. Nazi scientists who harbored strong prejudices regarding the "fit" and "unfit" concealed their ideologies under the pretense of personal

[15] The Nazis' Lebensborn Program And The Quest To Breed A Master Race - https://allthatsinteresting.com/lebensborn
[16] The National World War II Museum New Orleans - https://www.nationalww2museum.org/war/articles/heinrich-himmler-holocaust

development. The legislation was enacted by the Nazis to sanction the coerced sterilization of individuals who were considered to have a mental illness or disabilities or were declared "genetically defective." These laws violated the reproductive rights of hundreds of thousands of individuals and inflicted permanent trauma.

The Nazis initiated an enormous, mandatory sterilization program in the 1930s under the pretense of human improvement. Considered a type of social purification, a considerable portion of the German populace was reportedly impacted. Amidst this abhorrent period, numerous individuals were subjected to these medical procedures against their will by the German government. With the intention of advancing the Nazi concept of an automatically pure race and establishing an "Aryan master race," the German government issued the "Law for the Prevention of Progeny with Hereditary Diseases" (Gesetz zur Verhütung erbkranken Nachwuchses) on July 14, 1933. The forcible sterilization of specific individuals with physical and mental disabilities or mental illness was mandated by this legislation.

The United States was the global leader in forced sterilization prior to the 1930s (Yes, the idea was from them). During the period from 1907 to 1939, over 30,000 individuals were sterilized in twenty-nine states, including institutions for the mentally ill and prisons. Many of these individuals were incarcerated unknowingly or against their will. Nevertheless, only Hitler's Germany implemented sterilization to its fullest extent. Forced sterilization in Germany commenced in January 1934, with an approximate cumulative count of 400,000 individuals undergoing legal sterilization.[17]

Individuals who did not conform to this idealized conception of racial purity were subjected to their disgusting program, which included the majority of immigrants, African Americans, Native Americans, those with disabilities, disabled individuals, and ethnic poles. Forced sterilization constitutes a breach of the reproductive rights of an individual. The ideology of the Nazis and their criminally-minded ideas of improving people are disgusting to me. It attempted to justify these violations by asserting that the requirements of the Aryan race should take precedence over individual rights, including reproductive rights.

[17] The Dangers of White Supremacy: Nazi Sterilization and Its Mixed-Race Adolescent Victims - https://pubmed.ncbi.nlm.nih.gov/35080945/

Only the Roman Catholic Church consistently opposed the sterilization program in Germany.[18] The majority of German Protestant churches accepted the policy and frequently collaborated with it. Diverse responses were received internationally in response to the German sterilization law. Certain newspaper editors in the United States were alarmed by the policy's massive scope and concerned that "Hitlerites" would apply the law to Jews and political opponents (the monstrosity the United States created). On the contrary, American eugenicists perceived the legislation as a rational progression of prior concepts put forth by Germany's preeminent experts rather than a hurried ad hoc solution orchestrated by the Hitler regime.

EUTHANASIA PROGRAM

Biologically defined groups were the focus of the Nazi Holocaust's schemes for complete annihilation. At the outset, three specific groups were targeted for mass execution: Jews, Roma individuals, and individuals with disabilities. As a precursor to the Holocaust, disabled individuals were the initial targets of Nazi mass homicide under the Aktion T4 program. The Aktion T4 euthanasia program, as its name implies, imposed capital punishment on disabled German citizens of all ages on the grounds that Nazi ideology considered them biologically defective. Aktion T4 documents one of the most somber periods in human history: the Holocaust, an organized and premeditated attempt at mass murder.

The Nazi regime initiated systematic executions in the autumn of 1939. Physically and intellectually handicapped Germans, both Jewish and non-Jewish, comprised the initial victims. Commencing with the euthanasia of children, progressing to adults, and culminating in concentration camp inmates, the T4 program served as an immediate precursor to the euthanasia program, more widely recognized as the "Final Solution."

Aktion T4 commenced in 1938 when Hitler requested that his personal physician, Karl Brandt, perform a mercy execution for the mentally and physically impaired blind son of a family behest. Hitler then directed Brandt to comply with all subsequent familial requests in the same manner. The Committee for the Scientific Registration of Hereditary and Congenital Illnesses was subsequently formed under his prompt direction.

In tandem with the formation of the Committee for the Scientific Registering of Serious Hereditary and Congenital Illnesses, six extermination centers were established. Furthermore, these locations

[18] The Origins and Development of Catholic Opposition to Eugenics - https://voegelinview.com/the-origins-and-development-of-catholic-opposition-to-eugenics/

were regarded as scientific hubs, as numerous victims' remains were utilized by Nazi researchers for medical analysis and research.

Soon, euthanizing minors would no longer require the consent or request of a guardian. On the contrary, midwives and physicians were obligated to apprise the Committee of any infant disabilities. Reporting was mandatory for children below the age of three, in addition to infants. Disabilities such as Down syndrome, microcephaly, malformations, and paralysis were examined. Following their evaluation of the report, three "experts" would determine whether the child should be euthanized.

Officials would typically inform parents that their children were being transferred to a specialized ward for enhanced care in order to address their concerns. Pupils perished inexplicably of pneumonia, which turned out to be a fatal phenol injection, at that location. Certain parents who expressed resistance were threatened with the removal of their entire childbearing household. Individuals were threatened with deportation to labor centers should they fail to relinquish the infant in question.

The Committee commenced the execution of all infants that were deemed sickly or "defective" after officially recording their condition. More than 5,000 deaths are estimated to have occurred by 1941. Between 275,000 and 300,000 innocent individuals were murdered in total by Aktion T4.[19] The fumigation technique that was initially devised for the program was subsequently applied to the widespread execution of Jews, Poles, Roma, homosexuals, and other specific groups within the extermination centers that emerged throughout the occupied territories.

The Nazi committed a range of atrocities, including genocides, including genocide, reprisal raids, forced labor, “euthanasia,” starvation, exposure, medical experiments, and terror bombings. Among the victims of the concentration and death camps, an estimated 20,946,000 individuals perished. Among the various categories of persons affected were those who were handicapped, elderly, or sick, prisoners of war, forced laborers, camp inmates, critics, homosexuals, Jews, Salvs, Serbs, Germans, Czechs, Italians, Poles, French, and Ukrainians, among others. One million individuals were minors, younger an 18 years of age. Furthermore, none of these disgusting figures account for military or civilian casualties or wartimes losses.

[19] Nurses' participation in the euthanasia programs of Nazi Germany - https://pubmed.ncbi.nlm.nih.gov/11512180/

An instantaneous association is formed with the disgusting criminal pseudo-science of the Nazis and the genocide of 6,000,000 Jews. However, murders were also committed for motives other than race or religion. To begin with, individuals who Nazi regime's systematic atrocities and disgusting tortures were not executed arbitrarily; rather, they were motivated by concepts that, although distorted to conform to Nazi ideology (much like the deceitful manipulation and pretense of human improvement) were inherent to Hitler and his adherents during the 19th and early 20th centuries.

INTELLIGENCE BOOST

Stephen Hsu, Professor of Theoretical Physics and Vice-President of Research at Michigan State University, estimates that the identification of the tens of thousands of genetic variants that regulate intelligence (g factor) is imminent. Recent scientific advancements in fields including information technology, biotechnology, and nanotechnology suggest that an enhancement revolution may be imminent. Within the forthcoming twenty to thirty years, individuals might be presented with opportunities to better themselves and their offspring in methods that have hitherto been primarily conceived of by science fiction authors.

THE CONCEPT OF INTELLIGENCE BOSTING

Due to the inherent heritability of intelligence, genetic research that advances at an accelerated rate could produce a class of super-intelligent humans with an IQ one thousand times that of the most intelligent of our time (John von Neumann). A society could be created by genetic engineering and super-human AI in which diseases can be circumvented by modifying individuals' genomes or selecting an embryo that is free from health issues. This will lead to the emergence of superhuman intelligence, which possesses intelligence and other characteristics that have been optimized. As IQ today reflects only mental abilities around your score, in my world, every single ability would correspond to the respective IQ. I acknowledge that these ideas may appear implausible, but your reasoning and intellect are limited by the ignorance of not knowing for various reasons that I will elaborate on later in this book. Nevertheless, an innumerable number of instances exist in which technology has assisted in enhancing the capabilities of individuals, whether they were acquired or innate. You don't believe me? The following are a few examples:

Biomedical interventions have been developed over time in an effort to restore impaired functions such as hearing, vision, and mobility. Significant Progress in human vision has been observed since

the invention of spectacles and has continued in recent years, with scientists implanting artificial retinas to provide partial vision to impaired patients.[20]

Recently, researchers also achieved a successful connection between the brain of a paralyzed individual and a computer device, enabling the partial reactivation of extremities that were previously inactive.[21] Moreover, synthetic blood substitutes that may one day be administered to human patients have been developed.

This chapter will elucidate the potential of genome editing and genetic engineering to enhance the human species. These are potent instruments for effecting precise modifications to the genetic material of an organism. At a minimum, human enhancement predates human civilization. Human beings have endeavored to improve their mental and physical capacities for millennia. Human Progress has become more effective, precise, and adaptable than ever before due to recent scientific developments (I am alluding to the concept of super-human AI; more on this later). The aforementioned developments have generated a surge in international curiosity regarding the potential applications of genetic engineering to augment and refine human intelligence.

FEEBLE-MINDED, MURDER, WAR, STUPIDITY, IGNORANCE – THE WORLD IS ON FIRE AND THE SUPER-RICH AND OPINION INTEREST GROUPS ARE GETTING COMFORTABLE WITHIN THE FLAMES

The likelihood is that the majority of people in a public opinion poll regarding societal issues would offer a viewpoint that is frequently founded on ignorance and dumb foolery, which are frequently attributed to cognitive biases or errors in judgment. A considerable number of prospective respondents may manifest a deficiency in self-reflection and tenaciously adhere to their viewpoints, notwithstanding their irrationality. Yet, almost everyone would agree that politicians, the ultra-wealthy, and journalists ought to listen to the voices of the people. Why do you think that is? Maybe it is because these entities benefit from the stupidity and ignorance of low IQ and superstitious individuals to further their own malicious agenda.

There is a common assertion that the voice of the people represents the voice of God (Vox Populi, Vox Dei). All right! In light of the evidence that we lived in a time of greater political apathy and greater faith in politics fifty years ago, what can one conclude? Presently, animosity and skepticism

[20] Retinal implant restores partial sight to blind people - https://www.theguardian.com/science/2013/feb/20/retinal-implant-sight-blind-people

[21] Brain-body linking microchip helps paralyzed man regain movement in arm - https://www.medicalnewstoday.com/articles/brain-body-linking-microchip-helps-paralyzed-man-regain-movement-in-arm

coexist.[22] However, if it is claimed that the voice of God is conveyed through the people's voice (as the Christians would say it, the children of God), but that voice has only resulted in increased influence for the super-rich and opinion interest groups, which has caused societal problems, then wouldn't that imply according to the law of transitive property, that the voice of God is one that causes societal problems? Consider that thought for a moment. However, if you were to think logically, you would reach the following conclusion: THERE IS NO GOD, just myths and fairy tales of a Bronze Age surviving on cognitive biases and wishful thinking. Snap out of it! You are not a mere low-IQ individual whose judgment is obscured by involuntary indoctrination from birth and a bunch of cognitive biases which is incapable of making logical decisions that benefit society. Still, there is hope!

Religion is evidence-free, with no internal logic, evolutionary-created phenomenon which occurs in every culture (basically) because it it evolutionary-given.

As current events demonstrate all too well (I'm sure you already know what I'm referring to – the conflict between Israel and Hamas and Russia and Ukraine – these are indeed turbulent times).

Despite this turmoil, little thought has been given to the instruments that our democracies employ. The populace is dynamic and tumultuous; they often make decisions based on emotion. Therefore, allocate a distinct and permanent portion of the government to the first class. They will assess the second individual's instability - very selfish and always trying to gather as many resources as possible (consumerism ideology) while the world burns.

Due to the feeble intellect of the majority of people, politicians and interest group leaders manipulate and shape public opinion in order to garner broad, ostensible support for policies that primarily benefit their core supporters. According to a 2016 study that analyzed the interactions of 376 million Facebook users with more than 900 news agencies, individuals search out information that supports their own beliefs.[23] These inherent political dynamics significantly amplified the contrived and dishonest nature of a great deal of public discourse during the era of the perpetual campaign.

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[22] Is citizen participation actually good for democracy? - https://blogs.lse.ac.uk/politicsandpolicy/is-citizen-participation-actually-good-for-democracy/

[23] Confirmation Bias. Why we think we're right - https://medium.com/@charlesleon/confirmation-bias-why-we-think-were-right-c81e493ea330

IQ is a scientific concept that has been quantified by scientists for an extended period of time (g factor). Notably, social scientists once appeared to recognize this correlation between ignorance and stupidity. Early theorists postulated a correlation between diminished cognitive capacity and prejudiced reasoning and amassed compelling evidence to substantiate this notion. Nonetheless, it is evident that a surge of political correctness intervened in this research by you know who – or do you? You may just be one of the individuals whose IQ is not so high. So, let me spell it out for you – by the Anglo-Saxon-looking politicians, interest groups, and the super-rich. The presence of personal interests, biases, or emotional attachments significantly impairs the capacity to arrive at objective decisions.

Personal conflicts can magnify the consequences of feeblemindedness, resulting in skewed evaluations, erroneous reasoning, and unjust consequences; in essence, it can endanger disorder within a society. Most of it is due to a low IQ.

Gordon Hodson of Brock University in Canada and Kristof Dhont of Ghent University in Belgium have been conducting research on the concept and synthesizing the work of others. In an upcoming situation of the journal Current Directions in Psychological Science, they provide a summary of the results of this ongoing endeavor. Yes, a direct, foreseeable, and casual connection can be established between low intelligence and prejudice, including xenophobia (which I abhor greatly because all people are created equal, regardless of skin or color). An association was discovered between increased levels of external threat and elevated levels of Right-Wing Authoritarianism (RWA), as well as to both the egalitarianism and dominance dimensions of Social Dominance Orientation in the future. On the contrary, elevated levels of RWA were found to be associated with a heightened perception of external threats in the future.[24]

Once more, Dhont and Hodson are convinced they have the solution to this question on the basis of copious, rigorous evidence. Their hypothesis is that individuals with inferior intellectual capacities are drawn to right-wing ideologies due to their reduction of the intricacies of the world. Right-wing ideologies provide organized and systematic perspectives of society, which safeguard established customs and standards. As a result, individuals who fear change and prefer to evade ambiguity and uncertainty find them particularly appealing. In contrast, intelligent individuals have a greater capacity to comprehend a world of subtlety, flux, and relativity.

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[24] **Social dominance orientation connects prejudicial human–human and human–animal relations - https://www.sciencedirect.com/science/article/abs/pii/S0191886913014074**

Unjust outcomes may result from stupidity (by which I mean cognitive rigidity, low intellect, or lack of mental ability), thereby compromising the integrity and impartiality of legal decisions. Furthermore, the existence of stupidity undermines the legal system's credibility and efficacy, thereby eroding public confidence in the system. The ramifications of these actions transcend specific instances and have the potential to incite social turmoil and violence, reduce compliance with legal regulations, and cause a deterioration of confidence in the rule of law.

RELIGION IMPEDES INTELLIGENCE. ATHEISM IS THE WAY TO GO FOR A BETTER SOCIETY

Is religion more detrimental or beneficial to the world? For centuries, this has been the subject of heated debate. Considering that religion is present in some societies at this time, one might ask whether or not those societies are flourishing. The answer is pretty clear if you ask me. Don't get me wrong; religion does have its advantages, providing individuals with a sense of direction and purpose in life. It provides a structural basis for comprehending the world and one's position within it. However, in light of the constraints it imposes on society, is it something that should be neglected? I think not!

A cursory examination of international affairs at the turn of the twenty-first century would indicate that religion is the source of much of the conflict throughout the world.[25] Unquestioning acceptance of the recognized dogma, or articles of belief, is a requirement for adherents of every religion. This may result in intolerance and rigidity towards other worldviews. After all, how could it be compromised if it is the word of God? Conversely, dogma and scripture are frequently ambiguous and susceptible to interpretation. Kill every unbeliever!

A religion such as Christianity is essentially a compilation of ancient beliefs that have undergone editing to form a unified whole. The best argument put forth by theists to support the validity of their beliefs is inherently subjective in nature, relying on intuition and dreams. Visions and prophesies. None of these, not even the so-called prophecies, can be verified. It is just like me coming out to say I am the God of a small, invisible community comprised of numerous individuals residing within my closet. It can't be proven, but it also can't be unproven. Things are to be proven, not disproven.

[25] Religion & Conflict - https://www.beyondintractability.org/essay/religion_and_conflict%20

Despite I am no skeptic, I prefer to place my trust in scientific explanations of the universe, which are universally valid and true regardless of culture or religious affiliation, over any religious faith. This is because, when you compare your current faith with the theories of Islam and Hinduism regarding the universe, it may appear similar and like a fairy tale to a non-religious mind.

Furthermore, those who reject these theories risk incurring the wrath of their respective gods. While it could work for a considerable number of people, others are not sheep needing a shepherd.

The majority of religions do not intend to amuse children. Their intended purpose is to entice children and adults with a naïve mindset into accepting the existence of a god who exercises authority over their thoughts, deeds, and fate. Because individuals would be compelled to acknowledge that they are not exceptional and are not superior to those whom they contemptuously regard, they will be compelled to endure life with the knowledge that their existence is transitory and that they are merely the result of fortuitous occurrences that were inevitable at some point in an infinite universe. That those who have evaded divine retribution for the most flagrant acts of inhumanity have no destiny; no eternal paradise awaits those who have suffered. They would be required to support their claims with evidence and critical analysis rather than superstitious beliefs or fallacious reasoning. A considerable segment of the human population would experience mental collapse in the absence of this support.

THE HIGHER THE INTELLIGENCE YOU POSSESS THE MORE LIKELY YOU HOLD A SECULAR BELIEF. RELIGION IMPEDES INTELLIGENCE. ATHESIM IS THE WAY FORWARD

Yes, I am aware that some exceptionally intelligent and accomplished individuals, such as Isaac Newton, were and continue to be devoutly religious. However, in the past, one was compelled to be religious by virtue of consuming their mother's milk. Questioning religion risked one's life or permanent exclusion, and opportunities to develop independent thoughts were limited. Moreover, seeking companions with similar beliefs was an arduous task. Presently, however, circumstances have changed considerably; there is considerably more freedom to study nonbelief and hear the arguments against God, with the exception of a few troubled nations; parents and society are not adamant about inculcating religion in young people; and nonbelievers face less ostracism.

Many consider Isaac Newton and Albert Einstein to be two of the preeminent scientific minds of the 20th century, dating back to the Scientific Enlightenment. However, they were separated by roughly 150 years. These seminal philosophers were selected not only on account of their universal

recognition but also because each of them embodied a distinct perspective on the relationship between science and faith. Their conviction regarding a personal god may therefore differ slightly.

Newton rose from being a pupil at a religious institution to becoming a professor thereafter. To attain the rank of professor, Newton was obligated to administer an oath affirming his adherence to the doctrines of the church. Newton maintained the belief that a divine, infinite intelligence resided beyond the veil of the physical world, providing perpetual support and maintenance. The God responsible for the universe and all life within it possessed an intelligence that far exceeded the capacity of humanity to comprehend. Newton considered his faith in God to be unquestionable, and his refusal to believe would have been regarded as a moral weakness and a lack of foresight.

In contrast to Newton, Einstein did not subscribe to the theistic belief system, which generally comprises a creator and sovereign of the universe capable of and engaged in intervening in human affairs. According to him "in my opinion, the idea of a personal god is a childlike one" (I wondered what Newton would have thought of this statement). Einstein steadfastly rejected the notion of a God endowed with human-like qualities, who intervenes in the course of human history and administers punishments and rewards to His subjects in accordance with their loyalty to Him.

Einstein recognized that his conception of God (Spinoza's God) was founded upon his conviction that the universe was supported by transcendent intelligence; therefore, he did not consider the term 'pantheistic' to be an inaccurate description of his stance. Einstein's conviction regarding the existence of impersonal intelligence within the universe was predicated on what he perceived to be the universe's profound rationality – as a collection of uncomplicated, refined, and rigorously deterministic principles. As a consequence, Einstein renounces the concept of free will.

Additionally, the book authored by Jammer contains the subsequent Einstein quotations; 'a superior spirit,' 'a superior mind,' and 'a spirit vastly superior to men'.[26] Einstein unequivocally acknowledged the existence of a supernatural creative intellect that transcended the natural and physical universe. Further evidence supporting Einstein's conviction in the existence of a transcendent God (Spinoza's God) is derived from his dialogues with his companions.

However, we do not judge whether a claim is true because someone has achieved a lot or possessed a stratospheric IQ. We adhere to Newton's Laws of Motion based on their scientific validity, rather than just accepting them because Newton proposed them. We employ Special Relativity, General

[26] Einstein and Religion: Physics and Theology - https://www.everand.com/book/232952373/Einstein-and-Religion-Physics-and-Theology

Relativity, and the Photoelectric Effect not just based on Einstein's authority in the science world, but rather due to the corroboration of their assertions by other scientists, who have determined their alignment with empirical observations.

Recently, scientists have demonstrated an alarming lack of religious conviction, specifically among the most eminent members of the Royal Society and the National Academy of Sciences. It is now well-established through psychometric population studies that religiosity has an effect on cognitive style and that there is a negative correlation between religiosity and intellect.[27]

It is generally acknowledged that intellectuality and religiosity are inversely correlated. While the correlation between intelligence and religiosity has been firmly established, contradictory evidence exists regarding the underlying mechanism and, in particular, the influence of education on this relationship. The most credible hypothesis posits that the relationship between intellect and religiosity is mediated, or at least partially mediated, by education. In other words, individuals with higher levels of education may exhibit lower levels of religiosity. Only 32% of greater scientists and, according to Graffin and Provine, only 20% of honorific scientists held a religiosity conviction.[28]The vast majority of the others were naturalists.

The rationale behind this potential mediation procedure is readily apparent. The correlation between intelligence and educational achievements is substantial, and conversely, education enables individuals to explore logical alternatives to religious dogma. In a 1975 survey of 234 college freshmen, Poythress discovered that religious believers were noticeably less intelligent and more authoritarian than religious skeptics.[29]

The hypothesis that religion is an instinct is a modified iteration of the African Savanna-IQ interaction Hypothesis, which was formulated by Satoshi Kanazawa, an evolutionary psychologist affiliated with the London School of Economics.[30] Kanazawa's theory attempts to explain the behavioral and attitudinal differences between intelligent and less intelligent individuals. Primarily, our psyche has evolved to address recurring challenges that our predecessors, the hunter-gatherers of the African savanna, encountered. Furthermore, general intelligence and IQ (g factor) were evolved to assist us in navigating infrequent challenges for which we lacked evolved psychological adaptations.

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[27] Individual differences in religiosity as a function of cognitive ability and style - https://www.sciencedirect.com/science/article/abs/pii/S016028961300130X
[28] Religious beliefs of American scientists - https://harpers.org/archive/1934/08/religious-beliefs-of-american-scientists/
[29] Literal, antiliteral, and mythological religious orientations - https://www.jstor.org/stable/1384909
[30] Satoshi Kanazawa - https://encyclopedia.pub/entry/39418

The majority of individuals acquired their conception of God through their religious indoctrinations. Intelligent individuals, in my opinion, possess the capacity for more statistical analysis and critical thinking, which leads them to the conclusion that it is irrational to assume that the religion one was accidentally born into or raised in is the one true religion.

On the basis of the correlation between low IQ and religiosity, one could argue that humanity is doomed to become less intelligent as a species. It is possible that religious individuals have a greater propensity to depend on intuition and wishful thinking. Therefore, instead of exhibiting diminished general intelligence, they may be relatively deficient solely in tasks that require the integration of intuition and logic: this could potentially account for comparatively lower scores on overall IQ tests.

Helmuth Nyborg and Richard Lynn, emeritus professor of psychology at the University Of Ulster, carried out a comparison between IQs and belief in God (s).[31] The researchers determined, using data from a study of 6,825 adolescents in the United States, that the mean IQ of an atheist was 6% points greater than that of a non-atheist.

Religious individuals are less intelligent than atheists, according to a study involving over 6,000 participants. Why do you think that is? Maybe it is because they do not believe that there is a spirit that we can't see or touch, who commanded the earth to be, and there is an immaterial world where we would all live forever and drink from rivers flowing with milk and honey - all you just have to do is believe, no question asked. Puppets? That's what I thought, too.

In order to solve problems logically, intelligence can be defined as the capacity to suppress instinct and exhibit intellectual curiosity, which leaves one receptive to alternatives that defy intuition. How significantly does this influence individuals to place greater reliance on intuition when making decisions? The degree of influence is proportional to the strength of one's religious conviction. To what extent does this influence tangible accomplishments in the real world? There is currently no available data on this because the mass media, opinion interest groups, and political elites do not want their puppets to think for themselves.

THE POWERS BEHIND RELIGION

[31] Religiosity and Intelligence - https://en.wikipedia.org/w/index.php?title=Religiosity_and_intelligence&oldid=1253612880

An organization exists behind each religion with the intention of utilizing its congregation of sheep-like followers as a source of wealth, free labor, and an armed force to wage war against other religions with the same objectives. Religions are mental illnesses that induce schizophrenia-like conditions. The obvious question is, why are individuals consenting to be governed by these mediators in the absence of scientific evidence substantiating the existence of god? (Don't count prophecies as scientific evidence.) The resolution likely required an understanding of human psychology and cognitive receptiveness to embrace a deceptive belief that increases their sense of sanctity and safety in exchange for solutions to perplexing questions such as "Did Homo sapiens originate in a Darwinian evolutionary process?" or "Did God create the world?" or "Why was our species selected to dominate the earth?"

Religion is an evil and perilous ruse constructed to subjugate and oppress the feebleminded through indoctrination and servitude. Death and fears of the unknown have been subject to human concern since ancient times, and it is highly probable that these concerns have instigated the desire for a patronizing deity, specifically god. This necessity likely arose due to our restricted comprehension of the marvels of the environment, the difficulty of surviving, and our resistance to conform to our comparatively brief lifespan. Moreover, it was intensified by the escalating animosity among communities and the rise of civilizations vying for power, resources, and territory.

The populace developed an ingrained fallacy that fortified them spiritually and physically, and during numerous generations of religious services, this fallacy evolved into captivating rituals that, fortunately, have evolved into a treasured cultural pastime. Subsequently, individuals started to comprehend that the worshipping of certain deities could transform them into autocratic figures.

Due to the fact that all individuals worshipped identical deities, they would be bound by an identical set of laws. As a result, religious organizations gained authority, surpassing that of the government. Although the government enforces laws, its military and security forces lack omniscience exhibited by celestial beings. Also, the government does not punish individuals as severely as gods.

While physical strength has consistently dominated human conflicts (as it does in animal conflicts), the advent of the developed brain and verbal communication furnished intelligent individuals and minority groups with an additional potent instrument to exert control over stupid and feebleminded individuals. By persuading the audience of their capacity to communicate appeals and prayers to god, the "eternal patron."

Initially, religions emerged from insatiable curiosity – individuals were intrigued by the workings of the world but lacked the intellectual capacity to formulate adequate explanations for natural phenomena due to the absence of the scientific method. To explain why it rains, why humans inhabit the planet, why seasons exist, and so forth, they developed religion. Do you believe that if individuals during those times were cognizant of the intricacies of quantum mechanics and evolutionary biology, they would have been more likely to believe the fallacy of an all-powerful, unseen mediator who allows rain to fall? I don't think so!

Religious institutions exploit their authority to sway the populace through the dissemination of fabricated divine messages from their gods. Order maintenance was no longer the aim. At this time, they were motivated to be as corrupt as possible – using their so-called god(s) as the excuse.
Have this at the back of your head: the greater the level of education, the greater the tendency to be non-religious. You can also educate yourself informally, which expands your horizons. Don't be puppets to the rich and powerful.

CAN IMPROVING PEOPLE BE THE SOLUTION? YES!

Superhuman AI can develop superhuman intelligence in people

The majority of individuals associate evolution with biological evolution via natural selection; however, this represents only a singular manifestation. It will likely be supplanted by subsequent forms of evolution characterized by significantly accelerated processes. Rather than waiting on the process of natural selection (Darwinism), which requires hundreds of thousands of years for advantageous mutations to manifest, it is possible to observe beneficial changes annually.

In recent times, the rapid advancement of genome editing has brought about a paradigm shift in human genome research, facilitating a more comprehensive understanding of the matter in which a single-gene product contributes to an organism's disease. The utilization of gene editing technology has presented us with a novel trajectory – from the eradication of diseases and parasites to the restoration of lost abilities. This process is anticipated to usher in a golden age of medicine.
The advent of genetic engineering, which involved the manipulation of DNA or RNA, ushered in an unprecedented era of genome editing in the 1970s. Significant advances in the domains of life science and medicine have resulted from the exponential growth of genome editing technology. The implementation of Clustered Regularly Interspaced Short Palindromic Repeats, also referred to as CRISPR for genome editing, has experienced significant growth in recent years. This expansion has been facilitated not only by the introduction of novel CRISPR-associated protein (Cas) nucleases but also by the incorporation of various effectors into CRISPR-based systems.[32]

[32] Genome-Editing Technologies: Principles and Applications - https://pubmed.ncbi.nlm.nih.gov/27908936/

It raises the question: Can we improve ourselves? Can we improve our IQ and general intelligence with the advent of genetic engineering?

Consider machines capable of cognition and learning in a vast array of domains, analogous to human beings. These machines are called Superhuman Artificial Intelligence. While contemporary AI excels at particular tasks such as chess, a content generation that resembles human intelligence, and space research assistance, Superhuman AI seeks to develop machines with IQ (g factor) equivalent to that of humans, capable of addressing a variety of challenges while accumulating and sharing this intelligence. The pursuit of an objective by a superhuman AI or superintelligent machine is contingent upon its programming. In contrast to rudimentary AI systems that are purpose-built, superhuman AI machines possess the capability to execute nearly all actions that can be undertaken by humans.

Recent advancements in artificial intelligence (AI) are poised to bring about an impactful paradigm shift in the way we approach work. The capacity of superhuman AI to comprehend nuances in natural languages presents an innumerable array of prospects. AI appears closer than ever before due to innovations such as quantum computing, which surpasses the conventional binary computer system, and large language models that can write like humans. The integration of superhuman AI is on the rise in numerous medical disciplines, including genetics. With astounding precision and speed, AI algorithms are capable of sifting through vast quantities of genetic data, identifying patterns and gene sequences, and generating predictions. The expanding application of AI in the healthcare sector possesses the capacity to fundamentally transform disease prevention, diagnosis, and treatment by introducing novel perspectives and enhancing patient results.

An early and influential example of the application of expert systems in healthcare was Mycin, which was created during the 1970s at Stanford University; its primary purpose was to aid in the diagnosis and recommendation of remedies for infectious diseases, with a specific emphasis on bacterial infections, hence the name - Mycin. A comprehensive knowledge base comprised of principles and data derived from expert medical knowledge was utilized to feed Mycin. Through the utilization of reasoning and a series of inquiries formulated within the system, Mycin was capable of producing antibiotics and dosage recommendations.

This feat of the system showcases the capacity of expert systems within the medical domain to furnish diagnostic aid and treatment recommendations predicated on a predetermined set of rules and knowledge.[33]

Superhuman artificial intelligence (AI) plays a significant role in the prediction and optimization of genome editing techniques, including CRISPR-Cas9. Machine learning algorithms are capable of analyzing extensive genetic sequence datasets, which can be utilized to guide the advancement of more precise and efficient genome editing technologies. This is achieved through the identification of genes accountable for intelligence and the subsequent creation of genes that exponentially increase the average IQ to stratospheric values. In a nutshell, superhuman AI can develop superhuman intelligence in people.

Numerous tech enthusiasts hold a belief that AI systems are swiftly surpassing human intelligence through their daily acquisition of knowledge. It is conceivable that their current trajectory could lead to an AI surpassing human intelligence.[34] By this, I mean an artificial intelligence that is more intelligent than the most intelligent person on the planet). Simultaneously, this type of AI would liberate the time of human employees to engage in more valuable endeavors that ordinarily require human attributes like ingenuity, insightful cognition, significance, altruism, or empathy.

The implementation of superhuman AI machines can only proceed at a rapid rate if the world's leaders, the super-rich, and opinion interest groups grant permission. This still boils down to the high IQ of the population because political leaders' IQ is 1-2 standard deviations greater than the average citizen of a country. At that juncture, ideally, laws and regulations should be established to mandate that the systems enhance the IQ (g factor) of every individual.

Embryo editing for Superhuman IQ

During an interview, an interviewer spoke with a young post-doctoral scientist named Luhan Yang about improving people. Harvard recruited her from Beijing, where she played a pivotal role in the development of CRISPR-Cas9, a revolutionary DNA editing technology. Yang and George Church had established a modest biotechnology firm with the objective of manipulating the genomes of swine and cattle through the introduction of advantageous genes and the removal of detrimental ones.

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[33] Computer-based diagnostic expert systems in rheumatology: where do we stand in 2014? - https://pubmed.ncbi.nlm.nih.gov/25114683/

[34] Artificial Intelligence and the Future of Humans - https://www.pewresearch.org/internet/2018/12/10/artificial-intelligence-and-the-future-of-humans/

She was asked in the interview, “Can any of this be done on human beings?” “Can we improve the human gene pool?” She answered, “Yes, of course.”

The utilization of CRISPR gene editing allows researchers to precisely target and eliminate bad genetic sequences, substituting them with advantageous or neutral genetic material, such as IQ. As of 2018 (Yes! It has been that long since this was actually achieved), when Chinese scientists declared the creation of the world’s first gene-edited baby.[35] She was met with extensive condemnation by the scientific community (since they are being controlled and manipulated by the super-rich, elites, dumb and selfish politicians, and opinion interest groups).

Scholars have historically encountered challenges in delineating the boundaries of ethics and morality concerning genome editing. In contrast to somatic cell modification, which solely impacts a single individual, germline cell engineering (including that of eggs, sperm, or embryo) guarantees the transmission of a particular characteristic, such as IQ, to succeeding generations.

The precision and safety of Crispr-Cas9 are advancing rapidly. As novel proteins are identified and chosen, the tool’s precision is enhanced, and it becomes less prone to induce off-target effects, which refer to unintentional modification or disturbance to genes located in an unintended region of the cell.

The advent of the CRISPR genome editing technology in 2012 exacerbated a long-standing debate regarding the potential societal ramifications and ethical acceptability or rejection of altering the heritable human genome. More than a decade has passed, and the global powers behind the curtain are still fighting against this. Fighting against a greater good is moral? I don’t think so.

MORALITY IN IMPROVING PEOPLE OR JUST ANOTHER WAY THE ELITES DON’T WANT TO LOSE POWER

The question here is whether pursuing genetic engineering on humans is a morally acceptable goal.

It is simply impossible for people to be moral without religion or God – Laura Schlessinger.

The religious precondition for morality is a pervasive and firmly established belief. Laura Schlessinger and half of Americans concurred that morality is unattainable apart from faith in God.

[35] Controversial Chinese scientist He Jiankui proposes new gene editing research - https://www.cnn.com/2023/07/03/china/he-jiankui-gene-editing-proposal-china-intl-hnk-scn/index.html

However, as I earlier brought to light in this book, the entirety of a celestial mediator in the sky is a fallacy that cannot be proven by science on any grounds except on grounds of wishful thinking and cognitive biases. Still not convinced? I explained it further in detail in my previous book, **Over 100 arguments for atheism**.[36]

A prevalent cultural belief in numerous nations, including the United States, is that atheists are devoid of a moral compass.[37] It is not surprising that atheists unequivocally deny this correlation, asserting that they constitute the moral backbone of the nation, who diligently carry out their civic responsibilities due to their distrust in God's ability to deliver humanity from its follies.[38]

Findings indicate that in a progressively secular society, a significant number of individuals, including certain atheists, maintain the belief that individuals are inclined to engage in immoral behavior unless they are apprehensive of retribution from an omniscient God. A study's findings indicate that religious belief is universally perceived as an instinctive means of protecting oneself from engaging in highly unethical behavior. Atheists are commonly seen as immoral, corrupt, and threatening according to research conducted by Gervais et al., 2017.[39]

Nevertheless, the assertion that atheists are inherently prone to immorality or dishonesty has been thoroughly discredited. Atheists, rather than the religious exhibited distinctiveness in terms of their eagerness to help or display of honesty, as indicated by studies conducted by Clark et al., 2020.[40]

Regarding the issues of violence and crime, from the inception of criminology and the collection of data on the religious beliefs of criminals, it has been seen that those who are non-religious have the lowest rates of criminal creativity.[41]

Indeed, atheists and religious believers share certain ethical issues. These encompass the protection of vulnerable persons from harm and the maintenance of impartiality. Simply treat one another with decency to achieve this. No Bible required, No prophet required, No Ten Commandments required, No God required.

It is called a conscience. Upon thorough examination of the Bible, one would find out that the bible cannot be a guide for morality. It promotes and sustains the institution of slavery, advocates for the execution of children for disobeying their parents through stoning, asserts that God committed

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[36] Over 100 Arguments For Atheism - https://janbryxi.com/100-arguments-for-atheism-free-book/
[37] The amoral atheist? A cross-national examination of cultural, motivational, and cognitive antecedents of disbelief, and their implications for morality - https://pubmed.ncbi.nlm.nih.gov/33626046/
[38] The bright stuff. New York Times - http://www.the-brights.net/vision/essays/dennett_nyt_article.html
[39] Global evidence of extreme intuitive moral prejudice against atheists - https://doi.org/10.1038/s41562-017-0151
[40] Declines in Religiosity Predict Increases in Violent Crime-but Not Among Countries With Relatively High Average IQ - https://pubmed.ncbi.nlm.nih.gov/31961775/
[41] Atheist Crime Statistics: Market Report & Data - https://gitnux.org/atheist-crime-statistics/

global genocide during the Great Flood, excluding one family, and is replete with instances of individuals being stoned to death for trivial transgressions.

Faith can be very dangerous, and deliberately to implant it into the vulnerable mind of an innocent child is a grievous wrong – Richard Dawkins.

So should human morality be just a concept of evolution from our ancestors in the African Savanna who lack proper intellect and high IQ – an animalistic morality? Do you feel like it is wrong to ask certain people to make sacrifices for the greater good? I don't think so!

The best (and the only system deemed as moral) can be such a moral system that produces an infinite number of individuals (or consciousness modeled by mathematics) that produces such an infinite number of events that create the most ecstatic moments.

Now, the South China Morning Post was informed by the disgraced gene-editing scientist, who was sentenced to three years in prison in China for allegedly illicit practices, that all three children are doing well.[42] She asserts that their existence is ordinary, tranquil, and unruffled. "This is their wish, and we should respect them. The priority should be given to the happiness of the children and their families."

Her initial objective was to use gene editing to rewrite the CCR5 gene in an attempt to create HIV resistance; this is referred to by some as a "live human experiment." According to her, the genes were effectively modified, and he believes that the mutation conferred complete or partial resistance to HIV in the infants. Does that sound immoral to you? Allowing the future generation to be susceptible to life-threatening illnesses is the moral thing to do. If not, why would you feel that it is immoral to perform the action that will provide the best possible benefits to people and solve most problems?

Thousands of soldiers with missing limbs return from the front. Do you believe it is immoral to request sacrifices from specific individuals for the greater good like these soldiers? How would they play catch with their kids if they have no arms? Moral right? Collaboration between engineers and physicians was imperative for the development of prosthetic limbs that could facilitate veterans' return to work. The government, with particular emphasis on Germany, was enthusiastic about persuading the newly formed labor force that the so-called "scientific prostheses" would enhance the capabilities and productivity of disabled men to an unprecedented degree.[43]

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[42] Controversial Chinese scientist He Jiankui proposes new gene editing research - https://www.cnn.com/2023/07/03/china/he-jiankui-gene-editing-proposal-china-intl-hnk-scn/index.html

[43] Human Enhancement Technologies and Our Merger with Machines

Therefore, the prosthetic man is an improved individual. Wait a minute! Isn't that immoral? You might say this is different. It wouldn't be nice leaving them like that. It wouldn't be nice to leave stupid and low IQ individuals who cause wars, killings, and suffering and who are liked to be prejudiced, as earlier proven just the way they are. We can make them better! Improve them like those soldiers.

This revulsion against human improvement and prejudice is currently sweeping modern society; it is a reaction to the atrocities of the Holocaust and Nazi Germany, both of which I detest very much. Modern liberalism, albeit in a different direction, is, nonetheless, a naive and irrational worldview similar to Nazi bigotry.

People's improvement can be a difficult pill to stomach. Now, you may be of the perspective that the individuals who will be impacted by the enhancement process are not yet in existence. This means that they are unable to consent to the use of techniques that will ultimately determine their very existence and will not merely affect their personal identities as possessors of particular human capabilities. I urge you to look at it this way: Isn't it the responsibility of all of us living today to create a better future for future generations? That is what improving people is all about.

Society would hold science-made morality (maybe close to total utilitarianism) and would be full of infinitely happy robots with consciousness and emotions and corresponding happy people. Not the animalistic morality of our ancestors in the African savanna

"We are seeking intellectually gifted students but refusing to improve people." (How counterintuitive!)

Future procedures involving embryo modification could potentially increase the likelihood that prospective parents will be able to deliver a child with extra high IQ and general intelligence. An individual's overall performance in various cognitive domains, including but not limited to information processing speed, working memory, executive function, episodic memory, sustained attention, and selective attention, tends to improve in direct proportion to their intellect. That is absolutely huge!

By modifying embryos with CRISPR, it would be possible to significantly increase the proportion of students who make it to college. Now! That doesn't sound immoral to me.

Why is contemporary society content to tolerate the physical distress of future generations and the genetic decline of the human race? This blind, biased view of ethnic groups is unavoidable in a worldview that is merely a reaction to another. The objective of enhancing individuals is to ensure

that the most advantageous genomes are transmitted to future generations. None of this requires coercion. Conversely, indoctrination imposes constraints on the capacity for objective decision-making and critical reasoning. In cult-like environments, extreme indoctrination is perilous and has the potential to transform intelligent individuals into extremist weaponry.

We are in dire need of geniuses; therefore, it is immoral to allow those with low IQs to continue breeding geniuses into nonexistence at a time when we require them the most.

ERADICATION OF CRIME

Crime plays a substantial role in communities and the broader process due to its presence in contemporary society. Crime significantly affects an individual's relocation decisions and is a matter of great concern for many. It is a recurring problem in communities, and illicit activity in the area can have repercussions on numerous other concerns. Crime is an unfortunate inevitability that can occur virtually anywhere in the world (or is it?). Although some specific circumstances and factors augment the probability of a criminal incident, its occurrence is not assured anywhere as long as particular corrections and scientific interventions are set in place.

It is usually mind-numbingly difficult to pinpoint the wordings or devise a realistic and practical answer to the question. "Can we have a world free of crime without drifting into a dystopia or some fantasy of our imagination?" Based on popular opinion answers, a resounding "No" is expected. However, these are answers resulting from not so intellectually able, misinformed, and limited insight into the capabilities of improvement of people and their impact on society. Correspondingly, it'll take an extra high IQ individual actively present in the world's political system to bring into fruition a world eradicated of crime by improving humans.

Despite societal desires to the contrary, the majority of the time, the definition of crime is arbitrary, as new offenses emerge and are continuously defined or redefined (for instance, it is now a crime to assume a person's sex. I'm a male by the way, I wouldn't want my readers committing a crime). It is a prerequisite that a crime be universally acknowledged as such; until such time, it cannot be classified as such. Law-abiding individuals might remain unaware they are committing a crime until explicitly informed; even then, they might remain an appeal for innocence. A crime-free world may be imaginative if there are no extra high IQ individuals (through human improvement) who are above the manipulation of shadow eminences and interest opinion groups and are actively present in the world's political system.

CAPITALISM & CRIME

Class conflict is fundamental to every society. This conflict is brought about by the inherent characteristics of the capitalist system and involves those in positions of authority versus those who are powerless. The ruling class exercises social control over the working class in accordance with the economic determinism presumption. Marxists posit that the high incidence of crime and deviance can be attributed to the fundamental characteristics of capitalism, which revolve around the pursuit of profit maximization via private ownership of the means of production.[44]

The governing class's exploitation of the working class is the foundation of capitalism, which results in the perpetual accumulation of wealth for one class and the accumulation of poverty for the other.

Hence, it is unsurprising that individuals lacking the financial means to procure essential goods and services may resort to criminal activity to supplement what their employer provides. Moreover, it is reasonable to anticipate that the exploited working class will occasionally resort to criminal damage or violence as a means of expressing their anger and exasperation over their exploitation. Moreover, the tenets of capitalism may even be considered immoral, given that the objective of capitalist society is the accumulation of wealth and financial success, regardless of the potential negative consequences for others. This promotes criminal behavior among the super-rich and those who are less privileged and are convinced that such conduct is acceptable.

Who, then, exactly are the criminals? Whether the employer is providing subsistence-level wages? Or the employee attempting to support their family? The response is reasonably self-evident. The ruling class's ideology is reflected in the laws and power they hold. The police and the legal system (including attorneys, judges, and tribunals) are subservient to the ruling class. These establishments are utilized to maintain a state of illusory consciousness, prevent revolution, and exert control over the populace.

The US experienced a phase of extensive reform. Amid claims of toughening stance against crime, additional legislation was enacted, which imposed harsher sanctions on on-violent transgressions. The implementation of these regulations, predominantly in poor communities of color, evicted substantial portions of the most disadvantaged and poor populations. Upon their arrival in prison, these individuals were forced to choose between occupying a cell or working for one of the numerous corporations that have leased their labor. Many states, however, mandate that prisoners labor. Most inmates have little choice but to labor, particularly those who cannot afford to purchase

[44] What It Is and Comparison to Communism, Socialism, and Capitalism
-https://www.investopedia.com/terms/m/marxism.asp

some of the most fundamental items from the commissary. Failing to do so will result in mental acuity. The penal system functions to preserve the existing social order and advance capitalism. Together with the police, legal system, and judicial system, prison distracts us from the actual issues that capitalism has created.

All social classes commit crime, not just the working class and the capitalist class commits more expensive offenses than street crime. By promoting materialistic consumerism and encouraging the pursuit of self-interest over public duty, capitalism creates an environment that fosters aspiration for a frequently unattainable and unrealistic lifestyle. The conditions of extreme poverty and inequality that capitalism leaves in its aftermath are correlated with increased rates. Capitalism must perish to eradicate crime.

CORRELATION BETWEEN CRIME AND GENETICS

The relationship between genetics and criminal conduct is a contentious and intricate subfield of biological criminology that investigates the potential correlation between genetics and criminal conduct. The correlation between an individual's genetic composition and various behaviors, such as intelligence, IQ, personality characteristics, and susceptibility to specific diseases, is widely acknowledged.

The notion of a 'criminal gene" has been in existence for centuries in the past. In the early days of criminology, it was postulated that criminals and non-criminals shared distinct biological characteristics, attributing these distinctions to their genetic makeup. Nonetheless, this theory was refuted during the mid-20th century as environmental criminology gained prominence (perhaps because genetic engineering and its impact on the human genome were not as well understood then). Environmental criminology argues that environmental factors, including poverty, upbringing, and socialization, significantly influence criminal behavior. Recent genetic advancements have reignited curiosity regarding the relationship between heredity and criminal behavior. Among the genes implicated in criminal behavior are those associated with impulsivity, aggression, and anxiety, according to research.[45] Additionally, research has indicated that specific genetic factors might elevate the likelihood of engaging in criminal behavior among individuals who have undergone particular forms of childhood trauma, including maltreatment.

What causes individuals to commit crimes? The perennial dichotomy between nature and nurture has captivated psychologists regarding criminal behavior. However, recent findings published in the

[45] Genetics of impulsive behaviour - https://pubmed.ncbi.nlm.nih.gov/23440466/

scholarly journal Criminology indicate that genes (pathogenic bad criminal genes) significantly influence individuals' decisions to engage in criminal activities or to remain morally upright. The investigation, carried out by criminologist J. C. Barnes and colleagues from the University of Texas at Dallas, examined the impact of genetic and environmental factors on the criminal characteristics of 4,000 individuals. The researchers identified A significant correlation between criminal behavior and genetic predisposition.[46] The research was constructed upon the development of a taxonomy of anti-social behavior, a theoretical framework established by Dr. Terri Moffitt.[47] She classified the population into three distinct pathways: life-course-persistent offenders, adolescent-limited offenders, and abstainers. According to Moffitt, environmental, biological, and potentially genetic factors could influence an individual's predisposition towards one of the paths.

Does the course of our actions depend on our upbringing or our DNA? You have posed an exceedingly intricate philosophical inquiry concerning the fundamental essence of psychology concerning the criminal justice system. Much like the chemical composition of the human brain cannot be chosen, neither can the hue of our eyes. This can increase our risk for numerous complications, including criminal behavior, clinical melancholy, and epilepsy. Certain criminologists believe that our biology may also contribute to our propensity for criminal behavior. It has been demonstrated that biological factors such as variations in automatic arousal, neurobiology, and neuroendocrine function increase the probability that an individual will engage in criminal behavior.

Did our upbringing influence our behavior, or does our DNA play a determining role? This is subtly masquerading as an inquiry into whether criminals are responsible for the crimes they commit; this begs the question of psychological principles. Should their possession of a pathogenic crime gene land them in prison? Should they be permitted to wreak havoc on society because they did not design their genome? Should we just let all the convicts in prison back into the world? Obviously not! Genome editing is the way forward.

REMOVAL OF THE CRIMINAL BAD GENE EQUALS ERADICATION OF CRIME

If we send a whole bunch of people who are highly intelligent with an extra high IQ as well as have a well-guided moral compass together with a small number of people that are less intelligent with a low IQ to a distant world, certain possibility will be inevitable:

[46] The role of gene-gene interaction in the prediction of criminal behavior - https://pubmed.ncbi.nlm.nih.gov/24361183/
[47] An Empirical Test of Terrie Moffitt's Developmental Taxonomy of Delinquency - https://academicworks.cuny.edu/gc_etds/1771

- The crime rate will be minimal, almost non-existent for some time.
- There will be no homicide, burglaries, corruption, consumerism, etc.

After a few generations, will such a world be a crime-free world? That's a BIG NO.

The saying usually goes, "One rotten apple spoils the bunch." In order to ensure a crime-free world for generations and generations to come, the pathogenic gene responsible for influencing the act of crime in individuals needs to be completely eradicated from the roots and stem. This can be achieved through genome editing and genetic engineering. How about individuals locked up in prison due to bad criminal genes? There's a better way.

Despite insufficient definitive explanation for why individuals turn to crime, scientists have identified a characteristic shared by many inmates. According to recent research, Antisocial personality disorder (ASPD) was identified in 40-70% of prison populations, compared to only 1 % in the general population.[48]

The field of genetics has witnessed the discovery of an expanding collection of gene variants linked to criminal behavior. Forty to seventy percent of prison populations contained antisocial personality disorder (ASPD), compared to one percent in the general population.[49] A comprehensive genomic analysis of 794 Finnish prisoners revealed that 568 of them were classified as having ASPD. An additional examination revealed that two specific genes, namely 'cadherin 13" (CDH13), which regulates dopamine levels in the brain, and monoamine oxidase A (MAOA), which is implicated in neural connectivity, were linked to criminal behavior.[50]

The practice of disciplining a child inflicts emotional distress in addition to physical harm. The worst effects result from the emotional torment it inflicts. Constantly hitting your child and telling him or her that he or she is bad or wrong will cause them to believe that you are not a decent person. Such a child might perceive himself or herself as a misbehaving child, and as an adult, he would lack self-respect. They will develop the perception that they are a terrible child, and that perception will leave them with a permanent emotional wound. A persistent and stable association has been observed between child maltreatment and an elevated risk of engaging in antisocial behavior that persists into adulthood (Gao et al., 2010).

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[48] Neither mad nor bad? The classification of antisocial personality disorder among formerly incarcerated adults - https://pubmed.ncbi.nlm.nih.gov/32858490/

[49] Genetic background of extreme violent behavior - https://pubmed.ncbi.nlm.nih.gov/25349169/

[50] Genetic components in the background of violent criminal behaviour, antisocial personality disorder and antisocial behaviour - https://helda.helsinki.fi/bitstreams/cb42affe-8485-4187-9329-d1a0f0d43440/download

While it is admirable for parents to avoid physically abusing or hitting their children, such actions may be necessary to discipline a child who exhibits disruptive, disobedient behavior. Parents are frequently compelled to remove the rod out of desperation. Parents resort to force when all other approaches to discipline or reasoning have proven ineffective. However, this can lead to poor parental bonding, and inadequate parental bonding predicts higher antisocial behavior or delinquency.[51]

The precise mechanism by which child abuse precipitates subsequent criminal and antisocial conduct remains poorly comprehended. Antisocial personality disorder (ASPD) is characterized by a persistent pattern of disregarding and violating the rights of others that persists into maturity, commencing in childhood or early adolescence. By encouraging antisocial behavior during childhood and adolescence, followed by the formation of relationships with antisocial romantic partners and peers in adulthood, childhood maltreatment increases the risk of adulthood crime.[52]

Parental accounts of abusive parenting were utilized to collect data on child abuse from 18 months to 6 years of age. Three decades later, self-reported criminal involvement was found to be associated with the collected data. Additionally, measures of antisocial behaviors were taken during the intervening years of middle childhood and adolescence. Early in life, juvenile offenders who experienced inadequate maternal attachment exhibited a greater incidence of psychopathy.

A negative relationship between parents and children is indicative of increased antisocial behavior or delinquency. There was a greater incidence of psychopathy among juvenile offenders who experienced inadequate maternal attachment during their childhood.[53]

Recent evidence suggests that antisocial behavior, which is one of the most well-documented and costly hazards associated with child maltreatment, may persist from adolescence to midlife.

Therefore, it is more crucial to instill in the child the conviction that he or she does not wish to engage in the undesirable behavior again. Parents should be encouraged to consider the potential of a more effective alternative or traditional method for correcting a child's behavior.

Research about adoptive children and twins has consistently encountered a fundamental flaw. Their capability is limited to suggesting a potential genetic element associated with a trait. They cannot identify the implicated genes or provide little insight into how upbringing or the environment could

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[51] Early maternal and paternal bonding, childhood physical abuse and adult psychopathic personality - https://pubmed.ncbi.nlm.nih.gov/20441692/

[52] Effects of child abuse, adolescent violence, peer approval and pro-violence attitudes on intimate partner violence in adulthood - https://pubmed.ncbi.nlm.nih.gov/27709742/

[53] Parental Attachment as Predictor of Delinquency - https://www.researchgate.net/publication/289010665_Parental_Attachment_as_Predictor_of_Delinquency

counteract the genetic predisposition. However, it is common knowledge among geneticists that the complete determination of traits by genetics does not necessarily imply the absence of any potential interventions. Developing novel molecular biology techniques has empowered researchers to discern particular hereditary imperfections within DNA, the genetic blueprint. A particularly alarming discovery regarding the genetics of violence has emerged from the University Hospital in Nijmegen's Department of Human Genetics.[54] By utilizing developments in genetic engineering and embryo editing, such bad criminal genes could be removed from individuals already in prison or not in order to live a more morally accurate life in society.

Such research demonstrates that a substantial proportion of our violent or aggressive behavior is determined by our biology, including our DNA and the makeup of our brains. Biological factors that contribute to criminal or deviant behavior should be investigated because of their significant repercussions on individuals, communities, and society at large; doing so would greatly assist in eradicating crime.

Diverse individuals and offenses originating in the immediate community have evolved into crises in contemporary society. From a functional standpoint, the social structural theory posits that most criminal activity results from the breakdown of societal norms and institutions and that society, not only genetics, is the source of the crime problem.[55]

Due to society's disarray, several social characteristics prevalent in the neighborhood are the primary cause of the neighborhood's crime rate. These characteristics are:

- **Poverty:** Poverty is a significant contributor to criminal activity. Crime rates tend to be higher in nations characterized by elevated levels of economic deprivation than in other countries. Individuals who lack the financial resources to support themselves legitimately devote their time to illicit endeavors, as doing so provides a simple method to obtain their desires and does not necessitate any additional aptitudes. The widening gap between the wealthy and the poor can also be ascribed to an increasing number of poor individuals turning to criminal activity as subsistence. Disabled individuals who are unable to support themselves financially become so disheartened that they turn to unlawful methods in order to provide for their families.

- **Peer influence:**

[54] Italian appeal court: a genetic predisposition to commit murder? - https://pubmed.ncbi.nlm.nih.gov/20216573/
[55] Sociological Theories of Crime & Deviance - https://www.nu.edu/blog/sociological-theories-of-crime/

Peer pressure is an undeniable and substantial factor that influences the lives of every adolescent and young adult. During that stage of life, people tend to idolize their peers and consider their actions normal or at least on-trend and fashionable. Peer pressure, therefore, forces them to follow the herd. These individuals' lack of insight and practical knowledge has merely fueled the conflagration. Consequently, many young people are unwittingly enticed to engage in vices such as smoking and alcohol consumption simply by observing their peers. The issue escalates significantly when the influence of peers expands beyond illicit substances such as cigarettes and alcohol to include illicit drug activities that carry the risk of addiction and subsequent destruction of the individual's life.

- **Drug abuse:**

  A history of substance abuse acted as one of the most accurate predictors of severe career criminality, according to the findings of a study of career criminality, which found that varying degrees of opiate use were directly associated with individual criminality.[56] Critics have consistently leveled severe criticism upon drugs. A person who is enslaved to drugs will eventually engage in actions that are prohibited. Frequently, drug addicts are unable to overcome their addiction, which leads to the development of detrimental behaviors throughout their lives. Adherence to undesirable behavior becomes obligatory for an individual who leads a substandard way of life. Drugs were cited as the primary motive by the most violent offenders when questioned about their criminal activities.

- **Education:** It is crucial to emphasize that substantial evidence links educational attainment to the manifestation of criminal behavior. It has been demonstrated that individuals with cognitive disabilities are more likely to engage in violent behavior. This is primarily due to a series of interconnected antecedent events in which education plays a central role. Prognostic indicators of pro-social behavior or conduct that upholds the moral values of a society include academic achievement. In our society, academic achievement is intertwined with several other factors, including financial success, self-esteem, and an internal locus of control. This specific model may explain the reasoning behind the generalization that individuals with a high IQ have a reduced propensity to engage in illicit behavior compared to those with a low IQ. It is hypothesized that academic achievement is more straightforward for higher IQs.

[56] Insights into the link between drug use and criminality: Lifetime offending of criminally-active opiate users - https://pubmed.ncbi.nlm.nih.gov/28837946/

- **Unemployment:** Youth unemployment is significantly elevated. Individuals who have finished their education and are prepared to enter the workforce remain unemployed. An additional demographic of young individuals impacted by unemployment consists of those who are let go due to their insufficient completion of higher education. Long-term unemployment causes young people to lose optimism in their ability to obtain employment. Consequently, young males constitute the majority of those under the age of 40 who are impacted by unemployment and criminality. This is because human beings are the primary perpetrators of illicit activities; therefore, employed individuals aged 40 and above are comparatively less inclined to engage in such conduct. Research has established a correlation between property crime and the unemployment of young individuals for over a year. A significant proportion of young individuals engage in the sale of hazardous substances, including heroin, marijuana, and others, for immediate financial gain.[57]

Many factors interact in a complex manner to determine crime rates, including socioeconomic conditions. Examining the influence of community resources, education, family structure, and employment on crime rates is critical. Gaining insight into the correlation between socioeconomic variables and criminal activity is critical to formulating efficacious approaches to further eliminating crime rates and fostering safer, more equitable communities.

The final note is that eradicating society-given flaws, finding out genes that make people commit all sorts of crimes, and remodeling humans by advanced genetic engineering can bring a harmonious and crime-less society.

NO WARS: DESTRUCTION OF US/THEM

War and conflict are inevitable dynamics of human social relationships and social phenomena. As anticipated, no human society, regardless of its nature (heterogeneous or homogeneous), has ever been free from conflicts, wars, and crime, whether in antiquity or the twenty-first century, if humans are not improved to possess a universal moral system through genetic engineering (and are devoid of evolutionary-given tribalism).

An ethnic-regional dimension permeates nearly all conflicts, and even those that seem devoid of ethnic considerations are characterized by factions and alliances formed based on ethnic allegiances. For instance, ethnicity has catalyzed discord and a strategic instrument employed by political opportunists to advance their objectives in Nigeria.

Currently, nationalism is defined by allegiance to one's religion and ethnicity. The emergence of ethnic militias and militant organizations that frequently wage war against one another and state

[57] Youth Unemployment, Poverty And Crime: Empirical Evidence From Nigeria

powers has led to the escalation of violent conflicts and the destruction of property and lives. This impeded efforts to achieve democratization, economic and social transformation, national unity, stability, and cohesion.

One could contend that the increase in nationalism is attributable to various factors, including political, social, and economic concerns. Nations serve as the fundamental component of the contemporary global order. Approximately two hundred countries currently comprise the world. Extreme division can result from aggressive or narrow forms of nationalism. Such nationalism advocates prioritizing the interests of a single group over those of others, even if it means jeopardizing the others.

This us/them dichotomy leads to war and separation from the rest of the world, drifting individuals away from altruistic acts toward selfishness.

NATIONALISM IS A SCAM, BECOME A WORLD CITIZEN

A NATIONLESS PEOPLE

Many people continue to be perplexed by the ways in which the notion that distinct communities ought to be self-governing and are formed on the basis of a shared language, culture, ethnicity, and self-awareness has influenced the development of the last five hundred years of history. Nationalism unites individuals in a manner that is not predicated on hereditary or biological factors (meaning same DNA; however, tribalism is deeply rooted in our evolutionary instincts), nor even on the existence of intimate ties with other citizens of the same nation. In some respects, the concept of a nation is an illusory relationship, and nations might even be regarded as fictitious communities, given that so much of what constitutes a nation consists of imagining solidarity and allegiance.

Nationalism wasn’t present (with some sporadic presence) until the 17th century and later on. People were living separately, didn’t know each other, and didn’t possess a sense of belonging to some higher entity (nation). For example, France had many languages, so if they had codified every language and made nations, nothing such as France would exist. With the Industrial Revolution, people started to read that there were “Czechs,” were informed about other “Czechs,” and thus, a nation came into existence.

So, what is nationalism? I am “Czech” “American,” “Indian,” “Chinese,” and so forth, due to the common belief that our country is a significant component of our identity. However, exactly what

does that imply? What role do you play in your nation or country? Indeed, nationalism is predicated on the notion that every aspect of human civilization is partitioned into discrete, self-governing entities referred to as nations. What is a nation? A nation comprises individuals who are united by a shared language, culture, sense of destiny, and historical background. Consequently, nationalism can also be used to refer to the shared ties that bind individuals within a country, thereby establishing a novel form of community. This is linked to the notion that the loyalties of individuals ought to be directed towards the nation and that the autonomy of each nation to shape its own destiny is a concept referred to as self-determination.

The irony is that nationalism, which once advocated for the defense of citizens' rights against monarchs, has since been exploited by political individuals to legitimize violations of human rights. Based on the subsequent analysis, it is suggested that civic nationalism possesses an ethnic dimension as well, leading to the deduction that civic nationalism ought to be classified as a subset of ethnic nationalism.

Nationalism is an ideological tenet that asserts the primacy of devotion and loyalty to the nation-state over the interest of any other group or individual. The sentiment of allegiance and nationalistic pride stems from the conviction that one's nation is superior and more significant than those of other nations. It simply seems somewhat selfish to me.

Nationalism, a term that originated in the 1770s, has significantly influenced the development of numerous countries across the globe. Nationalism has the capacity to unite individuals regardless of social class. It is also capable of galvanizing individuals to spearhead resistance movements against tyrannical regimes. One potential drawback of nationalism is its capacity to incite dread. Nationalism has invariably resulted in conflict in the majority of instances. Nationalism is a perilous political movement that has the potential to incite hostilities and suppress opposition factions.

We tend to perceive the actions of our political adversaries as motivated by malice and oppression against us, whereas we tend to attribute goodness and affection to our group. Historically, political tribalism has been a pervasive phenomenon. The Holocaust encompassed the deliberate and organized killing and persecution of six million Jews, which was sanctioned by the Nazi regime and its collaborators and allies.

Tribalism refers to a preference or allegiance to one's people. It applies not only to culture but also to politics and sports. Cultural tribalism divides society into distinct groups characterized by a standard or particular mode of thought or conduct. Within the realm of popular culture, cultural

tribalism can also derogatorily refer to a form of prejudice or hatred predicated on group distinction, or it can refer to a way of thinking or behaving in which individuals prioritize their social groups over all else. This is especially evident in the Nazi regime, which adhered to the ideology of racial purity. Racial purity posits that the Aryan race is inherently superior and advocates doe the extermination of undesirable ethnicities, primarily Jews.

When tribalism is used to exclude individuals or groups or to revoke their rights, status, and independence, the repercussions can be highly detrimental. The aforementioned adverse characteristics of tribalism are frequently incited by rivalry and the perception of a shared menace. Tribalism committed against Jews by the Nazis resulted in their gas chamber incarceration. Treblinka ranks among the most baffling atrocities committed during Hitler's Third Reich. An estimated 6,000,000 Jews perished at these concentration camps in Nazi-occupied Poland or were shot..[58] The victims were directed to the gas chambers, flooded with tank engine exhaust. Individuals would perish within twenty minutes due to carbon monoxide toxicity. Initially, human remains were interred in mass cemeteries; however, during the years 1942 and 1943, Jewish slave laborers were compelled to re-establish the graves and incinerate the remains on enormous pyres.

The Holocaust teaches us the significance of speaking out against bigotry, xenophobia, the us/them dichotomy, and indifference, as well as advocating for equity and taking action.
Nationalism entails favoring members of one's own nation over those of other nations. In this situation, your sole concern is for the citizens of your nation, your country. Whether other nations ought to be concerned with their own affairs or not is irrelevant to a nationalistic individual. You have no desire to assist, support, share, or even be part of human civilization. Nationalism exudes intolerance and illiberalism. It rejects as equals all individuals who do not belong to its narrowly defined nation. This us/them mentality, which is frequently founded on racial and nationalistic prejudices, can result in violent and perilous outcomes.

An ideal citizen is a world citizen who has no nationality, is altruistic, and has an extra high IQ with the ideal moral system achieved through human improvement.

NATIONALISM AND WAR

A critical examination of history reveals that nationalism was incited among the populace prior to the outbreak of every world war. Does this happen by chance? Certainly not. Both the United States

[58] Holocaust Encyclopedia - https://encyclopedia.ushmm.org/content/en/article/documenting-numbers-of-victims-of-the-holocaust-and-nazi-persecution

and Russia ask the same question: Why do we have to make America and Russia great again? Why is it crucial to foster nationalism at this time in the world?

A considerable proportion, albeit not all, of the civil conflict that has ensued in the last fifty years have been instigated by nationalist movements seeking greater autonomy. Even you are cognizant of the fact that nationalism is employed for familiar reasons. World leaders do not engage in armed conflict; however, during conflicts, your sons and daughters do engage in armed conflict and casualties. Why do they so frequently sow discord in each nation and even worldwide? Indeed, nationalism equips you with everything you need to defend your nation and murder others.

Nationalism has the capacity to form "national enemies," contribute to erroneous strategic assumptions, incite war-oriented domestic interest groups, enable the stifling of opposition groups, and instigate nationalist conflicts. Nationalism is a catalyst for armed conflict. Nationalism, which can also be regarded as a secular religion, asserts that the world is comprised of ancient, distinct nations with exclusive homelands and that defending the territory, independence, and identity of one's nation is an individual's sacrosanct duty. Nationalism is a product of historical fantasy; such a nation did not exist prior to the modern era. Human populations have frequently interacted, and any attempt to partition them into exclusive territories inevitably leads to discord.

One might contend that warfare was more prevalent in the sixteenth and seventeenth centuries, which preceded modern nationalism and were rife with religious and imperial conflicts. Then, reach the conclusion that these conflicts may have influenced the modern nation-state system. However, you will be missing the underlying premise behind this religion and conflict during the sixteenth and seventeenth centuries, which is also the premise for Nationalism: the us/them dichotomy.

Nationalism is a profound manifestation of allegiance to one's nation or patriotism. Nationalists elevate their nation's interests above those of other nations by exaggerating its status, value, or significance. During the early 20th century, these sentiments were widespread in Europe, especially among the so-called Great Powers (France, Britain, and Germany). As a result, numerous Europeans held the belief that their country held a dominant position in terms of culture, economy, and military strength.[59]

Nationalism manifested itself in two distinct ways in the century preceding the First World War. One aspect of it pertained to a fervent aspiration for autonomy and national cohesion. The outcome

[59] Effects of WWI | Economic, Political & Societal - https://study.com/academy/lesson/economic-social-political-consequences-of-the-great-war.html

of such ambition was the union of Germany and Italy. Furthermore, this led to the Balkan Peninsula's uprising against its Turkish sovereign, an event that exacerbated the Eastern Question. Conversely, it manifested itself as extreme Nationalism, specifically concerning the recently unified countries. At any cost, they desired to increase the grandeur and prestige of their nation. Both manifestations of Nationalism exacerbated global rivalries, thereby complicating the European situation and precipitating the commencement of the First World War.[60]

In the period preceding World War I, militant patriotism emerged as a growing concern in Europe. A profound sense of animosity persisted in France due to the fact that Alsace and Lorraine were ceded to Germany during the Franco-Prussian War.[61]

Additional contributing factors to the commencement of World War I encompass militarism, alliances, and imperialism. Under the Austro-Hungarian Empire, a considerable multitude of ethnic groups resided in Austria-Hungary. Their aspiration was for independence. Tension arose between the government and these lesser regions as a consequence.[62]

The emergence of nationalism in early twentieth-century Europe is frequently cited as one of the four long-term causes of World War I; many historians consider it to be the sole most significant factor due to its inherent connections to militarism and imperialism. Another contributing factor is the annexation of Bosnia and Herzegovina by Austria-Hungary, which infuriated young Serbs to the extent that some of them joined extremist nationalist organizations such as the 'Black Hand." Greater Serbia was the objective of these factions, which sought to expel Austria-Hungary from the region.

The catalyst for World War I was the assassination of Franz Ferdinand in Sarajevo in June 1914, which was inspired by - you guessed it; Nationalism.[63]

This event was the immediate cause of the commencement of World War I. Although Nationalism played a significant role in the initiation of World War I, it was merely one of a multitude of intricate and interconnected elements that contributed to the bloodshed. All, however, were founded on the us/them dichotomy.

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[60] The Causes of the Balkan Wars 1912-1913 and their Impact on the International Relations on the Eve of the First World War

[61] Franco-Prussian War summary - https://www.britannica.com/summary/Franco-German-War

[62] Bosnian crisis of 1908 - https://www.britannica.com/event/Bosnian-crisis-of-1908

[63] Austria-Hungary - https://www.britannica.com/place/Austria-Hungary

Promoting the interest of a single country or nation in an aggressive manner can result in severe repercussions that extend across the globe. This type of ardent nationalism instigated the First World War. Nazi Germany emerged shortly thereafter as arguably the most brutal illustration of extreme Nationalism fueling global disorder.

Nationalism significantly contributed to World War II through its support of the dictatorship of the Axis Powers. Adolf Hitler utilized nationalism to persuade the German people to support his policies regarding the renunciation of the Treaty of Versailles, which the Germans deemed unjust, and the reacquisition of territory lost during World War I. The prevailing consensus among historians is that the provisions of the treaty were exceedingly severe, surpassing Germany's capacity to fulfill the required reparations to the United States, France, Britain, and Italy (you can see how three countries prey on just one country for profit cause they see such country as different. Just another us/them dichotomy to me; nationalism at its worst). Germany, in fact, abandoned all efforts to remit the six billion and six hundred million pounds that Versailles compelled them to pledge in 1919.[64]

A slogan roughly translating to "all the world under one roof" was employed by the military commanders and leadership under Hirohito to underscore the significance of Japan's position as a dominant power. Benito Mussolini frequently advocated for the restoration of an ancient Roman Empire's authority in Italy, informing the people that they had earned the right to become a world power by conquering other Mediterranean countries such as Greece and Libya.

Nationalism, particularly as exhibited by the German people, was taken too far. Germany, which was essentially in a state of hopelessness and melancholy when Hitler came to power, desired nothing more than territory and power (a consumerism mindset).

Militarism, which was precipitated by this nationalism, further contributed to the conflict. Industrialism and imperialism both had a profound effect on society across the globe, but I believe Nationalism fostered a sense of inferiority among nations towards "lesser" nations, which ultimately resulted in conflict.

RELIGIOUS US/THEM: PALESTINE & ISRAEL

A cursory examination of international affairs at the turn of the twenty-first century would indicate that religion is the source of much of the conflict throughout the world. Religion, a deeply rooted evolutionary adaptation or by-product, is frequently a contentious subject. Religion (and the cultural

[64] Nationalism as a Cause of WWII - https://www.slideshare.net/Ashten/nationalism-as-a-cause-of-wwii

division that accompanies it) are catalysts for conflicts on a global scale. The city walls of Jerusalem, which is regarded as one of the holiest cities for Abrahamic faiths, have been severely damaged over centuries due to religious conflicts.

Unquestioning acceptance of the recognized dogma, or articles of belief, is a requirement for adherents of every religion. This may result in intolerance and rigidity towards other world views. After all, how could it be compromised if it is the word of God! Conversely, dogma and scripture are frequently ambiguous and susceptible to interpretation. Consequently, disagreements may emerge regarding the validity of a particular interpretation, and such conflicts are ultimately unresolvable due to the absence of an arbitrator.

It is widely acknowledged that religion is to blame for the division of humanity and the conflicts that exist among its various factions. Throughout history, religion has influenced individual to engage in some of the most irrational and absurd actions in support of their respective factions. Unlogical practices such as self-murder, public beheading, self-immolation on the funerary pyre, animal and human sacrifices, and numerous others were allegedly performed to placate and please a so-called deity. All of these may be regarded as religious but necessarily spiritual because what some individuals perceive as religious may appear naive and unintelligent to others who are motivated by their prejudices.

The conflict in Gaza involves Hamas, a Palestinian terrorist organization whose goals are the annihilation of the Jewish people and the devastation of Israel. A religious component of the ideology that hinders both parties from achieving a resolution to the Israeli-Palestinian conflict exists.

A convergence of political, legal, and historical tensions, the religious undercurrent that sowed the seeds of the entire struggle, has pervaded it ever since. While the recent surge in violence is merely the most recent in a lengthy sequence of conflicts, religious allegories, and assertions have gained notable prominence over the past months.

Religion is a more global force than states, as its adherents transcend national boundaries and unite individuals across the globe through a shared bond. Frequently, religion serves as a significant defining characteristic of the identities of continuing communities. The conflict between the Jewish Israelis and the Muslim Palestinians, the crusades and Jihads between Christians and Muslims, and the division between Catholics and Protestants in Northern Ireland are all instances of this. Everything stems from the us/them dichotomy.

Opportunistic leaders may accentuate this crucial aspect of our identity in order to differentiate “us” from “them.” This is all well and good, but there are frequently very real, very deep, and very dangerous differences between “us” and “them,” as evidenced by the varying responses of people in different parts of the world to the hideous attack carried out by Hamas on October 7, 2023, in which they raped Israeli women, murdered a number of Israeli civilians, and took a bevy of hostages back to Gaza while life-streaming their atrocities on X, formerly Twitter, and other platforms. People throughout the Muslim world celebrated and reveled in these terrorist acts. Conservatives, Christians, and the majority of individuals in the West reacted angrily to it, while the political left and the majority of Muslims hailed it as an act of decolonization. This demonstrates how religious convictions can significantly impact our interpretation of events in divisive, broad-ranging ways.

Many factors contribute to the Israeli-Palestinian conflicts. Defensible, contiguous borders, mutual security, and access to resources are all materially significant concerns and demands for both parties, all of which are based on the us/them dichotomy and support their respective religions.

US/THEM DICHOTOMY: STUPID POLITICAL SPECTRUM

It had been my conviction that an individual’s political beliefs were inviolable and could not be deemed right or wrong. Having said that, it is evident that this is not the situation. Circumstances that involve “us versus them” comparison frequently result in a decline in morale as a whole. The outcomes of implementing political ideologies are extensive and far-reaching, and these outcomes can be evaluated objectively as positive or negative. Consequently, the beliefs that generated those outcomes can also be evaluated positively or negatively. Simply put, your beliefs are immoral if they result in the unnecessary suffering of others.

The division of a singular group of individuals into two subgroups serve a purpose beyond simply providing convenient and expedient label for the subgroups: ‘Them.’ By merely allocating a portion of its members to an excluded reference container, a collective has sufficiently differentiated them to be perceived as dissimilar. Thus, a multitude of social labels serve as instrumental purpose. Some of these include:

More redistribution/Less redistribution
Liberal/Conservative
Anti-consumerism/Consumerism
Tens of percent of GDP invested science/Little investment in science
Trillions of dollars for building whole countries/Little aid
Complex grasp of what surplus value is and how to change the constellation of the whole

system/Unregulated savage capitalism

Pro-eugenics/Ill society

Clientelism-free politics/Patron-client political style

Massive support of natality/Few people being born

Animal-like stories news/Statistical-mathematical educational news

Lifetime education on how to change politics/Obscurantism

Anti-corruption fight/Corrupt politics

State atheism/Believing in superstitions

Forced collaboration of all political parties on common issues/Partisan politics

Cultural changes of ordinary people for better/Conservative cultures

Vegan, vegetarian society/Mass torture-prone concentration camps

Anti global warming/Denial

Paying the smartest people to be politicians/Feeble-minded prone to manipulation politicians

Eugenically healthy people – less money for a cure, more money for medical research/Ill society with trillions paid for a cure

Eugenically healthy people – less criminals, less prisons/Society full of crime

AI-friendly society/Anti AI

Global government/Eternal nationalistic wars

Global redistribution of wealth/National redistribution

Speaking one language/Babylon

Global educational system/Poor educational system around the world

People having access to a political background/Shallow hidden politics

Right to work, right to have decent housing, right to have adequate money/Savage capitalism

Morality improvement/Nihilistic-like morality

Legalizing drugs/War on Drugs

Education system renaissance/Rigid education system

Placing the brightest minds where they belong/Commercial misuse of the smartest

Banning lobbyists (governments would find out what is really needed to do)/Corrupt politics

Medical supervision/Estimated 200,000 people die from medical malpractice annually in the US

People not functioning in capitalism socially secured/The homeless army

The “them” group is currently positioned in a neutral position, leaving open an infinite variety of erratic and fluid interpretations regarding how they are perceived and treated.

There is a propensity for the human mind to classify individuals into social categories. These social organizations frequently foster a “us vs. them” mentality towards individuals who differ from other individuals on socioeconomic status, ethnicity, gender, age, nationality, culture, religion, or any other factor. Sociologist William graham Summer introduced the concept of the Us/Them division in 1906 in his Folkways.[65]

Based on psychological theory, the act of classifying individuals into an “us” and a “them” is sufficient to incite hostilities. An individual is more likely to develop animosity towards members of the opposing group if they perceive that their group is engaged in direct competition with another group, particularly over a scarce resource.[66] It is important to acknowledge that political dichotomies that pit one group against another frequently encompass nationalities, radical classifications, ethnic groups, and nationalities other than immigrants (e.g., Jews, Muslims, Mexicans, South Americans, Africans, Blacks, Middle Easterners). In addition to sports and other team-based activities, there are numerous other examples in which we can observe the us/them dichotomy; for instance, divisive political rhetoric is replete with it.

Our membership in a particular group contributes to our self-esteem. In order to feel good about ourselves, we must also feel good about our groups. The 2016 presidential campaign slogan of Donald Trump is “Make America Great Again.” Socially and psychologically, the slogan signifies the assurance that citizens will not only feel good about being American but also wonderful.

One naturally questions why not every president has endeavored to make the United States exceptional. The distinction is in their respective approaches and the degree of success they have achieved in doing so. For instance, Barack Obama underscored the significance of collective American effort in bettering the nation. It appears that Trump has adopted a strategy of accentuating distinctions while excluding or rejecting specific groups. There are numerous positive justifications for maintaining a safe distance from certain individuals (e.g., predators and murderers), but there are also numerous bad reasons (e.g., racism and group narcissism).

Adopting this course of action, establishing and accentuating division in an attempt to boost one’s self-esteem and better America, would, therefore, be a perilous endeavor.

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[65] William Graham Sumner, Folkways: A Study Of The Sociological Importance Of Usages, Manners, Customs, Mores, And Morals (1906)

[66] The psychological experience of intragroup conflict - https://doi.org/10.1016/j.riob.2022.100165

Within the dynamics realm of politics, the conflict of ideologies has had a profound impact on global affairs for centuries. The ongoing struggle between left-wing and right-wing ideologies in twenty the 21st century continues to have a significant impact on international affairs, elections, and societies. A political spectrum is a comparative paradigm that categorizes political actors, parties, or ideologies along one or more axes. Ideologies that prioritize various forms of hierarchy are positioned on the right side of the spectrum, while those that prioritize social, political, and economic equality are positioned on the left side of the spectrum, according to a tradition that dates back to the French Revolution.[67]

Contemporary politics in the majority of First World nations is dominated by the left-right political spectrum, which promotes the disorientation and hostility that characterize our current public discourse. This stupid spectrum not only fails to adequately represent the myriad of unrelated political issues currently under discussion, but the definitions of left and right are also in a constant state of flux. Rather than recognizing this, the majority of politically active individuals maintain the belief that a unifying principle, philosophy, worldview, or temperament unites the numerous stances of each faction. Indeed, acts of political violence have been committed in support of this dichotomy.

It has been observed that individuals who hold divergent ideological perspectives differ in terms of cognitive abilities, personality traits, social motivations, values, and moral convictions. Considering the potential propensity for aggression that these factors may impart to individuals, it is reasonable to assert that the unintelligent spectrum endorses wars and conflicts. Political violence has been employed historically to advance a diverse array of political ideologies.[68] This may indicate that the propensity to resort to violent means in support of a cause transcends ideological distinction and is consistent with sentiments expressed across this stupid political spectrum.

There is a lack of distinction in the degree of violence exhibited by right-wing extremists and Islamist extremists within the United States. On the contrary, variation in violence becomes apparent at the international level.

Where right-wing extremists are less likely to commit acts of violence than Islamist extremists.[69] Moreover, religion is also responsible for this.

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[67] The Theory of the Political Spectrum - https://www.researchgate.net/publication/335832459_The_Theory_of_the_Political_Spectrum

[68] A comparison of political violence by left-wing, right-wing, and Islamist extremists in the United States and the world - https://pmc.ncbi.nlm.nih.gov/articles/PMC9335287/

[69] A comparison of political violence by left-wing, right-wing, and Islamist extremists in the United States and the world - https://pmc.ncbi.nlm.nih.gov/articles/PMC9335287/

This stupid political spectrum of us/them dichotomy is causing irreparable harm by inciting heated debate, clouding our understanding of others' true beliefs, and establishing illusory guilt by association. In order to enhance political discourse, it is imperative to abandon the essentialist majority of other domains.

An attitude of us vs. them is pervasive, and not just in the political sphere. The opposition between dogs and cats, republicans and Democrats, Coca-Cola, and Pepsi, vegetarians, and carnivores, and so forth. Advocating for particular causes (e.g., immigration and race) may undoubtedly result in more severe repercussions than others (e.g., red apple or green apple).

SPEAKING ONE LANGUAGE (ENGLISH) FOSTER UNITY, TOGEHTERNESS, AND WEAKENS US/THEM DICHOTOMY

The utilization of a universal language (English) may foster empathy, comprehension, and effective communication among individuals of diverse cultural and linguistic origins. It can facilitate the formation of a sense of unity and bridge the divide between diverse communities. The promotion of universal English proficiency would contribute to the establishment of international unity in the face of the ongoing us/them dichotomy even if humans were not improved. Interpersonal communication impeded by a lack of fluency between individuals may result in a psychological barrier. This could instill in individuals the belief that they are engaging with individuals who are "not of their own kind" as fellow citizens.

Within our interdependent global society, language functions as a conduit that unites individuals hailing from diverse geographical locations. Although thousands of languages are spoken on a global scale, English stands out as a unifying force. The importance of the English language as a global lingua franca cannot be exaggerated. It is indisputable that the English language has made the greatest contribution to the world among all languages. English is no longer one of the languages of the United Kingdom or the United States; it is the language of the entire globe. Everyone gained access to the knowledge of the world only after it was translated into English. In our interconnected world, the "global language" status of the English language is crucial. The widespread adoption of this concept in academic circles, business, diplomacy, and international communication contributes to its universal appeal. English serves as a universal passport to establish significant connections with individuals of various linguistic backgrounds, whether one is engaged in international trade, experiencing a voyage of discovery, or pursuing higher education overseas. English, as a language of international communication, serves as a unifying force that

enables individuals to partake in discourse, exchange concepts, and cultivate reciprocal comprehension.

Due to the fact that its various dialects are mutually understandable and are spoken by millions of people worldwide, English is a widely used language. English spoken in North America is merely one of these dialects. While North American English may not be inherently superior, it is arguably more consistent and versatile in its application. Numerous languages maintain an "even keel." This indicates that you never exhibit excessive or insufficient expressiveness. North American English's purpose is to incorporate various influxes and tones. The vitality and enthusiasm invested in each word of a sentence impacts its interpretation.

Acquiring the national language (English) is encouraged during the primary education system in most other nations. Early on, students in these nations commence their language acquisition journey. Implementing structured syllabi in educational institutions has reoriented the focus of this subject toward examination success. In most cases, students are required to study the language in order to pass exams. However, passing written exams has not, in and of itself, rendered students proficient in North American English. A contributing factor to this regression is the diminished emphasis placed on the oral aspect of the language. English would be used for everything, from films, television, radio, and the internet to packet leaflets. Thus, cooperation and unity should be encouraged at a young age.

Language diffusion pertains to the process by which a particular language becomes established in various communities or regions. The phenomenon of language diffusion and widespread adoption can foster a sense of cohesion among its speakers. This unity is evident in numerous ways, including improved communication, shared comprehension, and cultural references.

English is the only language that embodies the essence of unity. When the English language becomes widely spoken and diffuses, it can foster a sense of unity among its speakers. This unity is evident in numerous ways, including improved communication, shared comprehension, and cultural references. Thus undermines the us/them dichotomy even further.

END OF CAPITALISM

The perpetual dispute revolves around the laborer’s insistence on greater salary and the capitalist’s pursuit of profit maximization at all legal expenses. Moreover, profit accumulation is predicated on the notion that the capital proprietor retains the complete profit. At the same time, the laborer responsible for delivering the products or service in question is typically paid a fixed wage, which is

significantly devalued relative to its worth. Consistently, capitalism generates extreme wealth inequality. Although it elevates the extremely poor from extreme poverty to ordinary, run—of—the—mill poverty, the process of capital accumulation engenders enormous wealth disparities between the top 1% and the rest of society.

This inequality presents several challenges: it is morally reprehensible to the majority of individuals; secondly, it generates political unrest, a phenomenon that has been recognized since the time of Plato.[70] Furthermore, it impedes democratic processes as the super-rich consistently wield disproportionate political sway, both through direct financial support of preferred political candidates, lobbying organizations, and think tanks and by leveraging advertising campaigns to sway public sentiment.

Social division may be exacerbated by capitalism for a variety of reasons. A capitalist economy frequently places profits and competition above all else, which can result in an uneven distribution of resources and wealth. An exploration of oppression and capitalism must commence with the competitive imperative to amass wealth by means of human labor exploitation. This may lead to social division and economic inequality between those who possess more and those who do not.

Moreover, inequalities of power may result from capitalism, as those with greater resources and wealth may have more influence and control over society, thereby exacerbating social division. Moreover, in a capitalist system, the pursuit of profit results in the exploitation of natural resource and labor, which can disproportionately affect marginalized communities. Social division may be exacerbated by the aforementioned elements in capitalist societies.

An endeavor to elucidate and comprehend the myriad manifestations of oppression prevalent in society while disregarding the essence of the capitalist system guarantees both unanswered questions and explanations devoid of insight. In addition to failing to provide incentives for the development of technology, resource conservation, and ecosystem health, capitalists do not necessarily promote long-term prosperity. It appears that in order to achieve long-term viability, it will ultimately be necessary to transition away from capitalism as an economic framework. The question now is how?

THE SUPER-RICH POSSESSES INFLUENCE OVER THE SOCIETY, THANKS TO CAPITALISM

One who owns a business and employs others might consider capitalism logical: in theory, an increase in a company’s profits corresponds to an allocation of additional resources towards

[70] Plato on Inequalities, Justice, and Democracy: Historical and Philosophical Perspectives

employee welfare, thereby potentially elevating the overall standard of living for all. Everything operates according to the principle of supply and demand, and consumption reigns supreme in capitalism. The issue is that many capitalist executives are terrible at distributing wealth, which is why one of the most significant criticisms of capitalism is that it is a major contributor to social and economic inequality.

Owners of capital, or the means of production, are permitted to utilize their capital in the marketplace according to their own self-interested preference when it comes to private property. The majority of businesses are organized as for-profit entities, which means that capital allocation and production are utilized to pursue business ventures that generate profits at the expense of employee welfare, while labor is compensated for in the production of goods and services that the company utilizes.

Society as a whole is affected by the decisions of large multinational corporations, which determine the course of innovation, the operation of our political systems, and our connection to the environment. While not possessing absolute authority, as the market does impose certain limitations, they are also not powerless.

Capitalism espouses the view that greed is good, a sentence deemed favorable by its proponents due to the fact that profits are propelled by greed. Profits, in turn, stimulate innovation and product development, thereby affording those with sufficient financial resources a wider array of options. However, this precisely what they fail to mention about capitalism; it is exploitative and self-centered by its nature; it engenders a ruthlessly polarized society where the working classes suffer at the behest of the super-rich in order to expand their pockets.

Can interest groups and the super-rich utilize economic resources to exert influence over democratic decision-making? Asking this question is like asking if the earth is round. Of course!

Powerful lobby groups can significantly influence policymaking by leveraging their financial resource, frequently to the detriment of the less privileged citizens. It is logical to assume that economic resources would augment the influencing capacity of a lobbying group. Funding is essential for lobbying organizations to employ personnel who can subsequently process, communicate, and collect vital information for policymakers. It is sad that laissez-faire of free market capitalism is the purest form of capitalism (more like the most self-centered). Under this particular economic framework, private entities operate without limitations. Consequently, they possess the autonomy to choose where to allocate their financial resource, what to manufacture or vend, and at what prices to trade services and products in the open market. Thus, they are granted

greater freedom to grow in their selfishness. In regard to checks and controls, the laissez-faire system functions autonomously in the absence of such a mechanism.

Without a doubt, political power can be utilized for the great public good. The government may levy taxes to finance social insurance programs or public institutions, among other purposes. However, political influence can also be used for one's own benefit. Political power that is explicitly wielded by state officials can be used to profit themselves or those who have sway over them. When discussing the utilization of political influence for economic purposes, rent-seeking efforts by individuals and interest groups are made to obtain an excess return above the level of the competitive market.[71] Rent seekers may employ political influence to obtain economic rents directly, either through cash payouts or contracts that pay more than the competitive market price or indirectly, through policies that shield them from competition and enable them to impose higher prices on private buyers.

The winner-takes-all paradigm produced by competitive markets and private corporations leaves losers in the rubble. This is a recurring issue in capitalist societies, as it engenders a lack of altruism If one company produces chairs more inexpensively or efficiently than the other, the lagging company will either cease operations and lay off its workforce, or the thriving company may acquire the failing company and subsequently terminate a significant portion of its workforce. It appears that capitalism will perpetually disadvantage the less privileged; however, that is irrelevant so long as the necessary wallets are filled.

Interest groups (the international system of interconnected banks, the super-rich and global network of influence) alter legislative action either directly or indirectly via consultants/attorneys (called professional lobbyists). These endeavors to exert influence over the formulation of policies may occur via various channels, such as engaging in direct correspondence with government members concerning particular policy matters, or offering commentary in the media. Additionally, these organizations might possess a variety of resources that can be utilized to influence policymaking, including campaign funds, policy expertise, and information regarding the views of other policymakers.[72]

EVOLUTIONARY MEDIA NEWS AND HOW WE SHOULD REGARD OUR REALITY THROUGH STATISTICS

[71] The Political Economy of Land Value Capitalization And Local Public Sector Rent-seeking in a tiebout model - https://www.nber.org/system/files/working_papers/w1919/w1919.pdf

[72] Interest Groups and Journalists in the States - http://www.jstor.org/stable/40421567

Individuals who are less privileged and less informed are adversely affected by the new media environment's ongoing, novel, and occasionally unanticipated developments. The impact of new media on government operations, citizens engagement, the manner in which political leaders express their egotism, and the way in which elections are contested has been profound.

New political media refers to the model of communication that enables collaboration and interaction while facilitating the creation, distribution, and interchange of political content across networks and platforms. Conversely, they have undergone swift evolution throughout the last thirty years and persist in advancing in innovative, occasionally unforeseen manners. Your average newspaper is just about everything we perceive from our evolutionary standpoint: everything that happens in the hunter-gatherer group, murders, accidents, catastrophes, and stories. Same old story.

News publishers continue to possess the authority to conduct investigative reporting that promotes an informed electorate and holds those in power accountable by posing difficult questions and delivering an uncompromised and unbiased stream of information. Nevertheless, the level of integrity exhibited by each economic system is influenced by political and social factors that are internalized within them. The purpose of newspapers is to document occurrences: they function as a chronicle of the community. This may necessitate reporting on events that appear inconsequential in the grand scheme of things but are nonetheless significant for the operation and history of the local community.

Consider the horrors that occurred on 9/11. Two commercial aircraft, commandeered by 19 members of the Islamist extremist group Al Qaeda, were involved in the tragic collapse of two of the World Trade Center complex's North and South Towers in New York City on September 11, 2001, in the early hours of that day. At Arlington, Virginia, the Pentagon was struck by a third aircraft. Passengers on the fourth commandeered plane, Flight 93, retaliated violently after learning of the other assaults; the aircraft ultimately crashed into an unoccupied field in western Pennsylvania, approximately 20 minutes by air from Washington, D.C. The ultimate cause of the Twin Towers collapse was the destruction caused by the impacts and subsequent flames. There were nearly 3,000 fatalities among citizens of 93 different nations. The majority of causalities resulted from the World Trade Center attacks. There were forty fatalities on Flight 93 and 184 civilians and service members lost for the Pentagon.[73]

Now, this was a very sad and deplorable event, although when it comes to the reasons why Americans really died, people are usually deaf. Where's the full picture in most news? It is known that snakes primarily attack when they are hungry or feel threatened, and I wouldn't refer to al

[73] September 11 Attack - https://www.history.com/topics/21st-century/9-11-attacks

Qaeda as a hungry group of people. So, the question here is: why were they threatened? You won't see most news media diving deep into these nuances. That should say a lot.

Newspaper, social media posts, and online interaction all impact our views and decision-making processes. Many people fail to see that these sources of information are not necessarily neutral and unbiased. They are frequently infused with cognitive biases, which can have a substantial influence on our interpretation of the world.

Cognitive biases are systemic flaws in thinking that can impair our judgment and distort our perception of reality. Consider former President, George Bush's speech to the United Nations following 9/11. Bush begins his speech with an appeal to pity, appealing for the UN's sympathy. He tells them "to remember the innocent lives taken that terrible morning by the terrorist assault on the 9th of September, 2001. As a conclusion, he suggest that people must turn to the urgent duty of protecting other lives, without illusion and fear." So, Bush tries to elicit sympathy for a conclusion, war against Iraq, by reminding his audience of the awful terrorist events on 9/11. He clearly exploits the appeal to sympathy, since that the declaration of war on Iraq has nothing to do with the huge losses suffered by the United States on the 9th of September, 2001. Thus, it is unclear why the United Nations must take quick action against Iraq.

I lack cognitive biases or fallacies. Newspaper and the organization should avoid seeking material that reinforce their previous ideas while ignoring contrary facts. The primary responsibility of newspapers is to disseminate factually accurate information pertaining to events that are of public interest, In addition to imparting information, newspaper ought to provide context and commentary on that which they publish. The highest emphasis should be put on statistics, observation and experiments; not prehistoric instincts.

Once upon a time, the news served to monitor the three branches of government. As a means of competing with sitcoms and drama for the time and money of viewers, nearly everything that occurs in the hunter-gatherer society is now solely entertainment. It has also reached a level of reliability comparable to that of other forms of entertainment in terms of uncovering the truth. At this time, there is no one on whom we can rely for an impartial account of events. It is now widely acknowledged that the majority of people merely lack confidence in the news media.

As public mistrust of the media has become pervasive, the public must acquire a more comprehensive understanding of the press's purpose and function. Presently, news is prioritized in order to attract viewer's attention for advertising purposes. People are the primary product to consume meticulously orchestrated social, economic, and political propaganda, while advertisers

are the clientele to whom the presence of the people is marketed. Thus facilitating the exertion of political influence by the super-rich and interest groups.

Individuals rarely perceive a reflection of themselves in the news that they consume. This sentiment was shared by individuals of all races, genders, socioeconomic backgrounds, and geographic locations, and they believed it stemmed from the journalists' perceived lack of representation of diverse experiences. Due to the fact that news organizations only report on a subset of stories, the majority of individuals believe that they are serving a small portion of the community. Disregarding the opinions of others emphasized the perception that the news was not intended for them.

The news has evolved to elicit a range of emotions, including dread, elation, adrenaline, and endorphins, via murders, accidents, calamities, and narratives. They are exceptionally proficient at it. The literary and dramatic cycles of climax and anticlimax are well-known. A redesign has taken place in our news in an effort to make it more dramatic. What is the solution? Should the news teach their audiences about their work? Should they tell the story well?

In addition to safeguarding interviewees, it is incumbent upon newspapers and news media to provide a platform for their experience, contextualize them, and demonstrate reverence for them. Trust is the element that unifies everything in this context. If the news can inspire sources to place their trust in them, that will result in more accurate information and consequently better stories.

Trust is an attribute that must be cultivated by the news. The public must be aware that journalists are diligently striving to ensure accuracy and good writing. People must be informed that quality assurance practices and standards exist. Individuals must possess knowledge regarding the veracity of facts and be cognizant of the identities of their sources. The following are fundamentals in the establishment of trust. The government should also make changes regarding this empirical news. News should be about discovering and relations of the following and noticing their changes:

- Financial stimulus to eugenically fit family/crime rate
- Nature brutish rate/vegetarian or vegan rate
- Support of capital punishment/average IQ
- Support of institutionalized torture/average IQ
- Household torture/happiness index
- Unemployment/natality – happiness index – economic growth
- FDA approval rate/drug efficiency

- Political skills index (professional politics)/happiness index/economic outcome
- Money paid to the smartest minds for societal improve/unemployment/technological advancement/scientific advancement
- National state adherents/genocide – wars
- Shadow eminences in politics
- Corporate influence in politics
- Dirty corruption/the amount of lost money
- Corporate tax/index of happiness
- Inflation/natality
- Economic growth/natality
- Bad news/societal mood
- Financial stimulus for eugenically right people/governmental debt
- The happiness genes among genetically modified individuals = greater natality
- Share of science on GDP/natality
- Social inequality/poor recreational drugs quality
- Urbanization/schizophrenia prevalence
- Average IQ/murder rate
- Rich people/natality
- Xenophobia/attacks on homeless people
- Eugenically fit people – economic growth – average family's IQ/natality
- Societal mood/xenophobia, racism
- Local unemployment = financial stimulus
- Pointing out epicenter of bad societal outcomes and aiming to better the situation
- Average bilingualism rate/average IQ
- Academical corruption/academical outcome

- Index of happiness/inflation
- Gun's ownership rate/homicide rate
- Etc.

Micro-things and morality:

- Severe inflation on blame because tens of people committed suicide when their savings were diminished
- Two judges on the blame because they were too slow, didn't ban advertising on liquor, having led thousands of people addicted, three committed murder while intoxicated
- A woman wasn't allowed abortion, had been raped because socioeconomic situations of a young male had been disadvantaged; the media and politicians on the blame
- Politicians are on blame because whole region has high sociology-pathological phenomena (pure kindergarten personnel training, poorly managed schools; socioeconomic pathology)
- Video-games manufacture blamed because with low economic growth, poor happiness index and inflation tens of the youth developed antisocial traits
- Two priests blamed that they convinced tens of people to believe therefore some of them have got severely sick and didn't visit a doctor – they only prayed
- Psychiatric hospital released a suicidal woman early, thus causing her suicide (2 doctors on blame, their university on blame because they neglected their education; politicians on blame because their allowed the university culture)
- Poor societal mood caused more than 100 to divorces in a month resulting in 60 children haven't been born; blame on parents and politicians
- Corporate corruption resulted in government unable to pay for thousands of genetically modified children; corporate officers and politicians on blame
- Smart technology leading genetically modified people through moral situations failed to function.

These are just examples of how it could be. The list may continue to infinity. People should pay their attention to this scientifically endeavor for longer period and the government should examine people if they know it, therefore increasing societal well-being. The question now is, how can this be done?

The empirical news items, micro-things, and morality ought to be an annual academic concentration for students beginning in elementary school and continuing through high school graduation and further education. There are numerous topics, as recently seen, that instructors can choose to teach through textbooks or teaching materials with which newspapers and news media can derive their changes depending on their interests and the educational background of the instructors. These numerous subjects, which are imparted via instructional materials, are crucial in assisting students in developing into well-informed individuals across various domains, including but not limited to politics, cultural sensitivity, and a basic understanding of global affairs.

To avoid falling to fallacies, people must detect them when they emerge in their own thinking or in newspaper and media. To do this, individuals should be able to ask themselves key questions such as what evidence or reasoning supports the casual link between specific relationships. Therefore, it is critical that newspaper and news media derive accurate changes from these relationships so that the public is aware that standards and practices exist to ensure quality and that facts are thoroughly detailed.

These courses should be introduced to students in elementary education so that they may acquire a comprehensive understanding of international history, politics, the economy, and cultures. However, contrary to animal nature, humans do not consistently await positive news. This is because the majority of individuals enjoy conflict, particularly straightforward, two-sided disputes and narratives that contribute to the current state of affairs. It emotionally engages us because we are able to evaluate the merits of the arguments, identify those who are incorrect, and express our righteous agreement by vehemently nodding in agreement with those who hold the same views. As a result, these changes in news media and newspapers - variables, statistics, the way in which the world is evolving, and recommendations - might bore humans. This is why humans need to be improved (through genetic engineering and super-human AI). In order to evolve from their prehistoric hunter-gathering expectancy inclination of current newspapers and media, they must also learn to apply a ‘pluralist’ approach that takes into account various ways of thinking about the economy and the forces that influence it, including how political interests and struggles have shaped the past, present, and future of economic and social change; and how individuals’ expectations are influenced by these factors.

IQ and academic success are positively correlated. Individuals with higher IQ scores do better academically than those with lower IQ scores.[74] As a result, there is a need to boost student IQ so that they can understand these lessons more simply. The pursuit of intelligence in education is critical for educators, especially when seeking to teach students on these parameters. This association is stronger in activities that demand reasoning, problem-solving, and critical thinking abilities.

Scientifically-made curriculums may boost the average IQ of the school population by tens of IQ points (depending on whether you live in a developed or developing country). The schoolwork should be designed in the same precise way as the IQ tests are compiled (to have "g-load"). This science, along with subjects boosting creativity and talents, would uplift school standards by a few standard deviations. Hence, such schools would make better societal enlightenment.

The government must conduct examinations at all grade levels to determine whether or not students comprehend and are knowledgeable about empirical news, micro-things and morality. They should be able to solicit comments and perspectives from others who can provide different insights and perspectives on the subject or scenario they see on the news or read about in the newspaper. This can be accomplished by speaking with experts, peers, mentors, or friends who possess relevant information, experience, or skills that can assist you in determining the validity and possibility of fallacies.

This is due to the fact that assessments evaluate students' comprehension and learning. A context-aware analysis and evaluation of this data can provide insight into what was successful and unsuccessful. The provision of opportunities for individuals to showcase their learning, receive feedback on their errors, and improve their performance with each assessment would be advantageous for the government. However, this means that individuals would be subject to lifelong examination. This is where rote memory comes into play.

One of the most prevalent methods of learning is through rote or repetition-based learning. This is how we acquired knowledge of the alphabets, numerals, and the multiplication table. Repetition is necessary for rote memorization to retain information in the brain. Meaningful rote learning is more likely to be retained in the brains of students than random or meaningless memorization.

Frequently, as students advance to higher grade levels, they will be required to memorize these relationships. In addition to improving memory and neuroplasticity, this learning method alters the way the brain functions. Numerous techniques exist for rote learning, including the use of flash

[74] Schools and the g Factor - http://www.jstor.org/stable/40260870

cards, writing, listening to audio recording, segmenting the information into smaller pieces, and so forth.

Research has demonstrated that rote learning alters the structure of the brain and enhances its capacity to retain information for extended durations. They gain a greater comprehension of their civic duties and responsibilities, the evolution of newspapers and media, and the functioning of the government and economy as they mature. All of this k knowledge can assist students in becoming more well-rounded individuals upon their graduation from their respective colleges.

ROOTING OUT CAPITALISM THROUGH HUMAN IMPROVEMENT

There is a common saying: “The love of money is the root of all evil.” Then, I guess you can refer to capitalism as the devil itself. No, I am not religious. I’m just stating a factual statement. The more you’re at liberty at getting, the greater you would want and be willing to get it at all cost. This implies that money is the source of the majority of human misery and that it is the source of all evil. Capitalism is characterized by its fundamental desire and motivation to generate profits and amass material wealth.

Capitalism represents an economic framework wherein property is owned and controlled autonomously by private entities motivated solely by their self-interests. Market prices are primarily ascertained by the interplay of demand and supply, which enables certain entities to enrich their bank accounts while facilitating the expansion of their wealth at the expense of others. It sounds to me like a passionate love story with money, and those who fall in love with it will become self-centered and greedy because they will prioritize the accumulation of wealth and their financial gain.

Capitalism is a pandemic. As with every pandemic, there is a need for a cure - a system of eradication that can administered to the public to create significant change: a central planned system. To implement this significant change, or even attempting to justify why a nation would do so, necessitates a profound shift in perspective. Clearly, if a society is materialistic and preoccupied with constantly moving up the ladder, this would not work. An alternative approach would be to modify individuals’ perceptions of what constitutes happiness; doing so would facilitate the implementation of this change.

The ideal occupation, according to Epicurus, is one that benefits others. We can only find fulfilment in our work if we believe we are contributing to a positive change. It is regarded as one of the laws underlying Epicurean happiness.[75] Just imagine every step in your life leads to greater good, something our current morality tragically fails to do. Making money a priority makes the economy thrive, but not our humanity. When monetary consideration takes precedence over interior

[75] Epicurus: And the Philosophy of Happiness - https://swstribling.medium.com/epicurus-e9962dc8d37f

priorities, greed tends to take precedence over everything else. Is it feasible to establish a society in which that is not a priority? How can that be achieved?

A central planned system, it is an element of prosocial behavior. It is system that encompasses any action that benefits others, irrespective of the giver's motivation or the manner in which they personally gain from the action. These behaviors exhibits a genuine regard for the well-being, emotions and liberties of others.

Under capitalism's rule, we see a rising gap of inequality, as the wealthy fly on the wings of riches while the less fortunate are subjected to the vagaries of merciless market. Capitalism brutalizes people, for instance, the working class. Under capitalism, the working class is always fighting to make ends meet. Many workers and families are finding it more difficult to satisfy their fundamental demands. The present homelessness issue is only one example of this. Homelessness is a fundamental demands. The present homelessness issue is only one example of this. Homelessness is a fundamental aspect of capitalism; as long as essential needs such as shelter are seen as commodities to be sold for profit, countless individuals are priced out of having a roof over their head.

According to research, homelessness can be a stressful situation that affects a person's mental health.[76] Having ever been homeless, as well as the length of time spent homeless, has been linked to greater levels of psychiatric distress, higher levels of alcohol and drug use, and worse levels of reported recovery in persons with past mental illness

Affective illness such as depression and bipolar disorder, schizophrenia, anxiety disorders, and drug addiction disorders are among the most frequent kinds of mental illness in the homeless community, thanks to capitalism.[77]

We observe a widening chasm of inequality during the reign of capitalism, in which the super-rich ascend on the wings of wealth while the less fortunate are left to the mercy of the unforgiving market. An epoch has been inaugurated under capitalism in which material possessions are the norm and consumerism reigns supreme.

Under capitalism, a small group of people get incredibly affluent at the cost of everyone else. The game Monopoly provides a strong foundation for understanding the essentials. Capitalism is a complex, dynamic, adaptive, and non-linear system because it has a vast number of elements or

[76] Homelessness, housing instability and mental health: making the connections - https://pubmed.ncbi.nlm.nih.gov/32538335/

[77] Capitalism and Mental Health. Monthly Review - https://www.researchgate.net/publication/330088399_Capitalism_and_Mental_Health

agents that interact with one another, resulting in one or more structures formed by the interactions of these agents. For example:

- ✓ **Interbank lending:**

  Banks engage in lending and borrowing money among themselves in what's known as the interbank market. This market facilitates short-term borrowing and lending to manage liquidity needs and meet regulatory requirements. Fluctuations in interbank lending rates can have implications for the overall availability of credit in the economy.

- ✓ **Securitization:**

  Banks engage in the process of securitization, where they pool together loans, such as mortgages or car loans, and create securities backed by these assets (e.g., mortgage-backed securities). These securities are then sold to investors, providing banks with liquidity to originate more loans. Securitization plays a vital role in the expansion of credit markets but also contributed to the financial crisis of 2007-2008 when poorly underwritten securities led to widespread defaults.

- ✓ **Payment systems:**

  Banks operate payment systems that facilitate the transfer of funds between individuals, businesses, and financial institutions. These systems include automated clearinghouses (ACH), wire transfers, card networks, and digital payment platforms. The smooth functioning of payment systems is essential for the efficient operation of the economy, and banks play a central role as intermediaries in these flows of money.

- ✓ **Central bank operations:**

  Central banks conduct various operations to manage monetary policy and regulate the banking system. These operations include open market operations (buying and selling government securities), setting interest rates, providing liquidity to banks through discount window lending, and implementing reserve requirements. Central bank actions influence the cost and availability of credit, inflation, and overall economic activity.

These complexities under capitalism make a small number of individuals wealthy, who then purchase legislation that rigs the corporate regulations to benefit their specific firms and decrease their taxes. To drive the dagger in even more profoundly, they utilize part of the cash created by this to purchase legislation that eliminates the social safety nets that capitalism unavoidably leaves behind. But, even these minute number of people don't get their fair share because of the complexities of capitalism, talk little of the less privileged.

Capitalism cannot be even good for the 1 % as the few super-rich families are racketeering even them - Definitely the 1 %. Or the 0,0003125 % (this number is just a gross estimation of how many super-rich families' members are there). As you may have understood, I am joking with the 1 %. Because even they don't get their "fair" share. If you think that making 300,000 – 500,000 USD per year is a lot, you don't know the super-rich.

Capitalism gets away from complexity by disregarding every factor that contributes to the complexity of social systems. A central motif in Marx's economic theory has been the instability of capitalist development for a long time. People should take some portion of the surplus value of the super-rich (and I am neither a Marxist nor a communist); unimaginable flows of money should be regulated.

The super-rich and their bankers could give people mortgages for free; they are obscenely wealthy. Their wealth should be forcibly nationalized. Some portion of the surplus value of the super-rich should be taken, such as stock ownership, profits, REITs, capital accumulation, private equity and hedge funds, consumer spending, gold, etc.

Conversely, individuals will inherently exhibit cooperation, compassion, and social responsibility under this system. In addition to rewarding diligence in all socially valuable positions more effectively, this system will offer numerous opportunities for personal growth and fulfilment outside of the workplace.

The manifestation of our altruistic disposition occurs when we devise systems that target the ethical essence of humanity as opposed to its transactional extremism. This system will ensure people will act according to utilitarianism or some kind of system – that every action must lead to creation of more and more individuals with most ecstatic experiences. But how will this work?

We are born into the world as vacant vessels. It is believed that our parents are the ones who, as we mature, fill that vessel with the knowledge and altruistic qualities they believe are essential for our future success. In addition to that, it is the place where an individual is brought up. The environment in which we exist is critical. Despite the significance of both of these facets of development, it is the

genetic qualities of the individual that determine the outcome, and this phenomenon appears inexplicable. Numerous individuals attribute their personality and innate characteristics to the mere fact that they are the way they are (genetics).

Although social environment and upbringing can undeniably influence an individual's propensity for altruism, genetic, neurological, and psychological factors may also contribute.[78] Genetic engineering, AI chips, and embryo editing are relevant in the context of this system. Therefore, the manner in which this system will be operated.

Genome editing of embryos is already feasible, and genetic selection for psychiatric qualities is on the horizon. While environments are thought to be significant, genetic impacts on selfishness and altruism are strong. Embryo editing will turn selfish genes into altruistic ones.[79]

Some people at the extreme end of the Gaussian curve are more altruistic than others.[80] The have a genetic predisposition towards altruism. According to study, being altruistic in such persons might cause the release of endorphins, resulting in a rush of happy feelings.[81] For those who feel this endorphin rush, altruism is not as unrewarded as it may appear. It's only that the reward is inside, not external. Such people perform unselfish acts, such as assisting others at great risk and expense to themselves. It is a voluntary, expensive action motivated by the innate desire to assist another person. So, it's a selfless act that exclusively benefits the other person.

With genetic engineering, such tiny fraction of individuals can be increased. Because altruistic inclinations were shown to be a genetic component, we may improve individuals through embryo editing by giving them such characteristics.

There are also numerous methods for distributing the genetic mutation to all the cells that need to be altered. However, due to the large number of important somatic cells, altering them all individually would be impracticable. Instead, a frequent method for reaching such somatic cells is to employ a carrier, or vector, which is a molecule or organism. A virus, for example, might serve as a vector. The virus would be harmless or modified such that it could not cause sickness. It would be injected with altruistic genetic material from such tiny fraction of people, and when it reproduces and infects the target cells, it would introduce a significant amount of new genetic material. Such an altered human will be naturally altruistic and will inherently perform altruistic acts.

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[78] Altruistic behavior: mapping responses in the brain - https://pubmed.ncbi.nlm.nih.gov/28580317/
[79] Preserving cognitive diversity in an age of gene editing
[80] Altruistic behavior: mapping responses in the brain - https://pmc.ncbi.nlm.nih.gov/articles/PMC5456281/

[81] Why Some People Are More Altruistic Than Others - https://www.waldenu.edu/online-bachelors-programs/bs-in-psychology/resource/why-are-some-people-more-altruistic-than-others

Furthermore, it is possible to shape intellect and altruism through processes like embryo selection, and genetic engineering. Gene therapy has the potential to enhance altruistic tendencies in individuals, leading them to prioritize the betterment of the world over financial gain. This may manifest in efforts to prevent diseases, address our energy crisis, or even end capitalism.

Helping people is significantly impacted by affective factors. Empathy, altruism, and helping are, in fact, primarily regulated by the prefrontal cortex and amygdala, regions of the brain that are responsible for emotion and emotion regulation. Genetic investigations have provided evidence suggesting a potential association between specific alleles and altruistic conduct.[82]

Moreover, specific brain regions, including the prefrontal cortex, may be involved in the processing of empathy and the formation of altruistic decisions, according to brain imaging research.

Although this may appear farfetched, it has been demonstrated that it is possible with rodents. With wire insertion into their brains, one rodent successfully executed an extensive sequence of challenging tasks. Subsequently, the neural firing sequences were transmitted from a computer to the brain of an untrained rat via download. According to Schultz (2013), the untrained rat acquired in seconds what it had taken the first rodent two weeks to master.[83]

In 2020, Elon Musk's Neuralink venture was already trying to link brains and computers directly by developing a system that could transmit thousands of electrical probes into a brain.[84] So, not farfetched.

The central planned system is a type of system that connects human brains to external technology. The efficacy of artificial intelligence (AI) technology has surpassed that of human beings with regard to task completion time and accuracy levels. As subsequently elaborated, this system will incorporate an AI chip programmed with specific altruistic attributes by the most intelligent beings and superhuman AI.

The integration with AI technology will inspire individuals to donate their time or resources to a greater cause and increase the capacity of humans to conductmore altruistically. Conversely, ethical restrictions regarding data and security, human safety, and substantial implementation expenses are the most significant impediments to the implementation of this system in healthcare and other sectors, with morality mainly in mind.

Nevertheless, true morality is one provided by a system that promotes altruism and emphasizes similarities that transcend group boundaries, thereby eliminating us/them dichotomy and reminding

[82] Genes underlying altruism - https://pubmed.ncbi.nlm.nih.gov/24132092/
[83] Neuroscientists Wire Two Rats' Brains Together And Watch Them Trade Thoughts
[84] Elon Musk expects Neuralink's brain chip to begin human trials in 6 months

us that all people are human and have shared human experiences, irrespective of our political, cultural, or religious affiliations. It will guarantee that all actions must lead to the creation of more and more individuals with more ecstatic experiences. New morality (far from moral nihilism).

This system will teach every adult to be more altruistic based on certain parameters, which will be expanded in this chapter, and every embryo will also be edited to adhere to this system through genome editing. These parameters are:

Resource-based economy:

Instead of money, goods and services are distributed based on the needs of individuals and the available resources. A central database or AI could track resource availability and allocate them efficiently.

Universal basic access:

Every individual would have access to the basic necessities of life such as food, shelter, healthcare, education, and transportation without the need for currency. This ensures that everyone's basic needs are met regardless of their economic status.

Automation and technology:

Advanced automation and technology would play a crucial role in producing goods and providing services efficiently. This would minimize the need for human labor and free people to pursue creative and fulfilling endeavors.

Collaborative communities:

Communities would work together to manage resources and meet the needs of their members. Cooperation and sharing would be valued over competition and individual accumulation of wealth.

Resource conservation and sustainability:

Since resources are finite, there would be a strong emphasis on sustainable practices and conservation to ensure that future generations can also enjoy a high quality of life.

Education and personal development:

With basic needs met, individuals would have the freedom to pursue education, personal development, and meaningful work that aligns with their interests and talents.

Voluntary work and contribution:

While basic needs are provided for, individuals may still choose to contribute to society through voluntary work, creative pursuits, or community projects. Recognition and respect would be given based on one's contributions to the community rather than their financial wealth.

Democratic decision-making:

Decisions about resource allocation, community policies, and governance would be made through democratic processes where everyone has a voice and decisions are made for the common good.

Emphasis on well-being:

The ultimate goal of the system would be to maximize overall well-being and happiness rather than the accumulation of material wealth.

Continuous improvement and adaptation:

The system would be flexible and adaptive, continuously evolving based on feedback and changing circumstances to ensure that it remains fair, efficient, and sustainable.

Technology and innovation:

Technological advancements would be directed towards addressing collective challenges and improving the quality of life for all members of society. Open-source collaboration and sharing of knowledge would be the norm, accelerating progress.

Education system:

Education would be geared towards fostering not only academic achievement but also the development of empathy, critical thinking, and social responsibility. Curriculum would include lessons on cooperation, conflict resolution, and global citizenship.

Gone is capitalism's dominance, replaced instead by a collaborative endeavor toward a singular societal project. In this new economic model, cooperation supersedes competition, and humanity's collective progress takes precedence over individual wealth accumulation. Resources are shared based on the principle of need rather than profit, ensuring everyone's basic needs are equitably met.

BETTERMENT OF HUMANS THROUGH IMPROVEMENT OF AI

In a modern world with limitless potential and chances, corruption, suffering, greed, and selfishness are unavoidable. Life is full of world torture problems. Life is challenging. People are constantly subjected to horrific events.

According to reports, torture occurs often in most nations, such as; Turkey, Israel, Morocco, Nigeria, North Korea, Russia, and Uzbekistan.[85] Torture is employed by government across the world to instill terror in the public, repress political activity, coerce confessions, and serve as punishment. Beatings, electrical shocks, sexual silence, such as forced anal examinations and "virginity tests," loss of family contact, denial of access to medical care and treatment and other acts that cause severe pain and suffering are common methods of widespread torture used by perpetrators of systemic torture. This brutal conduct aims to destroy the victim's personality while also denying the basic dignity of humans. Torture is being practiced in every part of the world, despite the fact that it is strictly prohibited by international law.

We need to work to survive. Rather than working for pleasure, we work out of need to support ourselves and our family. Several catastrophes occur each year, uprooting and destroying tens of thousands of lives. We see the photos on social media and the news: flooded homes, drought-scorched illnesses, towns destroyed in the aftermath of conflict, and disastrous pandemics.

Why do we live in a world so filled with pain and troubles?

This is due to the growth of selfishness, consumerism, and feeblemindedness in people's thoughts, which influences their decisions, actions, and, eventually, the fate of their nation. This might also result in a lack of innovation and advancement in a country's economy.

World problems are inextricably linked to human activity, particularly economic activities. Because economic activities for self-profit, including money, are the basis of human conduct, selfishness and endless desire have become the essence of human beings. As a result, world torture problems and destruction occur.

Humans continue to succumb to illness, disease, a variety of natural and physical issues, conflicts, and natural disasters. What is the solution? Humans must be improved for the better. But how? With Central AI!

Central Artificial Intelligence is an exciting notion, and advances in the area are coming at a rapid pace. Artificial intelligence (AI) has risen as a revolutionary technology with enormous promise for enhancing people in a variety of ways, including intelligence. Intelligence has always been a means

[85] Torture Worldwide - https://www.hrw.org/news/2005/04/27/torture-worldwide

to characterize humans. It aims to imitate human cognitive skills and has made significant progress in some areas. Artificial intelligence-powered analytical tools can refine and complement human judgement. These technologies can sort through vast volumes of data, detect trends, and aid in decision-making processes across numerous areas.

Artificial intelligence (AI) enables genome editing to be more precise, efficient, and cost-effective in treating disorders such as sickle cell anemia and thalassemia. AI models have been used to create guide RNAs (gRNAs) for CRISPR-Cas systems.[86] These models help to optimize various genome editing methods, including base, prime, and epigenome editing, which are sophisticated approaches for making precise and programmed modifications to DNA sequences without using the homology-directed repair process or donor DNA templates. Furthermore, AI, in conjunction with genome editing and precision medicine, allows for individualized therapy based on genetic profiles.

AI's potential extends beyond individual capabilities; machine learning, deep learning, and other AI technologies are already being used to reduce human workloads in assembly, customer service, packaging, and human resources, among other areas, resulting in significant cost savings for both operations and employees.

AI can also help in addressing major societal concerns. For example, AI systems may assist in analyzing huge volumes of data to reveal patterns and connections in public health, aiding illness prevention and early detection.

This is all well and good. However, in order for humans to progress further, AI must also improve. It doesn't matter how clever the algorithms are or how varied the AI's training dataset is; if the model is not re-trained or changed over time, it may fail to give the expected results. AI, with adequate upgrades, will enable all types of professions to accomplish their work more effectively, particularly those involving saving lives: personalized medicine, policing, and even combat. In other sectors, such as teaching, AI will allow for better individualization depending on each pupil's or student's requirements and cognitive ability. This chapter addresses approaches to improving artificial intelligence for the betterment of humans. The humans will be remodeled from the scratch by super-smart AI.

SUPERSMART AI & AI CHIP

[86] Artificial Intelligence in Genetics - https://pubmed.ncbi.nlm.nih.gov/38344556/

Imagine a future where artificial intelligence (AI) does more than beat you at chess or propose your next Instagram video to watch; it transforms everything from healthcare to the way we work and live. That is the promise of Supersmart AI, also known as Artificial Super Intelligence (ASI).

So, what is Supersmart AI?

Imagine the smartest person you know. Noe considers a machine that is much, far smarter – capable of addressing world hunger and curing incurable diseases in its leisure time. That summarizes Supersmart AI.

Supersmart AI is regarded as the most sophisticated, powerful, and intelligent sort of AI, surpassing the brilliance of some of the best minds, like Albert Einstein, by manifesting cognitive skills and gaining skills of its own. This is because the human brain's thinking capacity is restricted to a few billion neurons. Aside from mimicking multifaceted human behavioral intelligence, Supersmart AI can comprehend and interpret human emotions and experiences. Supersmart AI develops its emotional understanding, beliefs, and wants depending on the AI's comprehension capabilities.

Supersmart AI is a software-based artificial intelligence (AI) system with intellectual capabilities that exceed human intelligence. It's a sort of AI that would surpass human intelligence in every manner, from crunching statistics to writing symphonies. Creating a Supersmart AI would mean realizing a central artificial intelligence. A central AI is a next-generation AI system capable of understanding the environment, learning, and applying problem-solving intelligence in the same reasoning, as well as drawing links across different subjects.

This Supersmart AI is a sophisticated technology developed by Central Artificial Intelligence that duplicates human logic, emotions, and experiences in AI systems. It would perpetually improve itself, becoming phenomenally smarter with time.

So, how will this improve humans even better?

Supersmart AI will design and program chips (AI chips) with specific parameters (described below) in weeks or months faster than a human team. AI will manage duties such as design space exploration, verification coverage, regression analytics, and test program development in a timely and effective manner.

This Supersmart AI will be driven by a Central AI server, which has programmed algorithms that instruct the brain how to act and think. That is why, when we talk about AI chips, we often mean chips intended to perform such algorithms quicker and more effectively than regular processors.

These AI chips will be tens if not thousands, of times faster and more efficient than CPUs when it comes to Supersmart AI training and inference.

The government will then make people implant the chip into human brain through lawful means. These laws will be a collection of instructions designed to keep people safe, preserve social order via human development, and safeguard rights and property. However, there will be repercussions for breaching these laws. The government and police will draft and enforce these laws, holding everyone to the same level of accountability.

The repercussions of breaching the law will be set and will apply to everyone equally. The laws will safeguard the general public's safety and our rights as citizens against abuse by anybody or any group, including the government itself.

These AI chips will be able to do many jobs at once, much like the brain, but more efficiently. It will be able to comprehend several streams of information at the same time, directing the actions of those who have this chip implanted. These chips can learn and digest information as designed by the Supersmart AI at a higher rate than the human brain.

Supersmart AI uses huge language to understand the patterns and structures of input data and swiftly guides users on what to do depending on the factors stated below:

- **Perception:**
  AI chips can enhance perception by enabling people to accurately interpret and understand sensory input such as images, sounds, and touch. This includes tasks such as object recognition, speech recognition, and spatial awareness.

- **Reasoning and problem-Solving:**
  AI chips will enable individuals to perform complex reasoning tasks and solve intricate problems by processing vast amounts of data and identifying patterns and relationships. This includes tasks such as logical reasoning, decision-making, and planning.

- **Learning and adaptation:**
  AI chips can facilitate machine learning algorithms to continuously improve performance and adapt to changing environments. This includes tasks such as supervised learning, unsupervised learning, and reinforcement learning.

- **Memory:**

AI chips can store and retrieve vast amounts of information quickly and efficiently, enabling people to maintain long-term memory and recall relevant information when needed.

- **Attention and focus:**
  AI chips can help individuals allocate attention and focus resources on relevant tasks or stimuli while filtering out distractions. This includes tasks such as selective attention, sustained attention, and divided attention.

- **Creativity:**
  AI chips can augment human creativity by generating novel ideas, designs, and solutions to problems. This includes tasks such as generative art, music composition, and design optimization.

- **Emotional intelligence:**
  AI chips can enable machines to recognize and understand human emotions, as well as express empathy and respond appropriately in social interactions. This includes tasks such as sentiment analysis, emotion recognition, and affective computing.

- **Collaboration and communication:**
  AI chips can facilitate collaboration and communication between machines and humans by enabling natural language processing, dialogue generation, and interactive interfaces.

- **Attention to detail:**
  These AI chips will be able excel in tasks requiring meticulous attention to detail, such as quality control in manufacturing, error detection in data analysis, and anomaly detection in security systems. These chips can process large volumes of data quickly and accurately, identifying subtle deviations or irregularities that might go unnoticed by your average humans.

- **Prediction and forecasting:**
  The AI chip implanted in humans can analyze historical data and identify patterns to make predictions and forecasts about future events. This includes tasks such as weather forecasting, stock market analysis (if there were capitalism), and demand forecasting in

supply chain management. By leveraging machine learning algorithms, AI chips can continually refine their predictions based on new data inputs.

- **Spatial reasoning:**
  AI chips can perform spatial reasoning tasks, including navigation, route planning, and object manipulation in three-dimensional space. This is particularly relevant in fields such as robotics, autonomous vehicles, and augmented reality, where machines need to understand and interact with their physical environment.

- **Temporal reasoning:**
  AI chips can reason about events and sequences of actions over time, enabling humans to understand temporal relationships and make decisions based on past, present, and future states. This includes tasks such as planning and scheduling, time-series analysis, and event prediction in dynamic systems.

- **Meta-cognition:**
  AI chips can facilitate meta-cognitive abilities, allowing humans to monitor and regulate their own cognitive processes. This includes tasks such as self-assessment, error correction, and adaptive learning strategies. By evaluating their own performance and adjusting their behavior accordingly. Hence, AI systems can continually improve and optimize their performance over time.

- **Domain-specific expertise:**
  With the implanted AI chip, humans will be able to acquire and apply domain-specific expertise in various fields, ranging from medicine and law to engineering and finance. By analyzing large volumes of domain-specific data and learning from expert knowledge. The Supersmart AI programming can provide valuable insights, recommendations, and decision support in specialized domains.

- **Cross-modal integration:**
  AI chips can integrate information from multiple sensory modalities, such as vision, hearing, and touch, to form a coherent understanding of the environment. This enables humans to

perform tasks that require multisensory perception and integration, such as human-robot interaction, immersive virtual reality, and assistive technologies for people with sensory impairments.

- **Ethical and moral reasoning:**
  AI chips can support ethical and moral reasoning by analyzing ethical dilemmas, considering the consequences of actions, and making decisions aligned with ethical principles and values. This includes tasks such as ethical decision-making in autonomous systems, bias detection and mitigation in AI algorithms, and fostering ethical behavior in human-AI interactions.

People would have these chips implanted in their brains to interact seamlessly with the automated systems around them. These chips enable direct communication with machines, access to information, and even control over certain functions of the body or mind. The AI chips will make people more intelligent, less prone to crime, less aggressive, more moral, and selfish, and it will cure mental diseases (Alzheimer's or schizophrenia). Hence leading to the overall betterment of humans.

ROBOTS

Designing is the natural next step for artificial intelligence, which can already write dissertations and operate vehicles. Making robots using AI is an exciting and challenging endeavor that requires applying artificial intelligence to design, optimize, and regulate the physical structure and behavior of robots. However, developing an algorithm capable of effectively engineering a real-world product (Robot) takes time and effort. However, it is not impossible.

For example, using evolution, an AI system may quickly and effectively generate a blueprint for any robot that is capable of walking on a flat surface.[87]

Furthermore, the self-replicating Xenobot was initially "conceived" by artificial intelligence (AI) software running on UVM's supercomputer. The AI used an evolutionary algorithm to simulate billions of biological body configurations.[88]

The increasingly extensive application of Artificial Intelligence (AI) in robotics, a technology that is revolutionizing the landscape of production and job automation, has been in great demand. Over the

[87] Instant evolution: AI designs new robot from scratch in seconds - https://news.northwestern.edu/stories/2023/10/instant-evolution-ai-designs-new-robot-from-scratch-in-seconds/
[88] Not all robots are shaped like humans - https://www.designing-electronics.com/not-all-robots-are-shaped-like-humans/

last several years, AI in robotics has achieved tremendous success across numerous industries and has grown into a large business.

As a result, the uses and applications of AI in robotics are expanding, such as autonomous navigation, which allows these machines to move autonomously in unfamiliar environments among machine learning systems, using appropriate algorithms to detect and manipulate objects, calculate distances, and avoid obstacles.

Thus, these machines can construct maps of their surroundings and roam about freely, even in dangerous or inaccessible areas. They do not require human involvement since they also employ machine learning, which allows them to learn from prior events and enhance their capacity to make judgments in real-time.

Robots equipped with AI tools may learn and make decisions independently and in real time by utilizing algorithms and approaches that allow them to analyze information from sensors that link them to their surroundings. This allows them to perceive their surroundings better and behave accordingly. As a result, they serve as tools for human development.

Robots can perform tasks that would typically take people significantly longer to complete, saving time and money. Robots are utilized in a variety of areas, including manufacturing, agriculture, healthcare, and logistics. This greater efficiency has enabled businesses to lower operational expenses while increasing production.

Robotics also helps to prevent accidents and increase safety in dangerous situations like construction sites and deep-sea oil rigs. Companies can reduce total risk by automating harmful jobs or replacing humans with robots in hazardous conditions. Robotics technology also helps organizations comply with industry laws since robots can be programmed to obey specific criteria without mistakes.

Here are other ways in which robots help in the betterment of humans:

- **Universal basic care:**
  With robots serving as caregivers, every individual could have access to basic care regardless of socioeconomic status. This could include healthcare, eldercare, childcare, and other essential services, potentially reducing disparities in access to care.

- **Increased accessibility:**

AI robots can improve accessibility for individuals with disabilities by providing assistance in daily tasks, communication, and mobility. This can help enhance the quality of life for many people and promote inclusivity in society.

- **Environmental conservation:**
  AI robots can be used for monitoring and managing natural resources, tracking wildlife populations, and detecting environmental hazards. They can help in conservation efforts by collecting data and implementing strategies to protect the environment.

- **Social cohesion:**
  Robots serving as caretakers and rulers could potentially foster social cohesion by providing consistent and impartial care and governance. However, there could also be tensions between those who embrace robot rule and those who resist it, leading to social divisions.

Robots, working in tandem with central AI, will care for people in all aspects, control society, and serve as servants. Finally, these robots will have a significant beneficial influence on society by facilitating the transition to higher automation and lower labor costs across a variety of industries. However, we must also acknowledge and address the following issues about expanding robot use:

- **Ethical considerations:**
  The ethical implications of robots caring for humans are complex. Questions arise about the nature of human-robot relationships, the rights of robots, and the potential for exploitation or abuse. Ensuring that robots are programmed with ethical guidelines and safeguards against harm would be essential.

- **Technological dependence:**
  Relying on robots for all aspects of care and governance could create a dependency on technology that leaves society vulnerable to disruptions such as cyberattacks or technological failures. Diversification of care and governance systems may be necessary to mitigate these risks.

- **Human-robot interaction:**

The quality of human-robot interaction would be crucial for the well-being of individuals in such a society. Designing robots capable of empathy, understanding human emotions, and fostering meaningful connections would be essential for providing effective care and governance.

- **Regulation and oversight:**
  Robust regulations and oversight would be necessary to ensure that robots act in the best interests of humans and adhere to ethical standards. This would involve establishing clear guidelines for robot behavior, accountability mechanisms, and mechanisms for addressing grievances or malfunctions.

These robots are becoming increasingly clever and capable of executing more operations with remarkable accuracy, and their behavior can be programmed and analyzed by Central Artificial Intelligence to enhance their performance for the benefit of people. Moreover, it is because robots and AI are designed to help humans and make them better.

This Robot-AI improvement system will possess the capability to quantify sentient pain and pleasure, as well as establish correlations between these variables and actions, behaviors, public policy, and more.

Furthermore, it will have the capability to forecast the future consequences of these impacts with a higher degree of accuracy than any group of human scientists. In fact, this could be the most morally significant innovation in history, as it would enable humanity to become less self-centered, more altruistic, and focused on the greater good. This, in turn, contributes to the end of capitalism, which is founded on the fundamental principles of egoism and greed.

The correlation between genetic engineering and AI will shape personality traits. It will make them much better. With AI chips, robots and central AI, diseases (both mental and physical), war, worldwide torture problems, selfishness, greed and feeblemindedness will cease to exist. So that people can be better, easing or nulling suffering. Living ecstatic lives.

ERADICATION OF GENETIC DISEASES

Almost all diseases have a genetic component, as we discover when scientists decipher the mysteries of the human genome – the whole collection of human genes. As with sickle cell disease, certain illnesses are brought on by genetic abnormalities passed down from parents and present in a

person from birth. A person's lifetime acquired mutations in a gene or combination of genes are the source of other disorders. Such mutations are accidental or result from environmental exposure (like cigarette smoke) and not inherited from a parent. These comprise several cancers and several neurofibromatosis.

Single-gene illnesses, often known as monogenic diseases, are thought to number 10,000 distinct types of disorders brought on by mutation in a single gene. According to estimates from Genetics in Medicine, between 3.5% and 5.9% of people worldwide suffer from one of the about 7000 uncommon or genetic disorders.[89] Although some genetic disorders are common, yet their social, psychological, and physical effect must be endured by a large number of individuals globally. People with uncommon diseases might have to deal with difficulties that are not found in more prevalent medical disorders.

Though the FDA has authorized very few genetic treatments for human use – this is because the government understands that every step of gene engineering and genome editing could be a pre-step to eugenics, which those who rule us fear the most. This genetic treatment, however, can be used to treat, prevent, or cure several hereditary conditions, including sickle cell diseases, hemophilia, beta thalassemia, cystic fibrosis, and alpha-1- 1 antitrypsin deficiency. They could be utilized to treat infections, including HIV and cancers as well. It inspire optimism for a day when our DNA spellings won't hold us back as much.

MAJOR GENETIC DISEASES

Though not all rare diseases are genetic disorders, almost all genetic diseases are rare. Because genetic disorders impact a tiny percentage of the population, particular concerns are brought up about their rarity. Additionally, more susceptible mentally, socially, economically, and culturally are those afflicted by hereditary diseases.

Around 6000 genetic abnormalities are known to exist; many are deadly or result in serious issues, while others may not but may exacerbate non-genetic (such as environmental issues).
While there are many different reasons why people get sick, family history is frequently one of the biggest risk factors for prevalent disease complexes like diabetes, autoimmune diseases, cancer, cardiovascular disease (CVD), and mental diseases. An individual receives a wide range of cultural

[89] Children with genetic conditions in the United States: Prevalence estimates from the 2016-2017 National Survey of Children's Health. Genetics in Medicine - https://doi.org/10.1016/j.gim.2021.09.004

and socioeconomic experiences from their family in addition to the whole set of genes from each parent.

The combined effect of genetic and environmental heterogeneity is etiologic heterogeneity; although environmental variables can differ between people, leading to certain genetic disorders we may not yet be aware of. Human health and illness are based on extremely complicated processes. Gene-environment interactions result from the non-additive contribution of genetic and environmental variables to a particular disease or phenotype.[90]

In the general population, etiologic heterogeneity is the phenomenon that arises when many groups of disease cases, such as clusters of breast cancer, have comparable clinical characteristics but are really the outcome of different environmental events or exposures.

Genetic diseases can be as simple as a single base mutation in the genetic makeup of one gene to complex chromosomal abnormalities, including the addition or deletion of whole chromosomes or sets of chromosomes. Numerous genetic disorders exist. Among the principal categories are four:

- Single-gene inheritance diseases
- Multifactorial genetic inheritance disorders
- Chromosomal abnormalities
- Mitochondrial genetic inheritance disorders

MULTIFACTORIAL GENETIC INHERITANCE DISORDERS

The highest demand for medical services is caused by common chronic multifactorial disorders. In Westernized civilizations, they also contribute most to the death toll and productivity loss. Many times, environmental factors are combined with mutations in several genes to create these diseases. Typical multifactorial inheritance problems include:

1) Heart diseases:

[90] Gene–environment interactions and their impact on human health - https://doi.org/10.1038/s41435-022-00192-6

Cardiovascular disorders (CVD), which include coronary heart disease, peripheral circulation illnesses, as well as cerebrovascular diseases are the main causes of adult mortality worldwide in both industrialized and developing nations, resulting in over 16 million deaths yearly.[91]

A complicated multifactorial etiology characterizes every CVD case. Disease is neither caused by environmental factors acting alone nor by heredity. The start, course, or severity of a disease cannot be predicted with accuracy without complete information on a person's genetic composition or exposure to harmful conditions. Interactions between the "initial" circumstances, encoded in the genotype, and exposures to environmental agents measured by time and space lead to disease.

A number of environmental factors significantly influence heart disease (CVD) risk, course, and severity. Even in the absence of hereditary alterations, changes in the environment brought about by migration to other geographical areas, changes in lifestyle choices, and changes in social policies and cultural practices influence CVD risk.[92]

2) Type 2 diabetes:

Approximately 90–95% of the more than 34 million Americans with diabetes (or 1 in 10) have type 2 diabetes.[93]

Environmental variables influence the development of an increased blood sugar or overt diabetes as well as the progression from a hereditary susceptibility to kind two diabetes. One is said to be predisposed to diabetes if they were born with the genetic features. Though many genetically predisposed individuals will have high triglycerides and hypertension as additional indicators of insulin resistance, their blood sugar levels may be acceptable. When environmental elements like pregnancy, inactivity, or weight increase are included, they are more prone to diabetes.

Given the significant genetic connection thought to exist, type 2 diabetes typically runs in families. Your chances rise if your parent, brother, or sister has it. Type 2 diabetes may be associated with a number of genes.

3) Breast cancer:

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[91] Cardiovascular diseases - https://www.who.int/health-topics/cardiovascular-diseases#tab=tab_1
[92] Genes, environment, and cardiovascular disease - https://www.researchgate.net/publication/10775371_Genes_Environment_and_Cardiovascular_Disease
[93] National Diabetes Statistics Report. CDC - https://www.cdc.gov/diabetes/php/data-research/index.html

Among women, this is by far the most often diagnosed cancer. Most breast cancers are not hereditary, and very few people are more likely to have breast cancer if they have a long or substantial family history.

It is acknowledged that between 5% and 10% of breast cancer situations are hereditary, meaning that they arise directly from mutations in genes that are inherited from a parent.[94] An inherited BRCA1 or BRCA2 gene mutation is the most prominent cause of hereditary breast cancer. These genes assist in producing proteins in normal cells that repair broken DNA. Unusual cell development brought on by mutated versions of these genes can result in cancer.

Everybody carries the genes BRCA1/2, or BRCA1 and BRCA2. Breast cancer is more likely to strike some individuals who inherit a mutation in one or both of these genes.

4) Alzheimer's disease:

With a prevalence of dementia ranging from 6% to 10% in persons 65 years of age and older, of which AD accounts for around two-thirds, Alzheimer's disease (AD) is a significant public health concern.[95]

Plaques and tangles in the brain are among the primary characteristics of the disease. An additional characteristic is a breakdown of communication among the brain's neurons or nerve cells. Information cannot readily flow between the brain and the muscles or organs or between various regions of the brain.

In more than half of all AD cases, the apolipoprotein E (APOE) gene is still the strongest and most common of the growing list of genetic risk factors. The typical ε3 variant of the APOE gene is protective, whereas the ε4 allele greatly raises the risk of AD. Three different apoE protein isoforms encoded by these gene alleles vary by two amino acid positions. Although mediating lipid transport in the brain and periphery is the main physiological role of apoE, other roles of apoE in many biological processes have also been identified. Amyloid-β (Aβ) plaques are pathogenically seeded in the brain by apoE; earlier and more numerous amyloids are driven by apoE4. Differential effects of ApoE isoforms are also seen on some Aβ-related or Aβ-independent pathways.[96]

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[94] Hereditary breast cancer: the era of new susceptibility genes - https://pubmed.ncbi.nlm.nih.gov/23586058/
[95] Alzheimer's disease facts and figures - https://pubmed.ncbi.nlm.nih.gov/35289055/
[96] The role of apolipoprotein E in Alzheimer's disease - https://pubmed.ncbi.nlm.nih.gov/19679070/

Beta-amyloid buildup and neurofibrillary tangles in the cerebral cortex and subcortical gray matter are hallmarks of Alzheimer's disease, which progressively impair cognition. Clinical diagnosis is made; laboratory and imaging tests are often performed to uncover alternative treatable causes of dementia as well as particular results that point to Alzheimer's disease.

Individuals struggle more to recall recent events, reason, and identify individuals they know as their symptoms get worse. A person living with Alzheimer's may eventually require round-the-clock care.

5) Asthma:

Having a parent with asthma, having a bad respiratory illness as a kid, having an allergy, or working with industrial dust or specific chemical irritants are the most prevalent risk factors for asthma.

Although atopy has long been recognized to be one of the major risk conditions for asthma, epidemiological research has shown that other variables are also crucial for the condition to manifest. Although asthma is an inflammatory condition of the airways typically linked to atopy, the epithelium and underlying mesenchyme functioning as a trophic unit (EMTU) are crucial extra components.

Apart from allergens, a multitude of environmental elements like viruses, tobacco smoke in the surroundings, and pollutants interact with the EMTU to cause tissue injury and abnormal healing reactions that result in the reorganization of the airways. A complicated illness, asthma has environmental and genetic risk factors. It is brought about by several interrelated genes, each of which has a unique propensity to be impacted by the surroundings, some of which have a protective effect and others of which contribute to the illness pathogenesis.[97]

Other complex diseases include:

1) Schizophrenia:

One of the most dangerous mental diseases, schizophrenia, is categorized as a psychotic disorder. Thinking, perceptions and sense of self are all impacted by psychosis. One of the biggest hazards for schizophrenia is to have a first-degree relative (FDR) who has the illness. In the general population, the risk is 1%, but if a first-degree relative—a parent or sibling—has schizophrenia, the risk rises to 10%.

[97] Environmental factors in asthma and atopy: new developments - https://doi.org/10.1186/rr179

While the lack of complete concordance between identical twins indicates that the environment obviously has a part in schizophrenia, there is extremely strong evidence for a hereditary component. An "environmental risk factor" is any occurrence unrelated to genes, more especially to individual variations in DNA sequence. Genetic and environmental factors of schizophrenia have been validated by genetic epidemiology research, such as family, twin, and adoption studies.

These occurrences can also be social (such as poverty), psychological (such as strained family ties), or biological (such as brain traumas and virus infections).

On the basis of genetic equivalency alone, for instance, identical twins have average concordance rates of about 50%; rates of 100% would be predicted. Synaptic connections and brain development may be faulty due to hereditary reasons. Many elements of the surroundings might do more harm to the brain.[98]

2) Rheumatoid arthritis:

This condition mostly affects the joints and results in persistent aberrant inflammation of them. Swelling, stiffness, and soreness of the joints are the most often occurring indications. Though bigger joints (including the shoulders, hips, and knees) may become implicated later in the disease, small joints in the hands and feet are most commonly affected.

Certain genes are related with an increased risk of RA development. Every gene adds a little to the total chance of getting the illness. The greatest genetic risk factor currently recognized for the development of RA is the HLA-DRB1 gene. RA is linked to several of the numerous variations of this gene.[99]

Some proof also exists that certain gene variations and environmental variables interact. Rheumatoid arthritis (RA) is connected to an elevated risk by a number of hereditary and environmental variables. Of these, the strongest correlations have been observed with female sex, a family history of RA, the genetic factor the "shared epitope," and tobacco smoke exposure; this is because smoking increases the risk of RA development in those who also have specific high-risk HLA-DRB1 variants.[100]

3) Bipolar disorder:

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[98] Gene × Environment Interactions in Schizophrenia: Evidence from Genetic Mouse Models - https://pubmed.ncbi.nlm.nih.gov/27725886/

[99] Genetics of rheumatoid arthritis - a comprehensive review - https://pubmed.ncbi.nlm.nih.gov/23288628/

[100] Modifiable environmental exposure and risk of rheumatoid arthritis—current evidence from genetic studies - https://doi.org/10.1186/s13075-020-02253-5

This mental condition is thought to be genetically based and to run in families. Growing proof also points to the impact of lifestyle and environment on the severity of the illness. Bipolar illness treatment might be more challenging in the face of stressful life circumstances or drug or alcohol usage. Bipolar disease is often inherited, with genetics making up around 80% of the ailment.[101]

Scientists think that an underlying issue with particular brain circuits and the way brain chemicals known as neurotransmitters operate contributes to bipolar illness. Three brain chemicals, dopamine, serotonin, and norepinephrine (noradrenaline), are involved in both brain and body processes. Serotonin and norepinephrine have long been associated with mental mood disorders, including bipolar disorder. Dopamine controls neurons in parts of the brain that control pleasure and emotional reward.

However, bipolar illness is not caused by a single gene. Several genetic and environmental variables are believed to function as triggers instead.

4) Psoriasis:

An immune-mediated illness, or one whose aetiologia is unknown, psoriasis is typified by inflammation brought on by immune system malfunction. Raise plaques (which can appear differently on various skin types) and scales on the skin are two obvious indicators of inflammation.

As almost one in three people living with psoriasis have a close family member who also has the disease, medical researchers largely agree that there is a genetic component to the disease.[102]

Presently, it is thought that psoriasis develops in part due to both environmental and genetic predisposition. The HLA-Cw6 gene is linked to the onset of psoriasis. Research has indicated that while only 7.4% of the general population has the HLA-Cw6 gene, almost 46% of those with plaque psoriasis do.[103] Still, having the HLA-Cw6 gene does not guarantee psoriasis. Furthermore, the PSORS1 locus and the HLA-Cw6 gene are linked to PsA.

Psoriasis appears to run in certain families. About forty percent of those with psoriasis or other psoriatic disorders have a first-degree relative (parents or siblings) who has psoriasis or psoriatic arthritis (PsA).

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[101] Is Bipolar Disorder Hereditary? - https://www.healthline.com/health/is-bipolar-disorder-hereditary
[102] Who Gets Psoriasis? Sex, Age, Race, and Ethnicity - https://www.webmd.com/skin-problems-and-treatments/psoriasis/who-gets-psoriasis
[103] Genetic background of psoriasis - https://pmc.ncbi.nlm.nih.gov/articles/PMC3068801/

Hundreds of hereditary metabolic diseases impact how a body grows, reproduces, heals injuries, and reacts to surroundings. Eighty percent of uncommon illnesses are hereditary. Parents frequently pass it to their kids; sometimes, the genes alter independently. Following are some major genetic diseases:

1) Sickle cell disease:

Hereditary sickness, known as sickle cell disease, is brought on by abnormalities in one of the genes that code for the hemoglobin protein. The aberrant hemoglobin molecule gives red blood cells their sickle shape. Along with severe heart, lung, and kidney damage, the illness causes persistent anemia. At about 100 000 Americans, sickle cell disease is the most prevalent hereditary blood condition in the US, mainly affecting African Americans.[104] Should both parents carry the faulty gene, there is a 25% risk that a kid would be born with sickle cell disease.

Though there is a 50% possibility that the kid will possess the sickle cell trait, a youngster who receives just one copy of the faulty gene (from either parent) usually won't suffer the illness.

2) Stoneman syndrome:

Fibrodysplasia ossificans progressive (FOP), which slowly transforms connective tissues, including tendons, muscles, and ligaments, into bone, is often referred to as Stoneman syndrome.

The disease progresses progressively from the neck to the shoulders, lower body, and legs. It affects the joints, gradually limiting body motions. The patients have problems opening their mouths, which makes eating and speaking problematic.

By a process known as heterotopic (HO), a second skeleton forms over the first; this is permanent, and since the surgery is so intrusive, it can cause enormous bone growth. Because this disease stimulates bone formation, those with it may become immobile following a simple fall or minor accident. Because this condition affects people relatively seldom, fibrosis or cancer might be the diagnosis made from its symptoms. Biopsies, which follow a misdiagnosis, will put the person in much danger.

3) Down syndrome:

Although a single cell's nucleus typically has pairs of chromosomes, Down syndrome is occurs by an additional copy of the 21st chromosome in all or some cells. Like blood tests, which identify

[104] What Is Sickle Cell Disease? - https://www.nhlbi.nih.gov/health/sickle-cell-disease#:~:text=The%20condition%20affects%20more%20than,born%20with%20sickle%20cell%20trait

amounts of chromosomal materials and other chemicals in a mother's blood, nurse practitioners and doctors routinely do comprehensive prenatal screening tests. This kind of testing may ascertain, rather accurately, whether a kid will have Down syndrome from birth. A person with Down syndrome is probably going to show a range of mild to severe cognitive impairments. Low muscular tone, a lower physical height, an upward slant of the eyes, and a greater propensity for congenital cardiac abnormalities are some indicators of Down syndrome. The Centers for Disease Control and Prevention (CDC) estimates that one in 700 US newborns will have Down syndrome.[105] Furthermore, the likelihood of Down Syndrome in a kid increases with the age of the mother at the time of birth.

4) Thalassemia:

The series of inherited genetic disorders known as thalassemia restricts the quantity of hemoglobin that a person can typically generate - this disease impedes oxygen flow throughout the body. Children who inherit the thalassemia gene from both parents have a 25% risk being born with the condition. Those of Southeast Asian, India, Chinese, Middle Eastern, Mediterranean, and Northern African ancestry are most prone to be carriers of the defective gene causing thalassemia.[106] Any thalassemia often results in severe anemia that may need specific treatment, including chelation therapy and routine blood transfusions.

5) Cystic Fibrosis:

The gene mutation that causes cystic fibrosis (CF) damages the cells that produce sweat, mucus, and digestive secretions. The thick, sticky mucus seriously harms the respiratory, digestive, and reproductive systems. Youngsters receiving one copy of the faulty gene are carriers and may pass it on to their offspring. Cystic fibrosis will, however, strike children who inherit two copies of the faulty gene—one from each father. Most cases of the illness affect white persons of Northern European descent.

6) Alice in Wonder Land syndrome:

The British psychiatrist Dr. John Todd initially defined Alice in Wonderland syndrome (AIWS) in 1955. Todd called it such because the condition resembles what Alice experiences in the well-known Lewis Carroll book.

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[105] Centers For Disease Control And Prevention. Living with Down Syndrome

[106] Information and choices for women and couples at risk of having a baby with thalassaemia major

The most obvious and frequently upsetting symptom is changed body image, in which the patient becomes perplexed about the size and form of their body parts. The hands and head are usually noted; growth appears to be more common than shrinkage.

The second main symptom is distortion of vision. The patient "sees" things in the wrong size or form and discovers that perspective is off. The eyes themselves are healthy. This might result in distances being off or in people, automobiles, and buildings appearing smaller or bigger than they actually are. A hallway, for instance, can seem too lengthy or the ground too near.

7) Hemophilia:

Most frequently in men, hemophilia is typified by an inability to clot blood, which results in abnormal bleeding. On the gender-encoding X chromosomes lies the hemophilia gene. Males inherit just one copy of the X chromosomes (from their mother) since they have an X and a Y chromosome. Therefore, they are more likely to get hemophilia if their mother carries the defective gene. Females have two X chromosomes, one from their father and one from their mother, and each typically possesses a standard copy of the gene. Accordingly, most women who carry the gene mutation are carriers but show no symptoms of the illness.

8) Alkaptonuria:

Also known as "black urine disease." Alkaptonuria is a highly uncommon hereditary condition in which the body cannot completely break down the amino acids tyrosine and phenylalanine, two components of proteins. Homogentisic acids are the chemicals that accumulate in the body as a result.

Over time, this causes several issues and gives urine and other bodily parts a black hue. As a result, a sequence of chemicals accumulates in the body.

Over time, this can cause several issues and give urine and other bodily parts a black hue. Usually, a sequence of chemical processes breaks down amino acids. However, homogentisic acid, a byproduct of the process, cannot be broken down anymore in alkaptonuria. This results from the enzyme's improper function, which typically breaks it down. Proteins called enzymes catalyze chemical processes.

Nearly every part, including the ears, heart, tendons, bones, nails, and cartilage, can accumulate it. It produces a multitude of complications and discolors the tissues dark. Though their quality of life is lower, those with this illness have a typical life expectancy.

9) Huntington's disease:

This genetic illness first manifests in midlife and eventually results in the death of brain and muscle nerve cells. Because it is an autosomal dominant disorder caused by a hereditary deficiency in a single gene, a person only requires one copy of the faulty gene to have the illness. A kid has a 50% chance of inheriting the condition, whether each parent carries a faulty or healthy gene copy.

10) Tay-Sachs disease:

About one in every 27 Jewish persons and one in every 250 members of the general population have the hereditary disorder known as Tay-Sachs[107] - similar chromosomal abnormalities to those in Down syndrome. But Tay-Sachs is caused by a mutation on chromosome 15, and when it strikes children, it is deadly. Gradually destroying the neurological system, Tay-Sachs illness often kills a child before they are five years old. Late-onset Tay-Sachs disease, which results in a controllable degree of reduced cognitive function, can also be identified in adults. Though DNA tests or enzyme assay techniques can be used to diagnose Tay-Sachs, there is a way to avoid the danger altogether. Implantation of embryos into the mother by assisted reproductive procedures can be used to screen them for Tay-Sachs. This can make it possible to choose just a healthy embryo.

Almost all eukaryote cells may now be directly targeted and their genomic sequences modified thanks to the advent of genome editing methods, which are based on manmade or bacterial nucleases. Changes to an organism's genetic makeup are known as gene editing. Gene therapy tries to change genes to fix genetic abnormalities and stop or treat hereditary disorders.[108] It proposes to avoid disease in those whose genes predisposed them to such difficulties and treat some diseases or disorders (at least the ones approved by the government anyway) in those with the problems.

Performing gene therapy on reproductive cells will prevent offspring from inheriting from their parent's genes, which causes undesirable genetic illnesses and disorders. Simultaneously, CRISPR technology is integrated with cell therapies and pluripotent stem cell research to optimize and maximize their disease modeling and therapy potential.

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[107] Nursing Care Plan for Patients with Tay-Sachs-A Rare Paediatric Disease - https://pmc.ncbi.nlm.nih.gov/articles/PMC10455330/

[108] Applications of genome editing technology in the targeted therapy of human diseases: mechanisms, advances and prospects - https://pubmed.ncbi.nlm.nih.gov/32296011/

Prospective human use of these technologies is fraught with ethical debate. This is true because every step could lead to something further, which those who rule us fear the most.
For instance, humans could exceed the best Olympic athletes, not be readily influenced by superstitions and interest groups, or become much smarter than the smartest individuals, Newton, Oppenheimer, Einstein, etc.

Identification of the genetic causes of human suffering has become possible thanks to human genome editing. This is praiseworthy, not something to be feared. Gene therapy attempts to treat illness or improve the body's ability to fend against it by substituting a faulty gene with a healthy one. Many conditions, including cancer, cystic fibrosis, heart disease, diabetes, hemophilia, and AIDS, have the potential for therapy with genome editing. Therefore ending human pain and suffering due to possible defects in our genes.

Here are reasons why Genome editing will be beneficial to humanity in the fight against genetic diseases:

1) **Prevention of disease onset:**
Now that genome editing is accessible, couples or people who run the danger of passing on genetic disorders to their children want children to have choices. Application of this method (CRISPR-Cas 9) to human gametes (sperm cells and oocytes) and embryos has the potential to produce heritable modifications in the human genome (germline modification).

Still, many scientists and ethicists have been interested in the problem of germline alternation. Nevertheless, individuals born without genetic disorders would be spared the pain, discomfort, and limitations associated with these conditions from birth.

2) **Enhanced physical and mental health:**
Many genetic diseases cause chronic pain, organ dysfunction, cognitive impairments, and psychological distress.

However, this naturally occurring mechanism, which enables bacteria to store genetic "'snapshots"' of possibly dangerous viruses in their own DNA for future reference, can be exploited and paired with RNA-guided enzymes (Cas9) to specifically target, cut, and replace specific sequences in a genome that cause hereditary disorders.

Eliminating these illnesses would improve mental and general health and ease physical pain. Though it is rarely thought of, attempts to genetically alter our faulty physical development might result in states that support psychological and mental well-being.

3) **Reduction in healthcare costs:**
The economic burden of genetic disease on healthcare systems, families, and society as a whole would be significantly reduced. Fewer medical interventions, hospitalizations, and ongoing treatments would be required.

For instance, people with less money, less education, and less access to healthcare would gain disproportionately from better diabetic therapies. A new diabetic therapy might save the American healthcare system $327 billion. Curing diseases such as cystic fibrosis, cancers, muscular dystrophy, and Huntington's disease - all of which are not linked to lower socioeconomic classes but are nevertheless possibilities for gene editing - would save the healthcare system billions of dollars.

4) Increased productivity and participation:
Individuals affected by genetic diseases may face educational, employment, and social participation limitations. Eradication would enable them to fully engage in society, pursue their interests and talents, and contribute to their communities.

5) Reduction in morality rates:
Many genetic diseases can lead to premature death or significantly shortened lifespans. The very precise editing of genes encoding abnormalities that cause human misery and death will probably be feasible as our gene editing techniques get more accurate and our mapping and understanding of quiet regions of the human genome advance. We can only reach reasonable standards and conclusions about the format for researching and approving these novel medicines if all constituencies and stakeholders are heard. That is the only way science can alleviate human suffering. Eradicating these diseases would decrease mortality rates, allowing individuals to live healthier lives.

6) Improved social and emotional well-being:
Genetic disease can often lead to social isolation, stigma, and emotional distress for affected individuals and their families. These hereditary diseases affect the psychological and social health of patients as well as their families in addition to their physical health. Understanding the special

gene editing involved in treating these hereditary diseases helps direct treatment to reduce pain and optimize benefits for the patients and their families. Eradication would promote greater social integration, acceptance, and emotional well-being.

7) Enhanced reproductive freedom:
Individuals and couples affected by genetic diseases may face difficult decisions about family planning, including the risk of passing on the disease to their children.

Using CRISPR on early embryos may offer prospective parents who are carriers of monogenic diseases or who are affected by them the opportunity to prevent passing these diseases on to their children. This specific use of CRISPR can be viewed as a new reproductive choice for parents who wish to have genetically related children. Eradication would provide greater reproductive freedom and options for family building without the fear of genetic inheritance.

8) Prevention of secondary complications:
Many genetic diseases can lead to secondary complications such as infections, organ damage, and other health issues. Eradicating the underlying genetic causes would prevent these secondary complications from occurring.

9) Reduction in disability and dependency:
Genetic diseases often result in physical and cognitive disabilities that can limit independence and require ongoing care and support. By lessening their need and incapacity, germline gene editing applied to the treatment of various genetic disorders may enhance the health of subsequent generations.

Your body's health primarily depends on the genes of its cells. You can get ill, in fact, from a damaged gene or genes. Better treatment options and a better knowledge of the origins of significant and recurrent genetic disorders may result from using genome editing to research early development. Recognizing this, scientists have spent decades researching methods to alter genes or replace defective ones with healthy ones to prevent, treat, or cure a disease or medical condition.

Better therapies for genetic illnesses may result from gene editing, which offers a fresh approach to research human betterment. Our rulers should not fear or limit this advancement in human improvement, but promote it for the well-being of humanity. Since they are the only ones who can compare life with and without these disorders, we should give particular weight to the views of

patients who have experienced or are now suffering from these excruciating conditions since childhood or throughout their adult lives. And I am sure that they would want the suffering to end.

NEW MORALITY

People naturally seek to distance themselves from the severity of reality in our world. Rising expenses, skyrocketing rents, and stagnated salaries define the environment in which people grow up: inequality only worsens. Their whole future is threatened by a climatic calamity, which they live in anxiety over. All of this is felt inside the shadow of a world epidemic. Moral nihilism serves as a way to cope with this reality.

Existential dread has undermined people's sense of life's ultimate meaning and purpose; this has resulted in people whose expectations of the world have failed them, whose tortuous existence has led them to believe that nothing really matters, the world doesn't care, and that in the face of that, we should not care about anything or anyone either.

This deluge of negative news has driven people into an almost nihilistic moral viewpoint of the world. But if our lives lack intrinsic significance or if objective values are absent, then by what criterion can we define activities as right or wrong?
Fortunately, with my system, a new morality will be developed. A system that shows that this nearly morally nihilistic world we are living in now can be turned into some superior moral system. Here's what it'll look like

NOBODY EVER (NEARLY) IS HARMED

This system motivates individuals to regard policies that assist more people as fairer and more moral, transcending any prejudices so legislators can develop better laws or persuade disapproving citizens to consider the greater good.

People would make choices that advance the common good, helping to create a fairer, more sustainable, and richer future for all people, including robots. Every single moral decision aims at getting and creating the most robots and people to the most ecstatic moments they can ever experience. This is type total utilitarianism.

People's moral decisions and choices will demand them to carefully consider their activities' possible outcomes and ensure they complement accepted values. Their decisions won't change

depending on gender, color, or other qualities. They will give society's general welfare top priority over personal needs.

Since people would be reinvented through Supersmart AI and AI chips, they can naturally achieve ecstatic moments, which can entail changed states of awareness as well as significant ego loss. These encounters will awaken us to a more profound reality and link us to something more than the ordinary, thereby transforming us. Robots (with consciousness) would also achieve infinite joy without any external factors through this system.

Harmless medications can help people boost their capacity to enjoy ecstatic moments naturally. Unlike most dangerous substances like ecstasy, morphine, heroin, etc., which leads its users to get hooked on them and creates serious side effects such as rising heart rate, muscular breakdown, dry mouth, clenched teeth, liver and heart damage, impaired vision, chills, sweating, or nausea, etc., these drugs won't make people hooked on them; they won't destroy people (organism, mental health) while making its users experience a surge of ecstatic feelings, therefore making the naturally produced ecstatic experiences much more intense.

These drugs will lack the common unfavorable side effects that are so noticeable in present typical illicit drugs, yet bring enormous joy because, when creating new people, their brains would be redeveloped, and since the mental capacity of mankind (and AI) would be enormous, they could develop these drugs without any negative symptoms. These drugs will also improve users' sensory experiences - that of color, sound, and touch, among others. Hence, it produces individuals with the most ecstatic moments they can ever experience.

MINIMAL INMATES, NO STRIFE, AND EVERYONE WORKS TOGETHER

In this model society, everyone has equal voice and worth, therefore promoting trust and collaboration. Everyone works together; there are no tensions or beefs. They develop mutual understanding and trust, and every moral action is moral.

There are jails, but they are almost useless, including almost zero people. Also, the population of AI, robots, and people will have positive relationships with a minimal number of people incarcerated in these jails.

Nowadays, people loathe the incarcerated, wishing them the worst they can ever experience. With this system, people would understand that this is an aberration. Something in the system went wrong. In current society, these are genes (prone to sociopathy) and bad environments. They will develop the understanding that these prisoners face a nearly constant struggle as a result of error(s) in those systems through wrong programming in AI and hence have to manage the stressors of incarceration.

Though remaining independent from it, this system will establish the necessary barrier to grasp the circumstances these prisoners find themselves in. Empathy will foster understanding in a way that facilitates citizen adaptation. Adapting to fit the knowledge that they cannot imprison these problems away. They have to seek solutions to fix these mistakes in the recently produced individuals - AI's fault, being a huge system; otherwise, perfect humans will continue to get errors so that the world may become better.

According to this new morality, people and artificial intelligence are made to have an ecstatic number of experiences and be altruistic. People who have been imprisoned under this system will thus realize that it must have been a programming error.

COMMUNITY-ORIENTED LIVING

Our minds are set for connections. We are psychologically and biologically hungry for social support. Every time we genuinely interact with another person, we release the hormone oxytocin, which causes joy, into circulation, lowering anxiety and enhancing attention and concentration.

Emphasis would be placed on fostering strong communities and social bonds, as these are significant sources of happiness. Constructing such a community will help us find our mission. We feel important and valued when we help others be better off. This might be as basic as helping at a nearby shelter or as complicated as planning neighborhood gatherings. These kinds of events not only help people in need but also improve our own lives by making us proud and successful.

Social contacts are essential for faster illness recovery, a healthier immune system, reduced inflammation, and a higher likelihood of lifespan. This method enables individuals to have better self-esteem, empathy, and trust in others, feel more linked to them, and be less prone to worry and

despair. In other words, significant connections create a social, emotional, and physical well-being cycle.

Engaging with a varied group of individuals exposes us to several points of view and ideas, testing our own beliefs and fostering empathy and understanding. This variety will open our brains and widen our perspectives, inspiring invention and creativity.

Our growth and well-being have always revolved mostly on our community. This system will create a community full of gifted people as a potent means for people to get inspired and encouraged to keep traveling on the correct path while developing together. Urban planning and community services would focus on enhancing quality of life.

PLEASURE-ENHANCING TECHNOLOGIES

Technological advancements would be geared towards enhancing human experiences. This could include virtual reality, neural interfaces, and other innovations designed to create and enhance ecstatic moments.

Neural interfaces, also known as brain-computer interfaces, make direct link between the brain and other external devices possible, which may completely transform human-computer interaction.

Virtual and augmented reality will encourage an out-of-body experience and embodiment of avatars distinct from ours. VR may provide ad hoc interactive scenarios involving all our senses, activating the brain multimodally, raising motivation, and improving ecstatic moments.

Motion tracking and virtual reality will allow cognitive and physical natural human-computer interaction. This will involve the body as well as the brain in creating meaningful virtual reality encounters; situations in which participants feel organically present might improve their experiences.

Educational systems would be designed to make learning a joyous and fulfilling experience. Curricula would be tailored to individual passions and interests, making education a source of constant pleasure.

POLICIES GEARED TOWARD PEAK EXPERIENCES

Policies regarding priorities, financing, or teamwork promotion differ greatly depending on the geographical areas and throughout time. They might either present significant opportunities or create obstacles to advancing this system for the model society.

In this system, governments prioritize policies and initiatives that ensure peak experiences for every individual. The legislative environment will shape the levers accessible to people to handle peak experiences. This would involve meticulous planning and continuous adjustment based on feedback to maximize collective joy.

Surveys, biometric data, and AI analysis could be used to assess the impact of policies and initiatives on happiness. Every data point is given to the central AI system, thereby developing reliable methods to measure the joy and well-being of individuals through this feedback.

JOY MAXIMIZATION DEPARTMENTS

Governments might establish specialized departments focused on maximizing joy, staffed with psychology, neuroscience, and sociology experts.

Neuroscientists and psychologists would look at the brain states connected with happiness components and analyze the relationship to health and well-being to grasp happiness better and reduce suffering.

While neuroscientists have made similar success in exploring the functional neuroanatomy of pleasure, which is fundamental to our well-being and significantly contributes to happiness, psychologists have made great progress in mapping the empirical aspects of happiness.

These departments would create and carry out rules to improve personal and group ecstatic experiences. Central AI would provide feedback on what is happening in human brains. SupersmartAI would then alter events, ensuring that the ecstatic moments would be greater and greater.
Artificial intelligence would predict and facilitate actions that lead to the highest levels of joy, ensuring ethical considerations are balanced with the pursuit of happiness.

UNIVERSAL BASIC HAPPINESS (UBH)

Like universal basic income, a UBH would ensure everyone has access to resources that contribute to their happiness, such as leisure activities, creative pursuits, and community engagement.

Access to these materials will, therefore, provide so much goodness and enrichment possibilities. These tools will help people enhance their relationships, jobs, and way of life. They will enable people to have better physical and mental health, more money, and closer relationships.

This New morality will be the cornerstone upon which inclusive and sustainable development may flourish in society. It will direct individual behavior and actions to guarantee that people in a society experience an infinite number of ecstatic moments. Fundamentally, this new morality is about doing the right thing—that is, about making judgments and acting in favor of society as a whole.

SCIENTIFIC REVOLUTION

Three NASA astronauts flew 385,000 kilometers to the Moon less than 70 years after the Wright brothers made the first powered flight. The key driving force of this system, AI-genetic engineering improvement, is the search for newer, more innovative ways to assist human progress and improvement so that an infinite number of people can have infinite ecstatic moments.
New genetic technologies are emerging quickly. Recent discoveries about the human genome have created previously unheard-of opportunities and unprecedented scientific progress. Artificial intelligence has transformed communication, employment, education, and reality perception.
This chapter will show how this system will essentially alter how we live, work, and interact with one another and the outside world. Hence leading to unprecedented scientific progress.

HOW CAN THIS SYSTEM LEAD TO UNPRECEDENTED SCIENTIFIC PROGRESS?

After humans become super-smart (by known genome knowledge), the newly made super-smart AI will start improving humans with its own means (to be much more better). Decision-making will proceed more quickly since AI can evaluate enormous volumes of data and translate its results into practical visual representations. Faster and more precise illness identification, faster and more efficient medication research, and even patient monitoring through virtual nursing aides will all be made possible by super-smart artificial intelligence.

The super-smart AI with new morality will lead to an unprecedented scientific revolution. Our moral rules would have to be different to make some sense. Every moral authority in this system

will lead to infinite happiness for an endless number of individuals. This will also be the same with AI; therefore, there would be endless (AI machines) mini robots with emotions experiencing the most ecstatic moments.

Scientists get increasingly interested in many more questions for every one AI helps to answer. Hence, the hunt for knowledge never stops. Following a discovery, one may look for a more fundamental explanation of why the findings are what they are. Knowing how to apply this newly discovered information to benefit humanity may also be interesting.

Researchers are captivated by the links between apparently unconnected scientific fields and the way supersmart AI may express this knowledge together. Since science has become increasingly specialized over the last century, studies on the application of AI in science have created a natural haven for information exchange and interdisciplinary collaboration. Soon, there would be nothing to explore in fields such as mathematics, physics, chemistry, etc. So, what unprecedented scientific progress can occur due to this system?

1) **Sustainable energy:**

Energy is derived entirely from renewable sources such as solar, wind, and fusion, eliminating reliance on fossil fuels. Renewable energy sources are regarded as clean energy sources; the best use of these resources reduces environmental effects, generates little secondary waste, and is sustainable in light of present and future social and economic demands.
Energy will be abundant and cheap, supporting all societal needs without environmental impact. There are local resources and endless energy sources. Hence, renewable energy technologies like solar, wind, biomass, geothermal, etc., become more significant. Even if most renewable energy projects and products are large-scale, tiny off-grid applications in rural and isolated locations – will still benefit from renewable technology since energy is frequently essential to human progress. Renewable energy is vital in transforming the world by reducing greenhouse gas emissions and other atmospheric pollutants.

2) **Smart cities:**

The fast urbanization of resources impacts the budget for energy, water, transportation, the environment, and healthcare. Cities everywhere may, however, overcome these obstacles using IoT and AI technologies. These technologies not only address but also lessen critical urban issues.
AI has accelerated the creation of smart cities. Cities are integrated with AI and IoT, optimizing traffic, reducing waste, and ensuring efficient resource use. Artificial intelligence algorithms sort

through the deluge of data produced by Internet of Things devices, collecting pertinent information and automating decision-making. Innovative city systems will, for instance, be built on the Internet of Things devices like traffic and environmental sensors. They gather essential data to make knowledgeable decisions on traffic, utility management, and the environment.

Intelligent cities will go from science fiction to reality as AI and the Internet of Things collide. This combo will improve living conditions, change cityscapes, and lower urban trash and pollution. An Internet of Things data analytics component for smart cities processes device data. It uses edge computing for low latency and cost-effectiveness and cloud computing for scalability and flexibility in data processing. This intelligent city system employs AI to optimize functions, promote economic growth, and enhance quality of life. This system seeks to build an efficient society employing municipal infrastructures. Buildings are self-sufficient, generating their own energy and cycling water and waste.

3) **Transportation:**

As history has shown, the most significant breakthroughs expected to be available in three years will likely arrive considerably later.

With his company SpaceX, billionaire PayPal founder Elon Musk has given us private spaceflight and a sleek, new electric automobile thanks to Tesla Motors. Musk wants to reduce the 35-minute drive from Los Angeles to San Francisco. His plan calls for the construction of a high-speed transit system that would enable people to go 760 miles (1,223 kilometers) in an hour, or Mach 0.91 (at 68 degrees F/20 degrees C).[109]

Hyperloop systems, flying cars, and high-speed trains will make global travel quick and accessible through this system. A new type of ground transportation called hyperloop is being developed by many businesses right now. Over 700 miles per hour might be experienced by passengers in a floating pod that races above or below ground inside enormous low-pressure tunnels.

Hyperloop would be faster than rail or automobile travel, cheaper, and more environmentally friendly than flying. It would also be less expensive and quicker than conventional high-speed rail.

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[109] San Francisco To L.A. In 35 Minutes? Elon Musk's Hyperloop Moves Closer To Reality - https://www.forbes.com/sites/geekgirlrising/2020/12/08/san-francisco-to-la-in-35-minutes-virgin-hyperloop-moves-closer-to-reality/

Therefore, the hyperloop could be utilized to alleviate traffic congestion on highways, facilitate city-to-city mobility, and result in significant economic gains.

Autonomous electric vehicles dominates the roads, reducing accidents and traffic congestion. Electric vertical take-off and landing vehicles (eVTOLs) are being developed by several businesses worldwide and have the potential to completely change how we move around large cities.
These electric cars that this technology will allow to enter our lives will be crucial to our energy use. On sunny or windy days, so much energy might be produced that the power system cannot handle because of the growth in the number of solar panels (and wind turbines). After that, electric car batteries may be used as energy storage. Thus, the electrical grid is alleviated, and power is provided even in the case of grid failure.

4) **Disease eradication:**

Advanced genetic engineering and biotechnology have eradicated most diseases. By encouraging the development of increasingly precise cellular and animal models of pathogenic processes, genome editing has increased our capacity to clarify the role of genetics in disease. It has started to exhibit remarkable promise in various disciplines, from basic research to applied biotechnology and biomedical research.

Personalized medicine tailors treatments to individuals' genetic profiles, ensuring effective and efficient healthcare. Site-directed nucleases, also known as sequence-specific nucleases (SSNs), mutate targeted DNA segments in an organism. SSN systems enable scientists to add, remove, or modify certain bases at a given locus. When SSNs cut DNA, they leave a single break (called a nick) or a double-strand break.

5) **Longevity:**

Regardless of age, innovation and technical advancement unavoidably force us to familiarize ourselves with new tools. Creative ideas, assistive technology, or digital services catering to the requirements and preferences of senior citizens have enormous potential to raise the standard of living and promote independent living.

Anti-aging technologies and regenerative medicine have significantly extended human lifespans. By using technology breakthroughs, big data, and artificial intelligence to increase healthy life expectancy and satisfy the needs of an aging population, these technologies contribute to better

public health, nutrition, and healthcare. People will begin to live healthy, active lives far beyond 100 years.

6) **Mental health:**

One in eight persons worldwide suffers from mental health issues such as eating disorders, schizophrenia, obsessive-compulsive disorder (OCD), post-traumatic stress disorder (PTSD), and depression. Th World Health Organization ranks depression as the third most significant cause of illness burden worldwide. Neurological and psychological advancements have led to effective treatment for mental health conditions.

The combination of cognitive neuroscience techniques with social work in this system will lead to previously unheard-of advancements in the development of more mental health therapies that holistically address the biological, social, and environmental factors that contribute to disability and recovery.

Stress, bad ideas, mental capacity, and other surroundings also influence the emergence of psychiatric diseases. The environment and mental health development interact in the psychological approach to cognitive diseases. Psychological techniques, including biopsychosocial, behavioral, humanistic, and cognitive, offer a comprehensive view of the potential underlying causes of mental disease. Overall, this system ensures that everyone has access to mental health.

7) **Climate stability:**

Our globe faces several environmental issues right now, including climate change and biodiversity loss. Global warming is predicted to have many negative effects on the ecosystem, human health, and well-being. Geoengineering, reforestation, and sustainable behaviors can stop and reverse climate change.

Reforestation will contribute to solving the existing environmental issues. Participating actively in reforestation projects can help us to slow down climate change, protect biodiversity, and promote healthy ecosystems. Our forests are essential to building a healthy world. Thus, our cooperative efforts through this system for the expected benefits will protect and restore them. Reforestation is one of the answers to these challenges, which will give our natural ecosystem hope for recovery. Moreover, thanks to geoengineering, which is the planned large-scale manipulation of the environment, scientists will be able to release sulfate aerosols into the stratosphere using airplanes

or hot air balloons. The aerosols can effectively increase sunlight reflectance and are not high enough to cause hazardous air pollution.

With this approach, natural calamities will be reduced, and the Earth's temperature will generally be stable.

8) **Interplanetary colonies:**

This system will enable humanity to build colonies on Mars and other celestial bodies. Nobody has yet to effectively harvest and refine resources on Mars and other planets into useful goods.

Fortunately, despite the clear, immediate obstacles like a dusty carbon dioxide-rich environment and high pressure, the creation of extremely high-IQ individuals and Supersmart AI as a result of this system will make the ultimate space colonization destination for the near future easily possible. Humans won't have to carry all they need to survive the journey to our neighboring planets and return, making going to Mars easier than it is now since humans would be super intelligent and improved enough to be able to use the resources that are already accessible locally on such worlds, designing a Mars expedition and other interplanetary colonies would be simple. Humans will find it simple to check where possible resources are accessible for further human investigation and how to use them.

Other surrounding planets, including the scorching Venus and gas giants Jupiter and Saturn, will be prepared for human settlement. Space travel will be accessible and familiar, fostering a new era of exploration and discovery.

9) **Asteroid mining:**

Asteroid mining offers several advantages, chief among them being the availability of rare earth metals necessary for contemporary technologies. These metals are found in everything from computers and cell phones to electric cars and renewable energy systems. However, most of these metals are only found in trace amounts on Earth, and the extraction process is frequently costly and harmful to the environment. Conversely, asteroid mining is said to be a target for mining because of the alleged abundance of these metals. Resources from asteroids will be readily harvested using this technique.

Asteroid mining can help us lessen our reliance on Earth's resources as their demand rises. Mining on Earth is often an unsustainable and damaging activity with potentially long-lasting

consequences. Conversely, since asteroid mining may support the solar system's economy, lessen the influence on Earth's ecosystem, and lessen the burden on Earth's resources, it may be a sustainable and ecologically friendly alternative.

10) **Creation of synthetic meats:**

Advances in biotechnology will lead to the creation of synthetic meats and other foods indistinguishable from their natural counterparts, reducing the need for livestock farming and its associated environmental impact. AI-driven dietary plans will ensure everyone receives optimal nutrition based on their genetic makeup and health requirements. Also, terrible conditions and torture of animals will cease to exist.

Human treatment of animals often descends into horrifying cruelty, marked by extreme suffering and neglect. In factory farms, chickens are crammed into cages so small their feathers rub off, leaving raw, bloody skin as they languish in their own filth. Pigs, intelligent creatures capable of feeling fear and pain, are locked in metal crates barely larger than their bodies, their flesh bruised and torn from rubbing against the bars. Calves, torn from their mothers within hours of birth, cry for days before being confined to tiny enclosures to produce veal, their movements so restricted their muscles wither. In laboratories, animals are mutilated, poisoned, or burned alive, enduring agonizing experiments with no relief, their screams ignored in the name of science.

11) **Desalination and recycling:**

As population rises, pollution, and environmental degradation put more pressure on natural freshwater supplies, water shortages are a serious problem for cities worldwide. Building strong, drought-resistant water systems is essential.
With this system, even in dry areas, a steady supply of clean water may be ensured by applying sophisticated desalination and water recycling technology.

Whatever the weather, drought, or groundwater depletion, desalination consistently filters saltwater to produce safe drinking water. Dissolved salts and minerals are removed by heat-based desalination or reverse osmosis membranes.

Ensuring the supply of clean and safe water for human consumption, industrial activities, and environmental preservation primarily depends on the vital water recycling technology process. This approach will result in previously unheard-of scientific breakthroughs that will propel water

treatment technologies forward and become more crucial for sustainable water management as populations rise. Water scarcity will be a thing of the past.

12) **Material science:**

New, stronger, lighter, and more sustainable materials revolutionize manufacturing and construction, reducing resource consumption and waste.

Artificial Intelligence and genetic engineering innovations will continue influencing humankind in all spheres of life. Already the primary force behind developing technologies like robotics, big data, the Internet of Things, and generative AI. AI has increased its potential and appeal even further. Genomics is enabling hitherto unthinkable advances in human health. It covers new genetic-engineering techniques such as genome editing and synthetic biology and conjectures on how they could affect humankind in the future.

Among other aspects of the scientific process, AI has already impacted hypothesis formulation and mathematical proof construction, experiment design and monitoring, data collecting, simulation, and quick inference.

Genetic engineering and artificial intelligence development have transformed human society and brought about a period of unprecedented scientific advancement. This system highlights the many advantages these developments provide to mankind by examining their significant influence on many facets of human existence.

THE MODEL HUMAN

Technology has changed dramatically, or rather, it has developed beautifully, throughout the past few decades. AI, genetic engineering, and robots have infinite potential to transform every facet of daily life. AI (Artificial Intelligence) and integrated chips implanted in the human brain are examples of cutting-edge technology with clear benefits to human development, forming the model human.

Most people think of technology as a danger, something to be afraid of. Artificially intelligent robots are supposed to progressively eliminate more and more occupations, leaving mankind with nothing to do. To lose control is something we all fear. This sort of narrative emphasizes the possible risks of robotics technology and the perils of robots becoming smarter and more human-

like. On the extreme, this perspective holds that if we are not careful, artificial super-intelligent may render humans obsolete or perhaps exterminate us.

I tend to view things differently.

Robots and associated technologies, including artificial intelligence (AI), are supporting people in many different contexts worldwide. This covers labor in areas where people are unable to venture, as well as complicated and high-risk professions. The next best thing to resolve the brain-related problems that we are still facing is an AI-powered chip within the human brain. Consider a person living with Down syndrome or other cognitively challenged individuals. What if that individual received a brain boost through AI that made it possible for them to think more complexly and more easily than before? Wouldn't that make it easier for them to fit in with society? I'll leave you to answer that for yourself.

Through the direct connection these chips provide between the brain and external devices, people with impairments may use their thoughts to operate computers or even prosthetic limbs. This will make direct communication and control of the neurological system possible. For those with particular medical disorders, including paralysis, this can be helpful since it offers a direct channel between the brain and other external devices.

Many people think that workplace robots drive out human labor. Yet, these same robots are assisting people in an increasing range of locations, including sewers, disaster zones, and archeological sites. Naturally, there are risks, but the advantages of genetic engineering, robotics, and other intelligent devices often exceed the disadvantages - nothing is without risk in this world; the question is, "Is it worth the risk?" My observations of the benefits are not obvious, such as cost or convenience-saving (it will take a freed mind to see clearly, and that's one of the main reasons for this book).

Robots, gene editing, and super-intelligent AI are incredibly fascinating since they will open new creative possibilities for humanity.

Our lives may be enhanced by artificial intelligence and robotics in many ways. There is no doubt that this technological advancement can improve humanity, creating "the model human". Thus, get ready to enter a future built by genetic engineering, robotics, and artificial intelligence.
An era with model humans (enhanced humans). What will such a human look like?

INTELLIGENCE AND CREATIVITY

Thousands of genes regulate traits like height and cognitive capacity. Genetically modified model humans will be 400 IQ or higher. They will show cognitive capacity that is about tons of standard deviations above average, which translates into over a thousand IQ points. Their potential would significantly surpass the greatest capacity of the roughly one hundred billion people who have ever lived. Perfect memory of pictures and the ability to acquire and speak several languages are two savant-like skills that, in a maximum kind, may be preset simultaneously.

They will pick things up fast and hardly ever forget anything. This class of model people, one thousand times more clever than the brightest minds of today and past times, will be produced by genetic engineering and super-intelligent AI. They will have incredible quick thinking and calculation, as well as strong geometric visualization even in higher dimensions, which will enable them to carry out several analyses or trains of thought concurrently.

Children born of higher intelligence through embryo editing will show symptoms of super-senses because of their superior ability to interpret sensory information. Such children will pick up knowledge incredibly fast and effectively, and they will not have the normal adult experience. This model kid (improved kids) will be able to swiftly extrapolate and locate the next “picture” in a series of transformations, understanding content many grade levels beyond their age classmates. Their extraordinarily high IQ will enable them to spot a mistake in a sequence and to interpolate—fill a gap in a series of images. Developmental books will be revised since these kids would be intelligent, not bullies, and not act like average kids. Nevertheless, they will have an oddball or sophisticated sense of humor.
Though it is also often thought to be linked to psychopathology, creativity and brilliance are still highly sought-after qualities. However, these models of humans are more concerned with the greater good and possess better emotional control, which helps them to have better mental health.

Poor emotional control is well-documented to be associated with increased psychopathology levels. People with low IQs who struggle with emotional control – they are more prone to become angry, depressed, afraid, jealous, or ashamed – tend to suffer from neurotic-type disorders.

Extra-high-IQ model individuals will have heightened emotional intelligence and regulation, which will help them better withstand general and mental health issues like psychopathology. Their minds function more quickly and with fewer interruptions, allowing them to concentrate better. At basic levels, these enhanced individuals may very rapidly come to a conclusion based on existing

information, even doing extremely difficult arithmetic without a pen and paper. In reality, they could be able to reason deductively, drawing the right conclusion with a limited number of unrelated evidence.

When a regular investigator, scientist, or engineer would need weeks or years to accomplish, such enhanced individuals may invent gadgets and develop new scientific ideas in a matter of minutes. Its pinnacle will be these people living in a “eureka” time of supernatural disclosure and increased scientific curiosity.

AI chips and learning assisted by AI will enable model humans to pick up abilities quickly. Brain chips, implants, and brain-computer interface technology are examples of neurotechnology that will be used to improve cognitive functions and brain-to-brain communication capabilities, allowing direct transfer of thought and ideas between these enhanced individuals and after quantum computing becomes available, it will have an effect on people improved by AI.

MORAL AND ALTRUISTIC

Genes do influence a person’s crime, as was covered in a previous chapter. Psychopathology and impulsivity are only a few of the characteristics linked to criminal conduct that are influenced by genetics.

The model human will disapprove of socially unacceptable behaviors like addiction, mental illnesses, murder, violence, and other criminal behavior after the human DNA is sequenced and edited. As such, transforming such a model human into a moral human.

Prevention of crime is affected by an understanding of the hereditary component of criminality. Knowing that environmental factors combined with genetic predispositions can guide focused treatment meant to lower the likelihood of criminal conduct in enhanced humans. Thus focusing on the greater good. They will recognize people in need, politely respond, and do their utmost to help without asking for anything in return – an altruistic human, a model human.

Major religions like Islam, Buddhism, and Christianity claim to be revealed by faiths. They maintain that their teachings are realities that God himself has revealed to mankind and wants everyone to embrace. People who practice religion are often bound to religious organizations that offer them unofficial social control over their actions. Higher levels of religious people are believed to behave in accordance with the consequences that come from their faith.

Confirmation bias and the bandwagon effect are two examples of cognitive biases that could significantly impact this information and beliefs. These preconceptions might cause religious people to look for evidence that confirms their preexisting views rather than interpret it in ways that challenge them. Why do people often assume, for instance, that things happen for a reason? This is against the deterministic ideology, that is.

“God did that,” every time anything seems inexplicable. God knows, so I don’t have to understand it. Lots of cognitive biases and fallacies. Thousands of gods are worshipped in more than 4,600 different faiths worldwide. All of them profess to be the one true religion devoted to the real God. Many of these faiths require the mutilation of their followers and death of anybody who has other beliefs, murder, violence, and yet more violence driven by the stupidity and lack of critical thinking of religious people.

It has been demonstrated that the analytical thinking style adopted by the model human undermines religious beliefs. The high intelligence exhibited in the model human in logically addressing issues will be seen as entailing overcoming instinct, cognitive biases, and fallacies and being intellectually curious and hence receptive to non-instinctive options.

The model human will be too smart to fall for mystical hocus pocus and devoid of religion. Still, it is argued that those without God are without a moral compass. Actually, it is the complete opposite, as they think that one should treat people well only for the purpose of doing so. Not because there is a prize to be had or out of fear. The model human will be a true altruist, a wise and critical thinker who would weigh the advantages and disadvantages of the many options and arrive at a fair and impartial analysis of the problem.

Model people will be just too intelligent to be fooled by all that superstition. Hence, they will reject religious ideas since they are illogical, untestable, and unanchored in science. They will feel ecstatic spiritual experiences without actually being religious. You don’t need Buddha or Jesus Christ for it. By use of AI chip implants that nourish the human soul, the complex algorithm of AI offers singular, life-changing experiences. These enhanced individuals can, for instance, have out-of-body experiences, ecstatic sensations, timelessness, spacelessness, and a connection to the planet. These enhanced people will, therefore, develop into incredibly moral, giving, concerned for the greater good, and more prone to act in accordance with principles. Without terrorism, fear, us/them dichotomy, strife, fallacies, ostracization, cognitive biases that mix with faiths.

Morality is recognized to be distributed normally by Gaussian curve, and the proportion of really moral and altruistic individuals in our current society is just 1%.

But using this method of creating a human model, AI chips will help with moral and ethical reasoning by evaluating moral conundrums, weighing the effects of choices, and coming to morally sound conclusions. This can entail jobs like identifying prejudice, making moral decisions in autonomous systems, and caring about the greater good.

The ability of this AI to comprehend several information streams at once will guide the implanted individuals in acting in a very moral manner. Far better than the human brain, these chips can learn and digest information as designed by the Supersmart AI. Hence, forming a moral system that leads to the creation of as many individuals as it can who live in most ecstatic moments. With this the 1% of altruistic individuals on the Gaussian curve as representing our present society will be more and even normal in my model world.

PHYSICAL HEALTH AND LONGEVITY

DNA governs everything from height and hair color to breathing, walking, and food digestion. Diseases can be caused by malfunctioning genes, which are sometimes referred to as mutations. The model human embryo will have genetic alteration applied to improve several immunological functions, including antigen presentation, T cell activation, and immune effector localization to tumors. Interventions such as the insertion of CCR5- 32 deletions may offer heritable resistance to HIV infection.

Innate immunity as well as adaptive immunity are the two basic lines of protection of the immune system against infections, apart from chemical and structural barriers. This real-time adaptable system will provide previously unheard-of defense against new pathogens. Gene therapy will make the immune system of model humans see these emerging infections as dangers.

Through these many genetic changes, model humans will be immune to infectious illnesses and will have proteins that boost their defensive systems.

DNA damage from physiological and non-physiological stresses is a constant in biological cells. Thus lowering the longest possible lifespan of a person. An enhanced DNA-damage repair (DDR) mechanism will be implemented to fix damage and bring back cellular activity in the model

humans. This improved mechanism for DNA damage repair (DDR) will be in place to identify the damage, treat it if feasible, or guide the cell toward an activity profile that reduces the negative consequences of the damage.

Researchers have found the genes in mice that control longevity. Then, by modifying these genes, they produced mice that outlived their contemporaries by a whole generation. The human genome has an equivalent of these genes as well.[110] A model human embryo will be subjected to genetic editing to increase its lifespan to between, for example 230 and 300 years; with age 230 showing signs of aging. Which in turn have time for more happiness. And they won't age normally, therefore the skin will be "perfect" with minimal signs of aging, scars, or blemishes, due to optimized genetic and health maintenance features.

The CRISPR-Cas9 system has evolved into a powerful tool for gene editing that may reverse age-related pathology caused by genes, reducing or curing human disease symptoms. Correcting for gene mutations or deleting target genes will improve many distinct neurological diseases found in the aging of the model human.[111]
Complex illnesses associated with the hormone system, metabolic diseases, and cancer can result in a number of health issues, including heart disease, stroke, diabetes, and obesity. These rank as the main reasons people die avoidably.

Mutations in the DNA, environmental conditions, or both can cause these disorders. Multiple methods of CRISPR/Cas9 treatment or prevention of metabolic disorders in model humans show promise.

CRISPR/Cas9, for example, might be used to correct abnormalities in the insulin receptor gene, therefore helping to cure type 2 diabetes and adding new genes that enhance the human body's capacity for more effective food metabolism. With CRISPR/Cas9, for example, genes coding for enzymes that enhance the digestion of fat or carbohydrates might be inserted.

Disabling genes implicated in the genesis of metabolic disorders, using, for example, CRISPR/Cas9, one may turn off genes that make proteins that encourage inflammation or insulin resistance.

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[110] Longer life spans and delayed maturation in wild-derived mice - https://pubmed.ncbi.nlm.nih.gov/12094015/
[111] Application of CRISPR-Cas9 gene editing technology in basic research, diagnosis and treatment of colon cancer - https://www.frontiersin.org/journals/endocrinology/articles/10.3389/fendo.2023.1148412

These enhanced individuals will have an AI-based detection system for a variety of pattern recognition and classification difficulties related to numerous diseases, as well as for early identification of possible health concerns.

AI systems will be made to help and supplement medical experts so they may devote more time to more difficult and important work. AI will relieve healthcare workers of monotonous and mundane work so they can focus more on meaningful connections.

An AI illness detection system will be used, particularly for signal processing, imaging analysis, and potential pathology identification. Biomarkers will also be analyzed, and genetic markers for mutations will be evaluated using AI and machine learning in disease identification.

AI systems are capable of identifying trends and making previously unheard-of accurate medical outcome predictions by analyzing enormous volumes of clinical data. The analysis of model human data, medical imaging, and the discovery of new therapeutics made possible by this technology would benefit medical practitioners in enhancing patient care and cutting expenses. Machine learning will make it possible to diagnose diseases precisely, provide individualized therapies, and identify minute changes in vital signs that might point to potential health problems.

PHYSICAL ABILITIES

These enhanced people can push boundaries and explore physical limitations thanks to genetic engineering. Gene editing technology known as CRISPR will be applied to create future-enhanced people with more endurance and stronger muscles. To provide children a competitive edge later in life, embryo editing will alter their genomes before they are born.

Through suppression of a natural muscle-growth inhibitor, a worldwide team of scientists has produced extremely powerful, long-lasting mics and worms, indicating the possibility of therapies for age-related or genetically related muscle degeneration.[112] The scientists suppressed NCoR1, which typically prevents the accumulation of muscular tissues, by genetically modifying the genome of these animals.

True marathon runners, the mutant mice could run longer and faster without tiring.

[112] Tweaking a gene makes muscles twice as strong: New avenue for treating muscle degeneration in people who can't exercise - https://www.sciencedaily.com/releases/2011/11/111121104509.htm

Therefore, compared to normal people, the muscle tissues in model humans may grow into far stronger muscles with higher endurance time in the absence of the inhibitor. This procedure would result in increased muscle mass or the percentage of enhanced human body's muscles intended for energy bursts, which has great potential benefits for mankind. With endurance sports like cycling or long-distance running, these enhanced individuals would go farther and longer before becoming exhausted.

There are tons of instances when technology has enhanced people's natural or learned talents and, therefore, their lives. For example, over time, there have been biomedical treatments meant to restore impaired abilities like hearing, eyesight, or movement. In research, rabbits' eyes were genetically modified to detect fluorescent light that was produced over their natural limit frequency in the 800 – 950 nm range of electromagnetic wave energies.[113] Any success stories indicate the fact that comparable methods will ultimately become accessible, providing enhanced humans with vision capabilities beyond what we can now imagine.

Enhanced human vision across the visible light spectrum will be attainable with genetic engineering. Improvement of the limitation of a natural vision of the human species is known as human enhancement. Humans will either be improved or changed via CRISPR. Through different gene editing techniques, such as the CRISPR-Cas9 system, genes regulating light sensitivity can be artificially added or modified so that newly born people would acquire the capacity to not only perceive additional frequencies but also gain new insight by seeing what was previously invisible for them: an entire world outside our visible color spectral.
Aspects of the model human body will be improved via genetic engineering and artificial intelligence, for instance:

- Developing their eyes to perceive infrared, UV, and night vision,
- Furthermore, improvement will be their ability to hear at higher frequencies.
- Better taste is another possibility.
- Hence providing superior sensory perception.

Like everyone else, we didn't pick our looks, and it's unjust that some people like Shrek and others like Henry Cavill. Worse, according to research, handsome individuals are not just more likely to

[113] Rabbit eye exposure to broad-spectrum fluorescent light - https://pubmed.ncbi.nlm.nih.gov/6318510/

have higher-paying employment - they are also regarded as having more favorable personality attributions. Evening the odds is possible with genetic engineering.
The face of an individual is understood to be shaped in part by inherited genes. Genome-wide association studies (GWAS) have looked into the relationship between normal facial variation and millions of single nucleotide polymorphisms (SNPs) and have identified or estimated many factors, including ancestry, sex, eye/hair color, and unique facial features (such as the shape of the chin, cheeks, eyes, forehead, lips, and nose) using an individual's genetic data.[114]

Short DNA sequences called genetic enhancers will be employed to regulate gene activity in the developing embryo. These sequences function as basically protein docking sites, which by different means "enhance" the expression of their target genes. From various places on the genome, many enhancers can control the same gene. The degree of activation of a gene for very attractive traits in an embryo will vary depending on variations in any of its enhancers.

As extreme environmental circumstances worsen, people may have to live in a world to which we are not suited. Should genes that directly affect our capacity to survive in a changing climate be identified, would it be morally wrong to alter the human genome to improve our capacity to adjust to this new environment? I think not!

Advances in genome editing, the technique of precisely adding, deleting, and changing DNA and RNA, will make it possible for improved people to resist harsh climatic circumstances.
Utilizing more human-relevant in vitro assays (based on both human and animal cells), genome editing technologies like CRISPR/Cas9, TALENs, and two and zinc finger nucleases are becoming available to screen the toxicity of environmental contaminants and better determine the health effects of environmental exposures.

These techniques will alter the human DNA to increase the capacity of the model human to survive in a changing environment. When a certain gene mediates a harmful impact on a cell, genome editing can assess such situations. The removal of that gene by researchers using genome editing techniques will make people resistant to these harsh climatic conditions.

Now, I know what you're thinking. If people (embryos) have to be genetically edited and AI edited to become model humans, what will happen to individuals already present in society who cannot be

[114] Genome-wide association study of facial morphology reveals novel associations with FREM1 and PARK2 - https://pubmed.ncbi.nlm.nih.gov/28441456/

genetically edited, the old population? Would they be allowed to mate with the new population, the enhanced people?

So, based on the criteria for the model human, some people will be more models than others. Individuals who pass through the embryo editing phase will be more model humans because AI-editing can be everyone, but gene editing can only be embryos - thus, new babies will be born as full model humans.

People who cannot undergo the genetics or AI editing process due to factors such as age or other complexities will live their lives normally. The old population will definitely be less model (IQ 100 is nothing; they are immoral and uneducated).

Laws will be set up and enforced to prevent the old population from having babies with this model humans. They can have sex but cannot have babies naturally, only via artificial insemination - embryo editing. And if they want to have babies naturally, law enforcement will take action. Overcoming typical human abilities and constraints and converting to a nearly "perfect" form, a model form, has been a part of civilization history, spanning from philosophy to the arts and religion. Increasing human condition and health has always been the motivation behind innovation and biological advancements. Writing about purposeful modifications to the human germline, bioethicists typically allude to more general ideas like making humans taller, smarter, or longer-lived rather than modifying particular genes.
It is not convincing to argue that gene editing is morally wrong since it enhances the human ability to adapt to difficult environmental conditions, extends longevity, increases IQ, and makes one more resistant to hereditary disorders. Enhancement is not only ethically justifiable but also morally required.

Should we not employ gene editing to improve (i.e., change, with the intention of enhancing) our capacity to operate in the world in addition to preventing major genetic diseases? Shouldn't human beings be improved to become more disease-resistant? Can't parents choose to employ gene editing for the benefit of their kids and the next generations? Should we continue to live as flawed individuals?

I leave you with these questions!

REVOLUTION IN FORMAL-EDUCATIONAL SYSTEM

Any society's foundation is its educational system, which shapes both the future of people and the country as whole. Still, the situation of education now is a hot issue for debate all around.
Every kid receives the same set curriculum from their schools, which also administer standardized examinations to identify which pupils would be most suited to absorb that material. Students that score below average suffer in the process while seeking to land decent colleges and high-skill employment. Schools are meant to categorize kids, hence they neglect to develop children as unique people. Instead than teaching every pupil to enable them to realize their own potential, as it is presumably intended to be done. Furthermore there is hardly any independence; you cannot create your own timetable; tests and pointless homework abound.

Based on the known fact that "general intelligence" exists such as IQ, (as already discussed in previous chapters), our educational system is a seriously defective sorting process. Standardized examinations are used as we know that kids who excel in rapidly solving arithmetic problems or logically reasoning through riddles are often "smarter" than others. In other words, they will be more adept in addressing all kinds of challenges than their less "gifted" students. We average out pupils' many talents into one-dimensional ratings that purportedly reflect their general intellect instead of evaluating them based on individual ability. Hence, neglecting the less smart children. The system puts a lot of pressure on youngsters, which most of them are not even able to develop their creative abilities or a passion for anything. Only if you choose to be a factory worker will these conditions be advantageous for you. Nothing else. Early American manufacturers around the beginning of the 20th century wanted to find qualified candidates who would eventually be plant managers, hence this concept originated there. It soon extended to developed countries all around. Students that perform very well on tests are typically only engaged in school-related activities and academics. Furthermore, those engaged in activities of their own interest just don't give a concern about academics producing rather poor marks. Most countries’ educational system; the US for example - only values marks, which discourages kids who think creatively and beyond the box. Educational inequality persists even with best attempts to provide access. Significant differences in educational results can arise from socioeconomic inequalities, uneven access to quality resources, and the digital divide. However, when this system of improving people takes place, there would be no disparities, different scores in the educational system, everything would be more than fast and seamless.

More time will be available for students to pursue their interest thanks to this transformed method, therefore lowering the prevalence of poor education.

Our culture has a fairly simplified list of aspirations; most of them want children to be attorneys, physicians, engineers, and earners of a ton of money. Most of them wouldn't even know what a software developer of a UI/UX designer is, hence they would steer their children away from working on anything different.

More innovative, competent, and logical the individuals seated at the top of the educational system choosing what should be included into the curriculum should be less than 60% of scientific and math instructors in Georgia and Saudi Arabia had official training in their disciplines. 15% of primary and secondary school teachers worldwide lack the minimum essential qualification to teach,[115] even after training. The system should be fit for the next generations.

CRITICISMS OF THE CURRENT EDUCATIONAL SYSTEM

The main criticisms of the current educational system are multifaceted and stem from various perspectives, including students, parents, educators, and policymakers. Here are some of the key criticisms:

STANDARDIZED TESTING:

Overemphasis:

Critics argue that there is too much focus on standardized testing, which can lead to teaching to the test rather than fostering a deeper understanding of the material.

Often linked to significant events like graduation and school financing are standardized test results. High-stakes tests of this kind might cause students great anxiety and compromise their performance. These examinations ignore children who learn and show academic ability in unique ways. For instance, a kid who finds it difficult to respond on a multiple-choice grammar or punctuation multiple-choice question might be a great writer.

These standardized assessments contribute to the attitude of "teach to the test," in which the teachers concentrate more on preparing the test than on giving the pupils a more general knowledge of the subject matter, therefore narrowing the emphasis on the topic. These test questions also fail to evaluate a student's higher-level thinking ability, hence teachers might be tempted to "teach-to-the-test" instead of emphasizing the particular requirements of the kids in their classroom. Additionally

[115] Global report on teachers: addressing teacher shortages and transforming the profession - https://unesdoc.unesco.org/ark:/48223/pf0000388832

written in ways that kids without particular life experiences cannot grasp are test questions. This results in an unfair system because some pupils are punished at no fault of their own while others are rewarded for their capacity to grasp the background of a topic.

Narrow Assessment:
Standardized tests often fail to capture a student's creativity, critical thinking, and practical skills, offering a limited view of their abilities. Standardized test scores are being given so much weight, so instructors are spending more and more time "teaching to the test." There really isn't any motivation to cover anything if it is fascinating, captivating, helpful, or otherwise advantageous for the growth of a student's perspective of the world but it is not going on the standardized exam. Most of classroom time, instead, is either exam preparation or test taking, therefore excluding the opportunity for learning anything fresh or significant.

Standardized examinations mostly focus on memorizing skills, hence they often overlook the important components of learning including critical thinking, creativity, and problem solving. Standardized examinations have little respect for originality. A student who answers creatively in the margins of such a test doesn't understand that a human person won't even notice this creative response; that machines assess these examinations, and a creative response that deviates from the format is an incorrect response.

"Education is not the learning of facts but the training of the mind to think," noted renowned scientist Albert Einstein once said. One student's learning style may not be applicable to another. One student's perspective on a topic could be quite different from that of the one next to him. Innovation or thinking beyond the box is one fundamental focus of schooling. But when pupils have only four choices—A, B, C, or D—how can they accomplish that?

ONE-SIZE-FITS-ALL APPROACH

Lack of Personalization:
The current system is often criticized for not accommodating different learning styles, paces, and interests. This can lead to disengagement and underachievement among students who do not fit the traditional mold.

Long lectures and numerous reading assignments define the conventional path of learning and can rapidly become boring and uninteresting for pupils. Academic boredom, a well-documented

problem caused by a lack of participation in conventional education approaches, results.[116] This boredom might cause poor academic achievement and lower drive.

With a predetermined curriculum and rigorous timetables, the conventional approach of learning in a classroom may sometimes be constrictive and rigid. This prevents tailored instruction or the chance for students to investigate topics of interest outside of the required course of study. Analogous to this, conventional teaching approaches ignore the unique requirements and capacities of pupils. Every kid has a different learning style and speed; a one-size-fits-all approach cannot handle these variances.

Although the conventional method of education has helped us in the past, it is not enough for the always changing demands of modern pupils. We have to welcome fresh approaches that fit the several learning styles and skill set of this generation.

Insufficient support for diverse needs:

Students with special needs, gifted students, and those with different cultural or linguistic backgrounds may not receive the tailored support they require. Insufficient resources like digital textbooks, specialized teaching materials, qualified staff, and assistive technology expose gaps in helping students with various learning requirements. Individual assistance plans cannot be implemented as skilled individuals like therapists and special education teachers are in scarce supply.

Preference and discrimination directed at children with impairments are still evident as we all know. Children can face prejudice in daily life that affects family and educators as well. Additionally teachers have been observed as discriminating against pupils with impairments. It thus becomes more challenging for our present educational system to be effective.

OUTDATED CURRICULUM

Irrelevance:

Some argue that the curriculum does not keep pace with the rapidly changing world, particularly in areas like technology, critical thinking, and life skills. According to the Strada Education Foundation, 34% of students feel their colleges are not getting them ready for success in the workforce.[117] To pass the existing system implies being able to bring in assignments and pass tests

[116] Academic boredom among students in higher education: A mixed-methods exploration of characteristics, contributors and consequences - https://www.tandfonline.com/doi/abs/10.1080/0309877x.2016.1159292

[117] New Survey Reveals Crisis of Confidence in Workforce Readiness Among College Students - https://stradaeducation.org/press-release/new-survey-reveals-crisis-of-confidence-in-workforce-readiness-among-

which show limited space for uniqueness. Moreover, completing required exams does not ensure that pupils have useful applicability in the workforce or society.

Designed from the manufacturing models of the nineteenth and twentieth centuries, our present educational system was meant to produce workers. The twenty-first century calls for reevaluation of this. Think about the significant changes our society has seen over the past thirty years and how they have shaped our present teaching approach. The world of 2044 will be very different again from that of present day. Our educational system must change with the times as the world is doing. Many of the lessons taught in our present educational system may be googled or are not applicable to students' life now. For most occupations, memorizing the formula for computing a circle's circumference has minimal relevance; if necessary, this may be searched. Thinking must thus take front stage in our curriculum instead of memorizing facts to be lost the day after the test.

Lack of practical skills:

There is a growing call for more emphasis on practical skills such as financial literacy, digital literacy, and vocational training.

The foundation of both personal and society growth is education, hence its efficacy mostly relies on how well it equip people for demands of the outside world. With students spending a lot of time reading textbooks, going to lectures, and remembering data, our present educational system has been mostly oriented on theoretical training. Although academic knowledge is clearly valuable, it sometimes falls short in giving students the practical abilities required to succeed in their chosen professions. This conventional method does not actively involve pupils, therefore reducing their capacity to acquire critical thinking, problem-solving, and collaborative skills—qualities absolutely vital for their future success.

TEACHER ISSUES

Underpaid and overworked:

Morally degraded, underpaid and overworked by obligations? Is this the reality teachers live with? The administration seems to have neglected addressing the fundamental burden on teachers and school leaders in our system of education.

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college-students/

Teachers are often underpaid and overworked, leading to burnout and a high turnover rate. This affects the quality of education and student outcomes. This problem is not only affecting teachers life but also their kids who are lacking sufficient direction and attention. Burnout in teachers results from this situation. Particularly in disciplines like math, students under teachers with great anxiety may perform poorly academically and might grow to have unfavorable attitudes and actions. More and more posts go empty when instructors resign from their employment because of exhaustion. Those who have stayed in their positions have to make up for the absent teachers and non-teaching staff members. Their burden isn't lightening at the same time, and pay isn't rising either. Burnout is rising and more and more instructors intend to leave—which makes sense.

Professional development:

There is a perceived lack of ongoing professional development and support for teachers to adapt to new teaching methods and technologies. Using contemporary teaching strategies presents various difficulties for educators. Lack of funds and resources often makes it challenging to obtain and include new technology. These technical developments also provide difficulties that compromise instructors' capacity for instruction. These difficulties lead instructors to oppose the use of technology into their classes.

A high learning curve results from some teachers lacking sufficient knowledge of these approaches or training. Furthermore a major obstacle is opposition to change, from teachers used to conventional techniques who could be dubious of new ideas.

EQUITY AND ACCESS

Socioeconomic Disparities:

The quality of education can vary significantly based on geographic location and socioeconomic status, leading to a wide achievement gap.

One of the unresolved problems in educational research is educational success and how it relates with socioeconomic background. Higher socioeconomic background individuals typically have better access to educational resources including quality schools, tutoring, books, and technology, which can help to contribute to improved academic performance.[118]

[118] Mechanisms linking socioeconomic status and academic achievement in early childhood: Cognitive stimulation and language - https://pubmed.ncbi.nlm.nih.gov/33986564/

Results imply that students who live further from universities suffer in terms of performance and course or program completion.[119] Furthermore affecting study decisions, including degree and subject of study, is distance to study institutions. Higher education institutions have to think about how best to distribute resources geographically and improve access for individuals from rural, remote, and/or metropolitan backgrounds. Policymakers should give location top importance in enhancing access and correcting disparities in higher education.

Resource allocation:

Schools in affluent areas often have more resources, better facilities, and more extracurricular opportunities compared to those in underfunded areas. These differences are too often considered as unavoidable and the difficulties insurmountable. More investments are said to be wasteful rather than required. Still, the educational possibilities given to students in high poverty schools clearly lack something.

Students from high poverty schools have fewer experienced teachers, less access to high level science, math, and advanced placement courses, and lower levels of state and municipal funding on instructors and instructional resources. Unquestionably, this inequality has a significant impact on public education. Low-income families typically require assistance to pay for private education; areas experiencing financial difficulties imply additional resources are needed for their public schools.

These inequalities influence our present educational system in several aspects. Still, it is sometimes disregarded how much inequality affects access to and quality of education. From institutional and socioeconomic obstacles to financing differences, inequality affects learning in many different ways. This can lead to a depressing cycle that never stops: the underprivileged find it far more difficult to achieve academically or professionally as they lack equal educational possibilities compared to richer colleagues.

MENTAL HEALTH:

Stress and anxiety/Bullying and social Issues:

The pressure to perform well academically can lead to high levels of stress and anxiety among students. The system is often criticized for not addressing mental health issues adequately.

[119] The Role of Environmental and Geographical Factors in the Education Process - https://jws.rivierapublishing.id/index.php/jws/article/view/492

Issues such as bullying, peer pressure, and social isolation are prevalent in many schools, affecting students' overall well-being and academic performance.

Although education clearly helps all teenagers and young adults, attending classes in our present educational system also carries certain unavoidable hazards. School presents chances for bullying, peer pressure, self-esteem problems, and naturally academic stress, for instance. Many children and teenagers who attend school also identify with learning challenges.

Although education in this system by itself does not lead to mental disease among young people, parents should be aware that some school-related events might start a mental health issue in their children. For instance, among the main causes of mental health issues among students is academic stress. Teenagers and young adults under more pressure than ever to attend college, engage in extracurricular activities, perform in their classes, pass universal, standardized examinations. Stated differently, some students feel they must strike a balance and achieve in all. This is felt by many different student groups regardless of their background, financial level, or degree of learning ability.

ROTE LEARNING VS. CRITICAL THINKING

Memorization over understanding:

The system is often criticized for emphasizing rote memorization over critical thinking and problem-solving skills. This approach can hinder students' ability to apply knowledge in real-world situations.

Encouragement of critical thinking abilities is one area where educational institutions frequently fall short. Rather than pushing pupils to think critically and examine difficult issues, many conventional teaching strategies center on rote memorization and expelling the exact material given to students. For school children, rote memorizing influences their critical thinking.

In the earlier days, memorizing is what we did. The students are evaluated by annual tests; whomever performs rote memory and writes effectively on these tests will receive good grades. Those who cannot memorize effectively and copy what the textbook contains will either pass with poor grades or fail. Students were taught to learn so much that they would not know what they were memorizing. The educational system reflects the contentment of the teachers and treats the pupils as ordinary learners. In the classroom or outside, they are urged to absorb facts passively without thinking.

Rote learning gives memory of facts or details top priority over knowledge of ideas or use of critical thinking techniques. Although memorizing facts might be helpful in some situations, depending too much on this method could cause children to lose capacity for critical thinking or problem-solving. Particularly when it entails learning material repeatedly until it is committed to memory, the time needed to memorize significant volumes of information in a short period can be taxing and cause worry.

PARENTAL INVOLVEMENT

Insufficient engagement:

There is often a lack of meaningful parental involvement in the education process, which can impact student success and motivation.

Teachers usually pay more attention to official actions of parental participation started by the institution than on parenting. Common ways of parental participation advocated by schools are parent conferences, school events and activities, and contact with instructors. Schools can also urge parents to provide their time for voluntary work.

Insufficient parental participation in children's academic process under our present educational system might be connected with kids' poor attitudes, low performance and ineffective learning process. Furthermore, parents often assign the children's education solely to the school; hence, their perspective results in low emotional and physical support for their academic life, which could show demotivation, lack of autonomous learning, attention deficit and other issues affecting their way of learning.

Communication barriers:

Schools and parents sometimes struggle with effective communication, leading to misunderstandings and a lack of collaboration in supporting student learning. Children who get support for their learning both at home and in the classroom are free to reach their greatest potential. However, effective communication is hampered in schools by a number of obstacles that impede information flow and cause misinterpretation.

Effective contact with every parent in schools is rather difficult, especially considering the aging of the children. Schools have said they consider it an onerous chore when parents and teachers communicate. Many parents just ignore school requests, therefore communications never show up, school staff members have to work extra hard to reach through, and parents become agitated.

Parents are kept physically distant from the classroom. Youngsters begin to walk independently to school or at least ask their parents to keep off the playground to save humiliating them with friends! They are thus deprived of the advantages of parents engaged in their education all the while.
Both favorably and adversely, teachers' interactions with parents greatly affect how successfully the parents interact with their children at the institution. Effective parent communication, however, can present difficulties for educational settings.

These criticisms highlight the need for a more flexible, inclusive, and holistic approach to education that prepares students for the complexities of modern life. Here are additional criticisms of the current educational system, elaborating further on various aspects and perspectives:

TECHNOLOGICAL INTEGRATION

Unequal access:

There is a digital divide where some students need more access to technology and the internet, which can hinder their learning and widen the achievement gap.

The digital gap is the difference between those who possess the tools, knowledge, and skills necessary to employ technology and those who do not. It can exist between people living in rural and urban regions, between the learned and uneducated, between economic strata, and on a global level between more and less industrially developed entities.

While all college students today are recommended to have digital literacy and computer abilities, the disparity means that minorities or underprivileged kids from low-income backgrounds may not be competitive candidates or be accepted into college with inadequate technological skills. Lack of technology knowledge might make it even for college pupils to finish their education. Access to information and communication technology (ICT) differs greatly worldwide.

This difference is caused by parents' lack of funds to buy technological resources. Another aspect of the digital divide is the unequal distribution of government-owned technology resources, including broadband and telecommunication, which would give urban, suburban, and rural schools equal opportunities to apply instructional technologies in their classrooms and across their curricula.

Outdated Methods:

Some schools need to integrate new technologies and innovative teaching methods faster, leaving students unprepared for a tech-driven world.

For over a century, technology-assisted learning has been pushed as a creative teaching tool because it can improve instruction and students' learning environment, thereby improving student learning accomplishment. Technology can also help to offset shortages of classroom conveniences. For instance, basic, non-commercial Learning Management Systems (LMS) available on smartphones, including Google Classroom, can somewhat replace projectors and computer laboratories. As such, technology-assisted learning is progressively becoming quite crucial for schooling.

The slow incorporation of these technological developments leaves pupils unprepared for a tech-driven society, even if technology significantly helps learning and teaching. Issues involving schools, instructors, and students themselves complicate technological integration. Though each of these three stakeholders may compromise the use of technology in rural schools, certain issues cross over between them.

Bureaucratic obstacles, antiquated rules, and administrative reluctance to change, as well as the budgetary restrictions experienced by educational institutions, often hinder the smooth implementation of these technical developments.

BUREAUCRACY AND ADMINISTRATIVE BURDEN

Red tape:

Excessive bureaucracy and administrative tasks can stifle creativity and innovation in teaching. Educators often spend a significant amount of time on paperwork and compliance, detracting from time spent on teaching and interacting with students.

According to a University of Sydney poll,[120] most instructors (91%) said administrative duties interfered with their main work. According to the greatest state-wide poll of teachers carried out by University of Sydney academics, an overwhelming majority of NSW public school teachers (89 percent) think that high staff workload limits their ability to keep delivering excellent instruction. Non-teaching chores including administration and accountability requirements have burdened teachers with distractions from their primary role. Teachers claim they have to work even longer hours to guarantee they meet the learning needs of students in their classrooms since they are spending so much time gathering and reporting data.

Rigid structures:

[120] Teachers call for reduction in administration according to survey - https://www.sentral.com.au/about-us/sentral-news/teachers-call-reduction-administration-according-survey

The inflexibility of educational systems can make it difficult to implement necessary changes or adopt new approaches quickly.

Our current educational system asks teachers to agree on criteria, distribute teaching plans, then get back together to break out the data. This form of professional cooperation is standard in many fields and makes logical for schooling as well. The issue is that many learning environments unintentionally combine instructional design techniques across classrooms and teachers until they are virtually identical.

The educational process should be a supportive environment encouraging creative expression and original ideas. Many pupils, sadly, are subjected to this cruel types of standardized testing that stifles our uniqueness and originality.

FUNDING ISSUES

Inequitable funding/Insufficient investment:

Funding for schools is often based on local property taxes, leading to disparities between wealthy and impoverished areas. Also, there is not enough investment in the schools, leading to under-resourced schools, larger class sizes, and outdated materials. This can result in significant differences in the quality of education provided.

With some federal government payments to cover their facilities expenses, public schools all over rely largely on state and local financial sources. These state and municipal financing sources mostly rely on general obligation bonds (GO bonds), which are repaid using local property taxes to generate income. This raises questions regarding the allocation of school funding for buildings depending on differences in local property wealth.

Funding for school facilities differs greatly between districts; these variations are mostly caused by variations in property wealth between districts. Usually, property taxes provide a significant amount of the money school systems get. Should the companies and homes be first-rate, the school will most likely be properly supported. These areas also usually have involved parents, more driven children, and better instructors. Property taxes will provide less money for underdeveloped areas. Local property taxes are essential for funding, therefore we find such notable variations in schooling in rich and poor areas. Funding public elementary and secondary schools absorbs about half of the property taxes paid.

Many underprivileged families suffer greatly and receive an unfair education from the concentration of children in high poverty schools. The accomplishment difference between the rich and the poor is really significant and is only getting more so. Rich neighborhoods have more property worth, so even with the same tax rate as other areas, tax income is also more.

COLLEGE AND CAREER READINESS

Mismatch with workforce needs:

There is a growing concern that the education system needs to adequately prepare students for the modern workforce, particularly in fields requiring technical and vocational skills. One of the difficulties for our educational system is ensuring that we provide pupils with the tools they need to create successful professions in important fields such as science, engineering, and computing—which our economy depends on more and more. However, the present educational system does not allow these young people to acquire the technical skills required to land the employment of their choice.

For thirty years, we have persuaded ourselves that education should only focus on academic issues and that we should not require vocational training. Although there is a great need for well-trained people in many fields, low quality and lack of evolution of their vocational and educational training drive many skilled workers into unskilled occupations, affecting the unemployment rate.

Critics of vocational education point out that it costs money and wastes students' valuable time. This perspective leads many pupils to graduate from high school but need more information and abilities to join the employment markets.

Overemphasis on college:

Focusing on college as the primary path to success can undermine the value of vocational training and alternative career paths. Although both choices provide first-rate instruction and equip students for their careers, each presents a somewhat distinct learning and homework style.

Families and high schools should not primarily push pupils to a four-year college following high school as their choice. Although they have a bad image as "less prestigious," vocational schools are a choice that puts students with more prospects of work earning a fair living and less danger of entering student debt.

Trade schools, often known as vocational colleges, provide a range of professions free from student commitment to a four-year university. These cover building, carpentry, metalwork, cybersecurity, culinary arts, law enforcement, etc. Unlike a conventional college, vocational institutions often stress practical experience and on-the-job training akin to an apprenticeship. Less homework depending on the employment, but the training and learning might be as rigorous as obtaining an undergraduate degree.

Learning and concentrating on a particular profession allows students to immerse themselves in the craft, enabling an interesting career in a related sector. The present educational system will discover unmatched benefits from vocational education training as it acknowledges the need for this kind of learning.

Lack of inclusivity

The curriculum often fails to reflect the diverse cultural backgrounds of students. This can lead to a sense of alienation and disengagement among students from minority backgrounds.

Experts in teaching and learning have underlined the need of cultural responsiveness in creating interesting learning opportunities for pupils. Exposing courses reflecting complicated diversity in topic matter, characteristics, and authorship helps every learner. But in our existing educational system, a consistent absence of real varied representation in schools still influences how pupils learn.

There has been plenty of opposition despite attempts on the side of teachers and activists to diversify curriculum and authorship and enhance representation in recent years via school library audits, publisher partnership, and pushback on book bans. Usually, the curriculum does not adequately represent the diverse cultural backgrounds of the pupils.

One-sided narratives offering a single, historical narrative dominated curricula. While promoting empathy and connection with other cultures and ethnicity, the school curricula frequently employ vocabulary and tone that denigrated and dehumanized other ethnicity including black, Indigenous and characters of color. Every students should find representation in literature and authors who write for them as well as in the books they study reflecting them.

STUDENT ENGAGEMENT AND MOTIVATION

Boredom and disengagement:

Student boredom affects parents everywhere and educational institutions. Although disengagement is generally associated with boredom, its impact is more noticeable as students' progress through their academic path. Older students usually lose drive and enthusiasm for their education, which can lead to many issues. The traditional classroom setup and teaching methods can lead to boredom and disengagement. Many students do not find the material relevant or engaging, impacting their learning motivation.

Students might require more diversified teaching strategies as they advance through schooling. Memorizing and listening to traditional lectures can cause one to become indifferent and bored. One may find excessive pressure to excel. As children begin to view their school as a burden rather than an opportunity, it can cause disengagement from learning and growing disinterest.

Because bored pupils are less likely to concentrate on their jobs and more likely to be distracted, boredom can cause mistakes, negative occurrences, and lower production.

Lack of Autonomy:

Students often need more say in their educational journey, which can lead to a lack of ownership and motivation. Providing more choices and opportunities for self-directed learning can address this issue.

Whatever the objective worth of education and learning, pupils will not be driven to put in the effort if they do not appreciate it. On the other hand, students will be more inclined to appreciate courses and, therefore, more driven to spend time and effort if they can clearly identify how they relate to their objectives, interests, and worries.

Students should be able to consider their educational path and what events are crucial in igniting their interest and motivating their drive to study. This, in turn, affects their degree of involvement, attention, and active participation in learning activities.

Curiosity, excitement, and immersion in the topic define students' great connection and dedication to studying. This helps kids feel responsible for their academic path.

ACCOUNTABILITY AND EVALUATION

Flawed evaluation systems

Teacher and school evaluations are often based heavily on student test scores, which may not accurately reflect teaching quality or student learning. Determining teachers' careers based on student performance dramatically increases the incentives to teach to the test and shrink the curriculum. Teachers may also avoid kids whose grades are more difficult to boost.
Faculty teaching effectiveness is assessed in higher education using anonymous student evaluation of teaching (SET) evaluations, which also guide high-stakes choices including hiring, firing, promotion, merit pay, and teaching awards. But basing teacher assessments on insufficient standardized testing is sure to produce faulty assessments.

SET scores could be biased by gender, color, etc.; they have no association with real student learning and are connected with elements outside the control of the particular teacher (class size, electivity of the class, subject matter of the class). Looking back, this shouldn't especially surprise us. SET scores represent a mix of how much a student loves an instructor and how much a student believes they are learning. Neither of those elements really reflect the knowledge a student actually acquired.[121]

For years, experts have cautioned against basing major personnel decisions on student evaluations of education alone. On many campuses, SETs still play a significant role in these procedures nevertheless as they are quite cheap and simple than other ways of evaluating instructional effectiveness. Furthermore, these teachers are disproportionately recruited and fired depending on student comments as schools spend comparatively little time and few resources in their adjunct faculty members.

Short-term focus
The pressure to achieve immediate results can lead to short-term planning and initiatives, rather than long-term strategies that foster deep learning and growth.

Encouragement of long-term plans will help educators to have more time for more thorough education. People have learned an amazing lot during the past century. Given knowledge is expanding quickly in the STEM sectors, where career prospects are still abundant, it makes logical that we now have to spend more time teaching youngsters.

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121 **Student evaluations of teaching (mostly) do not measure teaching effectiveness** - https://www.scienceopen.com/hosted-document?doi=10.14293/S2199-1006.1.SOR-EDU.AETBZC.v1

But the drive to reach this outcome might cause short-term planning that ignores thorough techniques meant to keep advancement over years,

EARLY CHILDHOOD EDUCATION

Inadequate early education:

There is often insufficient emphasis on the importance of early childhood education, which is critical for cognitive and social development. Quality preschool programs are not universally accessible.

One of the traits of our shared human identity is the great curiosity and want to learn young toddlers have. However, access to high-quality early childhood schooling that supports this potential is hampered by several challenges, leaving too many children behind before their official schooling starts, therefore restricting their future achievement.

Offering high-quality early learning possibilities depends on having enough resources—in terms of materials as well as educated teachers. Unfortunately, early childhood education quality differs as it is challenging in many locations to guarantee that every kid has fair access to these programs. Early childhood education's value is in its effect on a child's social, cognitive, and emotional growth. Studies show that top-notch early childhood education provided by experts like preschool instructors can have a variety of long-term effects including enhanced classroom performance and school preparedness.

Notwithstanding these advantages, Early Childhood Care and Education (ECCE) may exclude underprivileged populations and generally has poor priority in educational policy and expenditure. ECCE's vulnerability stems from much of it being privately sponsored. Including early childhood care in the extension of educational rights would greatly affect children's developmental results. Still, it suffers major obstacles like underfunding, inconsistent rules, and inadequate data. With world median pre-primary education at barely 0.4% of GDP, real investment in ECCE remains low despite appeals for more financing.

Preparation for school:

Many children get into kindergarten without the fundamental abilities required, which can cause years of setback later. Compared to a 45% likelihood if the child is not ready for school, there is an

82% chance that a child entering kindergarten ready for education would master fundamental abilities by age 11.[122]

Deborah Gross, a mental health and psychiatric nursing professor at Johns Hopkins University in Baltimore, conducted a study including more than 9,000 public school pupils in Baltimore who were tracked from kindergarten through fourth grade. Those who started kindergarten behind in social-behavioral development were up to 80 percent more likely to be held back in the fourth grade, according to the study. The study also revealed that children who were not ready for kindergarten were up to 80 percent more likely to need specialized services and assistance. The study also found that children who started kindergarten behind in their development were up to seven times more likely to be suspended or expelled.[123]

Early childhood education is vital as academic performance is fundamental to learning and long-term success and generally has links with improved social, economic, and health outcomes which helps the greater society. But poverty and exposure to negative childhood events lower the likelihood of children arriving in kindergarten socially-behaviorally prepared to learn.

EXTRACURRICULAR ACTIVITIES

Neglect of extracurriculars

Even in things like the degrees of curiosity among students or the chance that kids would get enthused about STEM jobs, participation in extracurricular activities may help schools in crucial areas—academic achievement, conduct, attendance, student and parent satisfaction. Although, schools often prioritize academics at the expense of extracurricular activities, which are crucial for well-rounded development, including social skills, teamwork, and leadership. Schools have to acknowledge the great mutual reliance between academics and extracurricular activities.
Children who volunteer, engage in cultural events, travel overseas, and participate in sports can communicate with classmates and teachers, therefore enhancing their communication abilities and confidence.

Apart from that, extracurricular activities enable pupils to interact with their surroundings, therefore fostering the development of skill, creativity, and possible expansion.

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[122] Child Care and the Benefits for our Kids - https://www.firststepskent.org/articles/child-care-and-the-benefits-for-our-kids

[123] Kindergarten readiness a barometer for long-term success, study finds
Social-behavioral setbacks at young age can predict later obstacles - https://hub.jhu.edu/2016/03/25/jhu-nursing-study-kindergarten-readiness/

Students that engage in extracurricular activities choose useful talents that will benefit their academic achievements. However, several colleges now consider extracurricular activities as consuming a lot of time and usually needing financial investment that would be better suited for emphasizing academics.

Funding cuts

Extracurricular activities are generally the first to go when it comes time to slash the school budget. Budget constraints frequently lead to cuts in arts, music, sports, and other extracurricular programs, limiting students' opportunities to explore diverse interests and talents.

A student's whole development is shaped in great part by extracurricular activities. These events provide students chances to pursue their hobbies, pick up fresh abilities, and improve their emotional and social life. But as budget constraints in schools all throughout the US rise, extracurricular activities have started to be targets for cost-cutting strategies. This has had a notable effect on kids' access to and caliber of extracurricular activities.

Cutbacks in budgets have one of the most important effects on extracurricular activities funding. Funding for sports teams, clubs, music programs, and other extracurricular activities is being cut back upon in schools. Students thus have less chances to engage in these events, and lack of resources might compromise the caliber of the programs.

Students will not only investigate various activities but also be able to experience diversity working with their peers. Children who engage in extracurricular activities learn skills they will need in both higher education and the workplace: better organization and autonomous time management.

HEALTH AND NUTRITION

Poor nutrition

Many schools provide unhealthy food options, which can negatively affect students' physical health and academic performance.

Of course, pupils' performance in the classroom is much influenced by diet. Research on nutritional deficits in vitamins and minerals like zinc, vitamin B, Omega-3 fatty acids, and various proteins has indicated that a child's cognition suffers.[124] Moreover, diets heavy in trans and saturated fats might

[124] The Effects of Nutritional Interventions on the Cognitive Development of Preschool-Age Children: A Systematic Review - https://pubmed.ncbi.nlm.nih.gov/35276891/

compromise the student's capacity to study at a speed commensurate with other pupils who do not run across similar nutritional deficits. Children who get the correct nutrition for their developing bodies can keep their psychological well-being.

Poorly nourished students are more prone to fall sick, so they will miss more days. This starts a snowball effect whereby kids will eventually lag behind their peers and miss vital lessons and learning chances. They might also discover they have little energy and struggle to focus even in class.

Schools might decide to contract with different nutritional quality commercial businesses to make their school meals.

Physical activity

There is often insufficient emphasis on physical education and activity, contributing to rising rates of childhood obesity and related health issues.

Has anybody really looked at the startling rise in rate of obesity in our culture over the past many decades or are we truly focused on raising literacy and mathematics levels so greatly that this just gets off to the back-burner? Most school policies and initiatives are not in favor of physical education in particular or physical exercise throughout the school day. Given that 76.8% of young people do not fulfill the daily physical activity requirements and 30.4% are overweight or obese, The youngsters might be really intelligent, but without their health, teachers run a lot of other issues that could cause time off from work, burnout, and unneeded consequences down the road and far in the future of these children.

Governments and educational institutions must be more alert and eliminate unhealthy school meals; else, we might be not only fighting hunger but also aggravating the obesity epidemic. Programs of school meals free of harmful goods might help to further improve health and encourage better eating habits later in life, therefore producing better populations.

PARENTAL AND COMMUNITY INVOLVEMENT:

Community engagement:

Schools sometimes struggle to build strong partnerships with the community, which can be a valuable resource for enhancing educational experiences and support networks.

Developing and preserving school-community relationships presents a number of obstacles. Among these difficulties include time restrictions, conflict with daily classroom operations, large assignments, and limited resources. Collaboration can be hampered by territorialism— agendas set by teachers without community input—as well as misaligned views of student, family, and community need. Particularly indigenous people suffer constantly from societal injustices, systematic racism, and colonial legacy.

Dealing with Indigenous people under trying circumstances calls for a culturally sensitive approach. For professionals engaged in planning, developing, and sustaining community-facing schools, these tasks can be emotionally difficult. Among major issues are emotional labor, wellness, job satisfaction, and burnout.

Maintaining school-community relationships may be difficult and with different degrees of success despite government programs and resource packages.

Parental education:
Providing parents with resources and education to support their children's learning can be lacking, impacting student success.

Parents' lack of cognitive readiness, affective preparedness, and physical resources linked obstacles to parental engagement. Teachers are hired to overcome these seemingly impossible challenges by cognitively guiding, consistently reaching out, psychologically disarming or consoling, and deliberately attending to parents' unique circumstances, needs, or preferences.

Dealing with these challenges calls for thorough reform as well as a readiness to embrace creative ideas that give students' whole development top priority, meet their many requirements, and equip them for the future first importance. These further challenges explore other facets of the educational process:

ASSESSMENT METHODS

Limited assessment types:
Traditional assessments often rely heavily on written exams and assignments, which may not accurately reflect all students' abilities and knowledge. More diverse assessment methods, such as project-based learning and oral presentations, could provide a fuller picture of student competence.

The demand for dynamic and comprehensive assessment techniques that faithfully represent student learning and skills changes along with schooling. Conventional tests and multiple-choice questions as well as assignments lack the subtleties of personal development.

While tests provide a consistent and objective way to assess students' knowledge and skills, they cannot truly represent the depth of their knowledge, their creativity, or how they really use their material. In addition to limiting input on how students fared, exams can generate a great deal of tension and stress for them.

More individualized and complete evaluation of student learning comes from alternative assessment strategies like portfolio assessments, performance-based activities, peer and self-assessments, and capstone projects. These creative strategies improve involvement, promote critical thinking, and inspire useful knowledge application—all of which help students be better ready for success in the future. Adopting these approaches can revolutionize education by enabling instructors to more faithfully represent individual development and talents.

Formative vs. summative:
There's often a greater focus on summative assessments (end-of-term exams) rather than formative assessments (ongoing feedback), which can help guide student learning and improvement throughout the year.

Low-achieving students' self-confidence and self-esteem suffers when they take repeated practice tests. Low achievers suffer from the summative evaluation outcomes when they are more noticeable for students than for authorities or institutions. Since they are failing over time, secondary age low-achievers might act in a harsher way. For highly gifted people, it is also regarded as a restricting process.

External summative evaluations of students used to evaluate teacher and school performance might have bad effects on classroom environment. Teachers may feel great pressure to expressly "teach the test" at the cost of other curriculum aims and objectives as they believe their careers are on risk. Another factor driving in a big bang exam especially among females is anxiety, which results in widening the disparity between high and poor achievers. In summative assessment, rather than intrinsic motivation—that is, working for something people are interested in and wish to work for—the extrinsic motivation—that is, reacting to some form of reward—is pushed.

Formative assessment aims to track student learning so that teachers may give continuous comments based on it and thus help both students and teachers to grow. Usually low stakes, formative evaluations have either little or no point value.

TEACHER AUTONOMY

Curriculum constraints:

Teachers frequently have limited autonomy to adapt the curriculum to the needs and interests of their students, which can stifle creativity and responsiveness in teaching.

The builders of such life-changing experience, teachers are under more and more difficulty innovating and interacting with their pupils. Examining the present situation of the teaching profession becomes clear that a restricted autonomy to modify the curriculum is overshadowing the freedom to inspire.

Teachers strive for the flexibility to grow in their work and participate in school choices. Still, students are sometimes faced with a false dilemma between total liberty and rigorous conformity to accepted guidelines.

If teachers lacked the ability to influence results, they should never be blamed for them. In this day of workload issues, I would further add that, should they influence such results, only by assuming extra work could one also be deemed irrational.

Teachers deal with unanticipated challenges: changing curriculum expectations, varied student requirements, and administrative changes. Viewing changes as opportunities for innovation and personal development rather than as obstacles can help one to negotiate these difficulties by developing a growth mentality – this is the relationship between endurance and teacher autonomy. Encouragement of teachers to explore and take responsibility for their teaching strategies releases their ability to produce more interesting, significant learning opportunities.

Teacher autonomy should be seen as the opportunity to apply professional judgment inside the framework of educational standards and curriculum, not as unbridled independence. Teachers who embrace this balanced approach will be more responsible and successful.

Top-down policies:

Education policies are often imposed from the top down, without sufficient input from teachers, who are directly involved with students and understand their needs best.

Every child is entitled to get decent education. Every day, teachers—who are in the classroom with their students—have up-to-date knowledge regarding student success or struggle, curriculum effectiveness, and types of difficulties kids are having. Still, students may feel excluded from the debates on educational reform. Although their proposed educational policies show excellent intentions, politicians are not actually working with children and may be disconnected with what schools and teachers need to best serve their constituents.

The crazy we see in too many districts will persist as long as we let politicians and business-minded people occupy key posts, on school boards, etc. Our teachers will be under more stress, which will lead to more of a disconnection with our young people and the required outcomes of education. We have to empower our teachers if we wish real change in the hallways of learning.

CLASSROOM MANAGEMENT

Discipline issues:

Teachers often face significant challenges with classroom management and discipline, which can disrupt learning for all students. There is a need for better training and support in effective classroom management techniques.

Instruction and classroom management go hand in hand. Many instructors, however, feel inadequate to run their classrooms. Actually, both new and experienced instructors may find classroom behavior management challenging. Class sizes rise and demands rise, this fight gets increasingly challenging. It becomes much more crucial at the same time.

Though it's a fulfilling and influential career, teaching has its share of difficulties. From running classrooms to fulfilling different student requirements, teachers regularly run across challenges in their daily job.

Implementing positive discipline presents challenges for teachers who find it difficult to inculcate anticipated behavior even with a learners' code of conduct, therefore resulting in continuous student misconduct in classrooms. Of all the instructors, about half felt inadequate to run their classrooms. This figure comprises teachers with a lot of classroom experience.

Good classroom management guarantees that kids pick up the appropriate lessons. A child's academic, social, and emotional growth depends on these teachings in great measure.

Overcrowded classrooms:

Large class sizes can make it difficult for teachers to manage the classroom and provide individual attention to students, impacting the quality of education. Classroom overcrowding is the state in which a classroom is deemed crowded when the enrollment count of the school exceeds the capacity intended for it. This is expressed as a percentage of the building's designed capacity. Big classes can make it challenging for teachers to run the classroom and provide each student particular attention. Larger class sizes might aggravate the achievement gap as students with less means are less likely to get the required help and attention.

From less customized instruction to more distractions and disciplinary problems, packing classrooms full of more students than planned can compromise instructors' capacity to teach successfully and students' capacity to learn.

This can also result in a disorderly classroom where the instructor finds greater difficulty controlling. Particularly with less resources to support the additional kids, the higher number of students increases the chance of disruptive conduct and student confrontations. Teachers in packed classes can spend more time addressing behavioral problems than they would teaching—something none of them want.

LEARNING ENVIRONMENT

Physical conditions:

Many schools operate in buildings that are outdated or in poor condition, which can affect student morale and health.

A school building is more than just a structure preserved in the greatest possible shape by regular inspections, normal maintenance, and other well-done preventative work. Instead, based on studies showing a direct influence on student learning, school buildings have to offer an optimal setting for academic performance.

No student can realize their full potential in an insufficient learning environment, even if some may be innately more determined or gifted than others in particular areas. On the other hand, ideal classroom environments enable every student to flourish, independent of their particular strengths

and weaknesses. Of course, many elements lead to these conditions, including the caliber and treatment of faculty members and teachers. Beyond these less obvious factors, the structural stability, architecture, health and safety policies, etc., of a school can significantly affect student performance.

Well-maintained, structurally sound schools may make children feel appreciated and supported. In well-maintained class learning environment, well-lit, clean, large, heated and air-conditioned when needed, students are typically better able to learn and remain interested in learning; instructors are better able to perform their tasks. On the other hand, classrooms too hot, too cold, crowded, dusty, or improperly ventilated cause suffering for instructors and students alike.

Safety Concerns:
Issues such as bullying, violence, and inadequate safety measures can create a hostile learning environment, making it difficult for students to focus on their studies.

Safety is a first concern for school officials. Regulating a safe workplace is sadly more difficult now than it has ever been. Teachers stress and burnout result from disruptive and chaotic classrooms. A safe classroom is one in which students feel socially, emotionally, and physically comfortable. They are aware that kind and considerate instructors and others of their society look after their needs.

POLICY AND GOVERNANCE

Lack of innovation
Educational policies can be slow to change and may not keep pace with societal and technological advancements, leading to outdated practices.

Legislators both state and federal have struggled lately with the fact that new technologies also bring fresh challenges. For instance, the emergence of "big data" raises fresh questions regarding how educational institutions could maintain private and safe access to delicate student data. Schools also battle to get the money required to stay current with technical developments.

School systems and higher education currently confront more difficulties in preparing students for effective participation in the knowledge society given the growing significance of information and communication technologies (ICT) and the worldwide shift towards the knowledge society. This is

driving varied attempts and revisions in national policy for ICT integration into educational institutions in numerous nations.

Identifying successful tactics, creating conditions that support efficient policies, and enabling individuals to use technology to always enhance a wide spectrum of educational practices would aid nations immensely.

Although both top-down and bottom-up processes have to be included and linked, national policy may never be ahead of innovation at the grassroots level as the rate of change is faster closer to the center of the action between instructors and students. It is generally recognized that including all stakeholder groups is necessary to raise knowledge of the chances for new policy procedures involving technology.

Inconsistent rules

Educational policies can vary significantly between regions, leading to inconsistencies in the quality and type of education students receive.

Nevertheless, the effects of educational policies vary depending on the setting—that of nations, provinces, schools, and classrooms—that they address. For instance, whilst certain societies could emphasize collectivism, collaboration, and conformity, others would favor individuality, competitiveness, and autonomy. Parents, instructors, and students themselves might see and react to educational practices like curriculum, testing, grading, and discipline depending on these ideals and standards. For example, some students could be more driven by intrinsic motivation and self-control while others by outside rewards and penalties.

The delivery of instruction in classrooms by instructors is largely influenced by discrepancies in educational policies. They might control instructional design, student evaluation, and lesson planning's framework.

PROFESSIONAL DEVELOPMENT

Ongoing training

Using technology to provide better learning opportunities is one of the most prominent issues facing teachers nowadays. Usually, a single classroom has kids with a broad spectrum of learning styles and ability. Teachers almost seldom utilize one teaching strategy and find it to be successful for

every one of their students. Numerous fresh applications, websites, and other digital solutions developed annually to enhance the learning experience abound.

Although digital technologies and online resources provide hitherto unheard-of possibilities, properly incorporating them into the classroom can be daunting. Teachers have to get good at using technology to include and empower their pupils and also guarantee proper and moral use. However, often lack opportunities for ongoing professional development that is relevant and practical, which can affect their ability to stay current with best practices and new educational trends.

Mentorship and support:
New teachers may not receive adequate mentorship and support, leading to high attrition rates and a lack of continuity in the teaching workforce.

While allowing mid to-late career instructors to use their knowledge, mentoring programs assist early-careers teachers. But student performance is dropping as teacher turnover is increasing, and the job of leaders is changing. Less students are enrolling in teacher preparation programs and experienced instructors are quitting the field. Unqualified and untrained instructors are joining the teaching field, and school authorities are supporting them with school resources, therefore distorting funds and attention away from the children. As fewer skilled teachers stay in the field and resources meant for a student focus are being diverted to assist instructors, student progress is under jeopardy. Dissatisfaction with a range of working circumstances and lack of chances for professional development is driving teachers of all stripes out of the field. Teachers want improved work-life balance, chances for professional development, and cooperation with school administrators and colleagues.

SPECIAL EDUCATION

Inadequate resources
Special education programs are often underfunded and understaffed, leading to insufficient support for students with disabilities.

Though they may be underfunded and understaffed, many schools provide initiatives to assist students with learning impairments. To offer required accommodations, specialized tools, and tailored training, special education programs may call for more money. Schools struggle to satisfy

the particular requirements of these pupils without enough money or personnel, therefore generating a shortage of required resources and assistance.

Funding shortfalls in special education initiatives are a major obstacle affecting not only the professionals who assist individuals with disabilities but also the students themselves. These deficits have far-reaching effects on the support given to kids with special needs as well as the standard of instruction.

All teachers work hard, but lacking a feeling of being part of a community, or considered essential to the community, the paperwork burden and the problems of their job just make it unfulfilling and unsustainable to teach special ed.

Students with impairments may thus not get the customized attention and adjustments they need to flourish both socially and intellectually. This might impede their whole growth and cause a growing accomplishment difference.

Policymakers and stakeholders must provide funds and enough personnel for special education initiatives top priority so that every kid has equitable access to high-quality education and assistance.

Inclusive practices

There is a need for better integration of special education students into mainstream classrooms, with appropriate support to ensure their success.

Though every child may learn, the manner in which they do and the degree of knowledge they can acquire can differ greatly, particularly for a child with specific needs. Still, as a society we owe every child an opportunity to realize their full potential; hence, it is crucial to design the greatest possible classroom for that to occur.

People with special needs represent a wide spectrum of talents and limitations, thereby including many pupils. Every student should be mainstreamed to the extent of practicality.

LANGUAGE BARRIERS

English Language Learners (ELLs)

ELLs often face challenges in schools that do not provide sufficient language support, affecting their ability to keep up with the curriculum.

ELL students have extra load of learning English on top of their regular academic obligations, hence they need particular help from their institutions. For school systems already limited in resources, giving these pupils enough help may often be a major challenge. From lack of resources at the school to lack of assistance at home, students all around the state encounter different challenges to academic achievement. Along with juggling their homework, ELL kids have the extra difficulty learning English.

Federal rules mandate that school systems “help ELL students overcome linguistic barriers” and “ensure that they can participate meaningfully in the districts' educational programs."

Bilingual education

There is a need for more robust bilingual education programs to support students who speak languages other than the primary language of instruction.

Ensuring that linguistically minoritized pupils have fair access to education honoring and valuing their language and cultural assets and abilities is a major difficulty for the execution of bilingual programs.

Through a program with two equal language instruction and 50/50 student enrollment, students may learn from one another in addition to their teachers, thereby learning both their native and target language from them.

GLOBAL AWARENESS AND CITIZENSHIP

Civic education

Students or pupils in our current educational system are devoid of life-long learning and those that are ruling them. How can people possibly know the current formal educational system is flawed when they were nursed by the very same educational system? And how to find the educational system is the super-rich's weapon when they don't know the super-rich rule us all. I am not talking about pupils, students, and alumni, but also professors who have even studied the history of the educational system. They don't seem to see things in the bigger picture.

News is made in stories of what happened in small hunter-gatherer groups. Who is in alliance with whom, who is breaking up, who betrayed whom? When the group's members were dancing around the fire, some songs were repeated – but to some length. Stories were told – to some length. Repeated tales are not popular.

And now imagine all those things cannot work in a country so populous as the US. Also, the patron-client system that is so own to people destroys everything and people are completely unable to eliminate it (for example, a large web of relationships is between the lobbyists, movers-and-shakers, crooks, super-rich groups, politicians, lodges, secret services).

So, there is a need to change the educational system, make people genetically fitter, and enable AI to co-lead our lives. The current educational system should emphasize newspapers, which students and people in general can learn from based on statistics and relevant scientific factors, because highly important political decisions shouldn't be based on our prehistoric instincts.

In modern capitalism, there are tens of thousands (worldwide) of clientelist networks that control politics all around the world. We have a politician (the face), mover-and-shaker (lobbyist), and crook (stealing the funds). All these three are an inseparable part of Western society's politics.

Students should be provided civic education not only on the formal political system but also on the informal, how to eradicate the background eminences - crooks, movers and shakers, lobbyists, bankers, and the super-rich.

Since we can measure IQ, we can possibly measure moral IQ or moral index as well,[125] so why not measure the Political skills index (Political skills IQ)? So, the most moral and most politically skilled (let's face it, politics is politics, even among the most moral) would go into politics. Students would vote the most moral and skilled into politics that wouldn't be bipartisan; they would collaborate - all of this their school must have taught.

However, our current educational system, current politicians, lobbyists, the super-rich, and actually even the common people do their utmost not to let this happen.

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[125] Your moral index – lifetime systematical observation - https://janbryxi.com/2022/11/18/moral-index-moral-iq-lifetime-observation/

Our current educational system fits well into the super-rich agenda and doesn't make their students or pupils think in the bigger picture. The educational system the super-rich want is done this way in order to have a blind, brainwashed, and manipulated population. And they are really great at it.
The current formal educational system makes students and people in general not think, not to question because this could be the end of it. Imagine such an educational system where they teach elementary school pupils, high school students, and university students what the political background of politics looks like, not only teaching them how to kick the lobbyists, crooks, movers-and-shakers, secret services, or even lodges out of politics but also how to control the very politicians. Suddenly, the population would be aware that politics is not the way they are presented on TV.

But this current educational system will not allow students to learned proper civic education and be true citizens, but be sheep. When we get rid[126] of the patron-client networks in politics and get the super-rich no chance to influence politics, then we could have a really great educational system.

Environmental education

Education about sustainability and environmental issues is often lacking, despite the increasing importance of these topics

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Still a significant topic of modern civilization, environmental education (EE) for sustainable development is defined by environmental problems like climate change, pollution, loss of biodiversity, and resource degradation.
Restricted human ability, dubious professionalism, restricted finances, and inadequate knowledge to practice threaten the whole benefits of EE.

Together, we have a constellation of intricate and linked issues endangering planetary and human welfare both now and going forward. Widely believed to be essential in tackling these issues is holistic, interdisciplinary education that combines the social, environmental, and financial pillars of sustainability and lets students help to create more sustainable communities. Transformative learning, however, cannot promote more sustainable lifestyles without teachers, who are generally seen as main agents of social change and act as examples for their pupils.

GLOBAL COMPETITIVENESS

Lagging behind:

[126]https://janbryxi.com/2024/06/28/the-best-new-political-party-get-rid-of-clientelism-patron-client-corruption/

In some countries, the education system is criticized for failing to keep pace with global standards, leading to concerns about students' ability to compete in an international job market.
Education is generally concerned about a student's comprehensive growth. In certain countries, students are offered a limited number of highly streamlined and irrelevant subjects. Consider subjects such as Sanskrit, Hausa, and Malayalam; they are not subjects; rather, they are intended to be used as languages. Therefore, this educational system must cease evaluating children based on their language proficiency.

Low-quality instruction is a significant issue exacerbated in numerous low-and middle-income countries. For example, in Sub-Saharan Africa, the proportion of trained teachers decreased from 84% in 2000 to 69% in 2019.[127] Furthermore, certain nations, particularly those in the developing world, encounter numerous educational challenges. Initially, recruiting instructors and constructing schools were only feasible in some impoverished nations due to the high cost of infrastructure.
In many countries, teachers are qualified due to their formal education, although they must gain the necessary pedagogical training. Science, technology, engineering, and mathematics (STEM) educators are the most significant deficiencies on a global scale. Many pupils cannot access these resources due to their family finances, gender, or distance from the school, even after school has ended and teachers have been in position.

Innovation and creativity:
There is a call for education systems to foster more innovation and creativity to keep up with the rapidly changing global economy. These abilities are crucial in the United States and worldwide as students transition from the classroom to the real world. Creative thinking can assist students in adapting to a constantly and swiftly changing world, irrespective of their situation or career path. Fostering students' innovative thinking can enable them to make a meaningful contribution to the community and society in which they currently reside and in the future.

Nevertheless, certain educational institutions are denying children the chance to distinguish themselves because of the absence of innovation and creativity in the current curricula, and the level of global competition is at an all-time high. Teachers cannot instruct students in the same manner as they did a few years ago to prepare them for a challenging and exciting future. The regulations have been changed, and we must also modify our educational systems.

STUDENT AGENCY AND VOICE

[127] Learning in Sub-Saharan Africa - https://link.springer.com/chapter/10.1007/978-3-030-12708-4_1

Student participation

Students rarely have a voice in decision-making processes that affect their education, from curriculum choices to school policies.

Most kids have no say over where they attend, who their professors are, what subjects they take, where they sit in their classrooms, what they eat for lunch, or how they commute to and from school. If children do not get to experience claiming freedom in their K–12 years, how can we expect them to be ready for independence?

Maintaining student voice practices in classrooms, schools, and districts over time can be difficult, much as many K–12 education reform projects find. Obstacles to sustainability could be the departure of a respected teacher who helped to create chances for student voice, the graduation of students who were very involved in student voice practices, and changes in educational priorities that cause a loss of student voice opportunities. Maintaining student and instructor involvement in student voice initiatives calls for constant dedication from adults as well as from the students.
In procedures of decision-making that impact their education, students seldom ever participate. Empowering and involving kids requires student voice. Whether they are using their voice to stand up for a friend, advocate for themselves, or share their ideas, students require help to learn how to do so. Apart from the effect on students to empower their voice, instructors may get a lot of knowledge about their pupils when student voice is given top priority in the classrooms.

Empowerment

There is a need to empower students to take an active role in their own learning and to cultivate skills such as self-regulation, leadership, and initiative.

In a society obsessed with traditional benchmarks of success, the exhortation to enable students as agents of change rings especially loud. The road starts with changing our educational paradigm to give intrinsic elements like competency, authenticity, and connection top priority.

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do so. Apart from the effect on students to empower their voice, teachers may also get a lot of knowledge about their pupils when student voice is given top importance in the classroom.
More than just enabling students to enjoy the learning process is needed; student voices have to be really heard and included into their own education. Education is relevant when teachers make sure their courses have some real-world relevance as it gives students chances to be change agents in the right moment. Doing this means appreciating students' points of view and ideas as well as encouraging their agency.

Developing a strong feeling of ownership among students depends on their being empowered throughout their academic path. Students that feel empowered are more driven and involved in the course of instruction. They start to participate actively in their education, assuming responsibility for their development. Empowering students is arming them with the tools and confidence to become autonomous, motivated learners able to negotiate and thrive in the always shifting environment.

LIFELONG LEARNING

Preparation for lifelong learning:

The current system often focuses on short-term academic goals rather than preparing students for lifelong learning and continuous personal and professional development.

Schools might benefit from having objectives that will enable their pupils to achieve in their endeavors. Though they relate to many facets of their life, students' academic and career aspirations help to highlight the successes they hope to create. Academic aspirations are those pertaining to advancing students' education. Among these are their classes, marks, extracurricular activities, acquired information, and completed assignments as students. For students who want to keep on their path of lifelong learning, academic aspirations are natural.

Still, concentrating just on short-term objectives might cause future direction and clarity to be lacking. Without a long-term vision, it is difficult to match ambitions and general aims with short-term objectives. It also indicates certain constraints on the capacity of young people to hasten the acquisition of information, therefore undermining mathematics success of some secondary school pupils.

Usually ignoring deeper personal growth or major achievements, short-term objectives usually cover urgent needs or wants. While they could bring momentary gratification, they do not help to produce long-term success or influence.

Adaptability:

As the job market and required skills evolve rapidly, there is a need for education systems to instill adaptability and a love for learning in students. Resiliency and adaptability are inseparable.

Youngsters educated to be flexible and strong equip themselves to meet the numerous obstacles of life when the work marker changes so they may reach their objectives.

Eliminating the stigma of failure is one approach the educational system may assist pupils learn to be adaptive in the classroom. Fearful of failing students will avoid experimenting with new ideas. Developing adaptation abilities, however, depends on stepping outside of comfort zones and attempting new activities.

Though it is not a natural aptitude, the good news is that kids can learn to be flexible. Development and support of programs to inculcate adaptation depends on both parents and instructors. The educational system should be able to inculcate in pupils flexibility in order to methods to work around hurdles, confronting problems with a positive attitude, and handle the fast changing labor market.

HOLISTIC EDUCATION

Emotional and social learning

There is a growing recognition of the importance of social and emotional learning (SEL), many institutions have not yet completely include SEL into their curriculum.

SEL programs raise academic performance, student well-being, peer relationships, and general school functioning according meta-analyses of hundreds of research.[128] Critics of SEL are discounting the enormous amount of studies demonstrating the broad advantages of social-emotional development.

Nonetheless, psychologists underline that studies reveal SEL abilities are fundamental for mental health, student learning, and well-being. Should prohibitions and financing cuts be successful,

[128] Evidence for Social and Emotional Learning in Schools - https://learningpolicyinstitute.org/product/evidence-social-emotional-learning-schools-brief

children and teenagers—many of whom are already in crisis—will suffer at a time when anxiety, despair, and suicidality are all on the increase.

Well-rounded development:
Education systems often prioritize academic achievement over other areas of development, such as physical, emotional, and social growth.

Growing up is always challenging. Children are supposed to learn, develop, and fit society standards while being thrown into our complex environment. Coping with academic stress, negotiating relationships, knowing their identity, gender, and sexuality, regulating emotions, fitting in with their classmates, battling with body image etc., is only the half of it.

Students revealed that the fundamental message always appears to be: "You still need to prioritize your studies above all else." Students believe that the educational system values their academic performance more than their mental health.

Parents and teachers today, more than ever, must prioritize student well-being—that is, the physical, social, mental, and emotional well-being of a kid—along with academic learning. Using a structure in which well-being is a basic element helps not only instructors and schools but also students.

PARENT-TEACHER COLLABORATION

Effective communication:
Schools and teachers often struggle with maintaining effective communication with parents, which is crucial for supporting student success.

When parents interact with instructors to identify their children's needs, students see their parents watching out for them and wanting them to be successful. Still, schools and instructors sometimes need help with good contact lines with parents.

Interacting with the institution and taking part in school events might be intimidating for parents, particularly those learning English as an extra language (EAL). Lack of confidence could encourage parents and caregivers to be more active in their children's education. Furthermore, school communications like newsletters, emails, and text messages might be inaccessible. This can alienate EAL parents and caregivers with low English competency even more.

Increasing parental involvement is essential for student achievement; nonetheless, developing close ties between school and home is complex. Establishing a clear contact channel implies that two-way

rather than one-way communication should exist between parents and teachers. Sometimes, teachers employ technologies that let parents merely read messages and neglect their ability to react or express their ideas.

Parental engagement:
Encouraging more active parental engagement in the educational process can improve student outcomes, but many schools need more strategies to foster this collaboration.

Cooperation between parents and the institution is crucial for guaranteeing children's excellent growth and safety. Apart from being essential for students' training and education, schools also have a considerable duty to protect every pupil's mental and physical health. Schools must create strong plans for school-parent cooperation that allow for an aggressive and quick communication process if this is to be achievable.

Pupils' overall growth and academic achievement depend on solid alliances between parents and institutions. Parents who actively participate in a child's education build a strong support system that improves their overall educational experience.

TRANSITIONING TO HIGHER EDUCATION AND WORKFORCE

College transition:
Many students lack sufficient readiness for the social and intellectual demands of post-secondary education. For beginning students, who might have to rethink their learner identity and grow more autonomous working skills, joining higher education implies entering a new and different learning environment. Most kids find this change to be difficult.

Research reveals some academic unpreparedness among first-year students.[129] Students seem not used to working hard or independently enough, struggling to read volumes of massive texts, displaying poor academic writing and reading abilities. Higher education institutions and upper-secondary schools also seem to have different expectations of text creation and reading frequency. Students starting college seem to lack a meta-perspective spanning several disciplines.

[129] Investigating Learning Challenges Faced by Students in Higher Education - https://www.sciencedirect.com/science/article/pii/S1877042815022612

Before entering higher education, those in charge of its well-being—including presidents, administrators, trustees, teachers, and government policy makers—should make sure the students are ready.

Career counseling:
There is often insufficient career counseling and guidance to help students understand and navigate their post-secondary options and career paths.

Given the wide range of job paths available today, career development has grown in significance for investigating career interests and prospects. Students must have career guidance in the classroom if they are to be better ready for life following high school and the move into adulthood and the employment.

Research findings reveal that students have not fully and precisely assessed their own traits related to the majors; career; knowledge; limited understanding of majors, career, university and vocational college; are in issues of resolving conflicts between parents and children when choosing majors, careers; encounter difficulties in making decisions to choose suitable majors and careers.[130]

Students are not going to receive the great chance to study all the several options depending on their interests without the appropriate career assistance in our educational system. They may be disheartened as they aren't very fond of any of the one or two choices they perceive to be at hand.

INNOVATION AND EXPERIMENTATION

Resistance to change:
The education system can be resistant to change, making it difficult to implement new and potentially more effective teaching methods and technologies.
People's resistance to change is a natural feature; it can show itself directly or indirectly and has several causes: habits, insecurity, fear of the unknown, inadequate communication, accumulated inertia, among others

Different reasons might lead to opposition to changes in the educational system. Research show that legislative changes, opinions of too high functions among instructors, cognitive rigidity, and lack of

[130] Effectiveness of career guidance workshops on the career self-efficacy, outcome expectations, and career goals of adolescents: an intervention study

understanding of Quality Management System (QMS) needs promote resistance.[131] Furthermore influencing reluctance to change include personality traits, peer pressure, cultural orientation, and attitudes. Teachers object to change for personal reasons including rationality, advantages, worries, and living space as well as for organizational reasons including political considerations and school environment challenges.

Our educational system can be improved; the challenge is not so much changing it but rather our opposition to change. Parents, teachers, legislators, community leaders, and the typical voting citizen all have inspiring and supporting change right at hand. Redesigning schools to better equip students for the workforce of tomorrow means empowering our young people to have agency in their learning, reconstructing the function of classroom teachers, leveling the equity playing field, and being open-minded to new ways of evaluating district, school, and student performance today.

Experimentation:

There is a lack of support for experimentation with new educational models and practices, which could lead to more effective approaches. Important determinants of the quality of learning environments in educational institutions include policy and practice related to education. Still, putting these ideas into use may be a difficult chore. Among the various elements causing these difficulties are the complexity of policy execution, stakeholder opposition, and insufficient resources.

A first difficulty in the educational models is that in this field the change is slower; rational or scientific explanations are sought; based on the experiments and on the scientific knowledge, rationality is sough as opposed to traditionalism. Adopting new teaching strategies calls for thorough analysis and assessment to guarantee their success and realization of desired results. Traditional evaluation techniques might not be fit for these models, though, and teachers and schools could find it difficult to create and apply new assessment tools.

New education methods can call for large resources like financing, technology, and professional growth. Schools and teachers might find it difficult to access these tools, particularly in settings with limited funds.

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[131] Resistance to change and ways of reducing resistance in educational organizations. European Journal of Research on Education - https://www.researchgate.net/publication/301292908_Resistance_to_change_and_ways_of_reducing_resistance_in_educational_organizations

START OF A NEW EDUCATIONAL SYSTEM

Addressing these criticisms requires a comprehensive and collaborative effort from all stakeholders in the educational ecosystem, including policymakers, educators, parents, and students. By fostering innovation, flexibility, and inclusivity, the education system can better meet the needs of all learners and prepare them for the complexities of the modern world.

As we have seen, people often criticize our current educational system, and this always reminds me of how bad our educational system is and how unequipped teachers are; all that would not exist in my system. Innovations, adaptability, and inclusiveness can be carried out using my system. This approach will incorporate several routes, allowing students to apply conventional knowledge to fields of employment where their passion resides.

Systems of education can be complicated. Getting every child in school and learning calls for coordination among families, teachers, and legislators. It calls for universal strategies emphasizing learning at the center and common objectives. To assist legislators determine what is working, who is benefiting, and who is being left behind, data collecting and consistent monitoring are also vital.

Should my method be put into effect, the educational system will be comprehensive with regard to IQ level (400 and beyond), including specialized study. It will promote innovative educational technologies to provide the toughest-to-reach youngsters and teenagers access to educational possibilities, and early learning and multilingual education would help. If improving people takes place in my proposed system, there would be no disparities or different scores in the educational system, and everything would be more than fast and seamless.

CURRICULUM AND CONTENT

Accelerated learning:

The curriculum would be significantly advanced, covering complex topics at a much earlier age. The acquisition of more complex skills is more rapid for children who have a broad foundation in complex topics, such as mathematics or a specific field of science. This is due to the fact that these subjects are considered "privileged domains," meaning that domains in which children have a natural inclination to learn, experiment, and explore. Consequently, they are able to expand and nurture the boundaries of their learning, which they are already actively involved in.

Early childhood classrooms should concentrate on challenging subjects based on the expanding knowledge and appreciation of the influence of early thinking and learning on children. Early childhood environments should offer richer and more demanding surroundings for learning, as

research and practice indicate that youngsters have a far higher capacity to learn.[132] Under the direction of talented instructors, children's early experiences in these settings can have a major influence on their subsequent learning. Furthermore, difficult subjects might be especially relevant in early life as they not only provide a foundation for future scientific knowledge but also help to develop the necessary abilities and attitudes for learning.

Subjects typically taught in higher education, such as advanced mathematics, sciences, and humanities, would be introduced in primary school. Knowing the advantages and how to properly bring the courses of higher education into elementary schools would enable instructors and students to succeed in the classroom more so. Teachers are, therefore, expected to provide interesting, engaging, relevant assignments that enable pupils to relate to the material. It also allows students to see skills several times.

Teaching these subjects in basic education gives pupils greater chances to observe and use them more frequently than teaching them just in higher institutions. For pupils in the classroom, repeated instruction of the skills underlines increases in knowledge and memory of information.

Interdisciplinary studies:

Education would emphasize interdisciplinary learning, integrating subjects like biology with engineering or literature with philosophy to reflect their complex understanding and curiosity. By combining information from several academic disciplines, interdisciplinary education essentially helps students find connections, embrace complexity, and engage with real-world challenges. This approach links disciplines and provides students with the tools they need to effectively negotiate the intricate network of interrelated issues facing our society.

Outside the classroom, the world is constructed with unique layers of linked concepts, systems, and obstacles. Interdisciplinary learning gives students the tools to negotiate this complexity and honor it.

Combining knowledge from many disciplines helps students to see real-world problems from a more expansive angle. They grow to be creative solvers and to examine issues from several aspects. Encouragement of critical thinking via multidisciplinary learning helps students to examine, synthesize, and assess material from many fields. It forces students to evaluate several points of view, probe unusual issues, and link disparate ideas. This method helps them to acquire the critical

[132] Committee on the Science of Children Birth to Age 8: Deepening and Broadening the Foundation for Success; Board on Children, Youth, and Families; Institute of Medicine; National Research Council - https://www.ncbi.nlm.nih.gov/books/NBK310550/

thinking, informed decision-making, and problem-solving capacity—qualities absolutely essential for the demands of their future professions.

Critical thinking and creativity:

The educational system in this improved world will focus on developing critical thinking, creativity, and problem-solving skills from an early age. Studies point to higher job possibilities for those with critical thinking abilities. This is so because critical thinkers are innovative, good communicators and team players who can efficiently address practical issues.[133] Critical thinkers will evaluate material from several angles before rendering an educated opinion; they do not accept knowledge at face value.

Children must be critical thinkers who can make sense of material, evaluate, compare, contrast, draw conclusions, and produce higher order thinking skills—far more than just regurgitate a list of facts. Children will be able to think differently thanks to this instructional approach, therefore strengthening their creative problem-solving ability.

Projects and coursework would involve real-world problems and innovative thinking. Through hands-on, group projects, project-based learning lets students acquire crucial 21st-century skills and ignite passion. Children will be able to participate in cooperative, hands-on projects that let them put their knowledge to use in a real-world setting. Students' capacity to solve problems, critical thinking ability, and participation in the learning process will rise significantly thanks to this approach.

TEACHING METHODS

Individualized Learning Plans:

Personalized education plans tailored to each student's strengths, interests, and learning pace. Every pupil receives a study schedule grounded in their knowledge and preferred learning style. Usually, individualized education is needed to help to apply tailored learning. This helps teachers to use original approaches that fit the requirements and preferences of their pupils.

Starting the tailored learning process with a diagnostic assessment of a student's current knowledge, teachers and tutors will next include a discussion about their interests and hobbies. The test findings will guide teachers in creating a teaching plan catered to each student's particular learning style and in setting objectives for every one of them.

[133] Critical Thinking: Creating Job-Proof Skills for the Future of Work - https://www.mdpi.com/2079-3200/11/10/194

Use of AI and machine learning to continuously adapt and optimize learning experiences. Intelligent teaching methods made possible by artificial intelligence will give students individualized direction and help. These systems answer questions, provide answers, and give focused feedback by means of natural language processing and machine learning algorithms, therefore enabling real-time interactions with students.

Data analytics driven by artificial intelligence will transform how teachers evaluate student performance and make judgments. Processing enormous volumes of data will help artificial intelligence systems find trends, connections, and patterns in student learning behavior. This helps teachers to better understand personal student development, pinpoint areas needing work, and customize treatments.

Advanced technology integration:
Extensive use of cutting-edge technology, such as AI tutors, virtual reality for immersive learning, and sophisticated simulations for complex subjects. These technology integrations will provide students with many chances to investigate ideas, participate in dynamic learning environments, and hone critical thinking abilities. Technology allows schools to design a dynamic and interesting classroom ready for the digital age.

Through multimedia projects and presentations, students may show their knowledge, therefore encouraging creativity and invention. Technology would improve communication and teamwork as well, allowing students to interact with classmates worldwide and gain knowledge from many points of view. It also gives pupils 21st-century abilities needed for success in the global market.

These integrations also provide several learning chances that improve student involvement and enrich knowledge, such as virtual field excursions and interactive simulations.

Emphasis on coding, robotics, and other tech-based skills from a young age. By including robotics and coding courses for children, they would be empowered and equipped to construct more sophisticated and better-updated versions of the already existing robots present in this system. Hence improving the world for the better.

Early on, tech-based skills enthrall children in the learning process. Students would be exposed to STEM at an early age, which would allow them to design, build, and program autonomous robots. They then must constantly apply these ideas after learning about them in a practical sense. Learning to code calls for many different kinds of abilities, like data organization and analysis. Math becomes

more interesting and enjoyable as children pick these logical skills to create something of their own. This can also help students advance their math abilities in the classroom.

Children who use robotics are inspired to be innovative and to solve practical challenges. It also inspires children to utilize their robots creatively and come up with unique ideas beyond the box. From pre-kindergarten till graduate levels, robotics will affect tech-based skills in children. Robotics have been found in studies to expose children to fields including physics, geography, and more as well as teach them critical academic skills.[134] Through inquiry-based learning, artificial intelligence robots will also instruct children in arithmetic and scientific theory.

Mentorship and collaboration:

Students would often work on collaborative projects with peers and mentors, including experts in various fields. Early in life, students should realize that individual ambitions fit nicely within a bigger set-up and may be developed via teamwork and participation. Through peer knowledge and experience exchange, this collaborative learning will inspire students to grow in their capacity. The paradigm gives students the chance to create a group of their own with shared objectives or to look for an existing group with identical objectives as themselves.

Mentors will modify their approach to fit evolving needs and goals as students travel through their academic path. More than only teaching knowledge, this dynamic process promotes critical thinking, self-discovery, and a lifetime of love of learning.

In education, mentoring covers a wide range of interactions and experiences, from life skills coaching to direction in academic endeavors. Mentoring programs find their real value in these many connections, helping students to develop holistically rather than only intellectually.

Professionals from several disciplines will also help students find opportunities, including career networks, research projects, and internships. This whole support system shapes well-rounded people ready to significantly contribute to society by improving academic performance and preparing students for the demands and possibilities of professional life.

Peer teaching and group work would be integral, leveraging the collective intelligence of students. Peer learning, often known as peer instruction, is a form of group learning whereby students examine ideas or solve issues in pairs or small groups.

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[134] Educational Robotics for Promoting 21st Century Skills - https://www.jamris.org/index.php/JAMRIS/article/view/284

In the classroom, teachers may assign difficult assignments to their pupils and call for group collaboration. Students may see their assignments and ideas under challenge, therefore providing a chance to consider the gaps.

SCHOOL STRUCTURE AND ENVIRONMENT

Flexible and dynamic classrooms:

Classrooms would be highly flexible, with modular furniture and spaces designed to support various learning activities. Students' learning and involvement at their schools depend much on the arrangement and furniture of the classrooms.

Ergonomic, adaptable furniture and deliberate design produce cozy, motivating areas that meet the educational requirements of children.

Classrooms using movable, modular furniture would enable teachers to arrange space for several learning environments. Tables set on casters allow for rapid small-group project transitions. Mobile storage cabinets serve as space divers. Temporary rooms within the room are created by folding partition walls. Activity mats and soft chairs define reading corners.

This adaptability facilitates many interactive, hands-on teaching strategies. Students work in groups, then listen from rows, reorganize for stations using clear floor space for activities. Along with targeted instruction, adaptive furniture would support activity-based and enjoyable learning. Customizable furniture and tools available in flexible learning environments would also be used by instructors and students to rearrange and change every day to suit their particular requirements. Including learning opportunities outside the classroom is one of the simplest ways one may support pupils in developing. By exposing students to practical applications of ideas they are studying at school, taking classroom learning outside can assist in enhancing their educational experience. Learning environments would extend beyond traditional classrooms to include labs, maker spaces, and outdoor learning areas.

Experiences outside of the classroom differ from those resulting from traditional teaching strategies as students may be urged to develop more diverse soft skills including compromise, leadership, and cooperation in their surroundings.

Learning outside of the classroom would entail instruction and learning at locations other than the institution. It's about getting young people and children out and about giving them varied, demanding, interesting experiences to aid in learning. These locations could relate to a workshop,

site, or activity, but the goal is the same whether learning outside of the classroom. Give them a practical education that will equip them for success outside of the classroom.

Longer academic terms:
Potentially longer academic years or continuous learning models with shorter breaks, as students would likely thrive on constant intellectual stimulation. People living in this improved world have far higher IQ and can focus for several hours.

Their demand for continuous intellectual stimulation will lead time to fly by and a rhythmic flow to be found. These very clever people would have legitimate needs—like those for food or water—for intellectual stimulation.

Longer academic years and continuous learning programs with shorter pauses in classrooms would, therefore, have the potential to raise such student involvement, education satisfaction, and knowledge retention.

ASSESSMENT AND EVALUATION

Mastery-based assessment:
Under conventional teaching strategies, after most of the pupils have mastered a given unit, the class goes on to the next one together. Students who struggle are more prone to create learning gaps as they work on increasingly challenging content. The educational system in this improved world will focus on mastery of subjects rather than traditional grading. Students would progress upon demonstrating comprehensive understanding and application.

In today's classrooms, the present grading system emphasizes familiarity with the given content rather than academic mastery of the same. Based on skill mastery, my approach will assess student performance instead of a sliding scale, allowing advancement without total information retention.

Both teacher and student will benefit from this mastery approach in terms of academic experience and result. This mastering technique trains a learner to master a body of knowledge after first determining whatever fundamental knowledge they need to be regarded as educated at a specific level. The pupil does not progress to the next degree of knowledge unless the present level of knowledge is perfected.

Before advancing to the following lesson, this assessment method guarantees pupils acquire mastery of a certain topic. Therefore, with enough time, education, and dedication, any learner may

reach great degrees of performance. This kind of instruction transcends the concept of student aptitude—that inherent capacity to do a certain activity or pick up a particular topic. With continuous and formative assessments instead of standardized testing, every student will be able to achieve mastery under the appropriate circumstances.

Portfolio-based evaluation:

Unlike a single-attempt pen-and-paper test, a portfolio-based evaluation provides qualitative knowledge of the child's learning process. It offers enough information for students to compare and contrast their development from the start of the academic year to the finish. This new educational system will make use of portfolios to track and showcase a student's work, progress, and achievements over time.

A student portfolio is a compilation of their work illustrating their development in knowledge and ability. Although more and more colleges are turning to digital portfolios, the portfolio can be either physical or digital/online.

Student portfolios would enable students monitor their skill growth over time and learning advancement. Knowing that their work will be seen by others helps pupils to be motivated to achieve their best as well. Moreover, using student portfolios helps teachers save time during evaluation period. Returning to the records in a student portfolio will show their progress as well as their general areas of strength and areas that may use development.

The main benefits of this assessment procedure include unambiguous tracking of every student's development over time, identification of areas requiring development, and useful comments to the student.

Peer and self-assessment:

This system would encourage self-assessment and peer review to develop critical self-reflection and evaluative skills. Peer assessment guarantees that students' works are examined from several angles and expands the range of comments. Peer review encourages a student to improve their work in line with the comments received, therefore raising their marks. Peer/self-assessment would improve staff grading accuracy as well as let students grade their deliverables more easily. This results from the availability of further data motivated by student performance.

Because feedback discussion and re-explanation are minimized, instructor time is also saved; this is a significant beneficial effect seen in quickening of the feedback processes. While peer evaluation

motivates teachers to examine the learning topics and the necessary assignments, self-assessment enables them to assess the performance of a student.

Regarding the learning process, peer/self-assessment changes the conventional method of learning to a more effective, cooperative, and friendly one. This change leads to increased sense of ownership and belonging. Peer and self-assessment paired with the teacher's evaluation helps to present a more complete picture of a student's performance.

TEACHER ROLES AND TRAINING

Highly specialized educators:

Teachers would be highly specialized and likely hold advanced degrees in their subject areas. An advanced teaching degree would allow educators to pursue several avenues of career expansion. An advanced degree will enable instructors pursue a specialty, delve more into the student learning process, or enhance their classroom management abilities.

Advanced degree holders in their fields not only demonstrate to pupils that life-long study is a desirable endeavor but also offer paths for professional development and personal improvement. Commitment to learning is never a waste of time; rather, with the information instructors gain while working toward an advanced degree in their field of expertise, they will improve as teachers. Combining academic knowledge with real-world experience would shape educators into masters in their field of study.

Maintaining the curve as an educator depends on constant professional growth. Teaching would be always changing in this improved world with new pedagogies with extreme high-IQ individuals. Teachers would carry out continuous professional development to stay abreast of the latest research and educational strategies.

These instructors would become proactive and employ the recently learned skills and knowledge to teach more effectively instead of being reactive and quiet. To grow personally, they would go to conferences, seminars, online courses, or e-learning materials.

Facilitators and guides:

Teachers would act more as facilitators and guides, helping students navigate their personalized learning paths rather than traditional instructors. Effective facilitators would use group power to help students grow so they could operate at their best and produce outstanding achievements

together. From the perspective of facilitation, a class is an assembly with the particular goal of group learning.

In these new educational settings, facilitation and coaching would help teachers concentrate on activities that enhance group collaboration and use group energy to assist individual learning. It implies not only paying attention to what they are teaching but also notably to how they are interacting with students to establish a favorable learning environment with plenty of active engagement.

EXTRACURRICULAR ACTIVITIES

Advanced extracurriculars:

These would be opportunities for participation in advanced research projects, internships, and collaborations with academic and industry professionals (advanced IT and robots). Students can improve their independent critical thinking skills as well as their oral and written communication skills by including advanced research projects into their academic courses and providing them a solid intellectual background.

Academic institutions, faculty mentors, and students all gain from developing, preserving, and sustaining undergraduate cooperation with industry personnel. More research would be needed in this improved world to preserve and progress knowledge and invention in all spheres. This suggests that pupils have to be ready for a knowledge-driven society.

Students would participate in clubs and activities focusing on high-level subjects such as quantum physics, advanced robotics, or creative writing workshops with published authors.

While robot education has shown notable effects on children's computational thinking and their capacity to recognize and solve issues, integrating educational robotics into early school is not only an interesting and fun approach to include STEM into education; it is also to increase their robotics design knowledge, improve their coding skills, and inspire their aspirations for future careers and coexistence with AI robots in this new, improved world, there would be events and clubs introducing robotics design and programming to children in early education.

In this current educational system, quantum literacy for students is especially difficult as the way applied to learning quantum physics mainly depends on conventional approaches. However, with the knowledge of an exceptionally high IQ (400), my proposed method would include an educational strategy based on a holistic viewpoint and tailored learning.

Using several sophisticated learning strategies, advances step-by-step would be made to train these early-age quantum physicists. Every issue would be addressed not just via interactivity and visualization (such as virtual reality) but also by more technical, personalized instruction. Professionals in quantum physics, robotics, and creative writing would clarify these subjects and activities by using creative and unique methods, thereby enabling students to enter these domains.

These activities and clubs would provide students an opportunity to put classroom information to use by letting them apply what they have acquired in practical contexts. This makes them indispensable part of a whole education. It can also improve performance and academic growth of students. In areas including leadership, organization, confidence, and socializing, it can enable students to develop many vital life skills.

Lifelong learning culture:

In this educational system, there would be emphasis on lifelong learning, with continual opportunities for education and professional development throughout life. This system would embrace a culture of always emphasizing personal and professional growth, alternate work, and constant education.

Personal and professional development rests mostly on lifelong learning. It's about embracing inquiry, searching for fresh information, and adapting to the always-changing surroundings. Every day brings a learning opportunity; it also gives you chances to put that information to use, hone your abilities, and find unanticipated interests.

By means of lifelong learning culture—long-, medium-, or short-term courses—people in this system may keep learning and grow more competent. Lifelong learning would be especially more important for this enhanced educational system. Encouragement of this kind of thinking would entail more demand for courses and training.

CURRICULUM AND CONTENT

Ultra-accelerated learning:

The curriculum would include highly advanced topics traditionally reserved for graduate-level study and beyond. These extremely high IQ people will often be fast learners and flexible enough to meet new demands and obstacles, which will help them succeed in many advanced subjects usually designated for graduate level.

Excellent memory would enable these people to rapidly and precisely retain and remember vast volumes of data. Because knowing would aid their memory, these hyper-intelligent people would

read regularly, covering graduate-level topics readily. With this hyper-intelligent IQ, one would be able to think fast and effectively, which would enable success in many different graduate-level courses as opposed to individuals with lower IQs who would not be as competent.

Subjects would encompass cutting-edge fields such as quantum computing, advanced theoretical physics, neurology, and complex systems theory, introduced at a very young age. Early exposure to quantum information science will equip these students for sophisticated math and science in subsequent schooling for professions in allied sectors.

These lessons would begin at a conceptual level corresponding with knowledge of abilities these hyper-intelligent pupils require for coding, theoretical physics ideas, and advanced systems theory. From neurology, investigating quantum physics at ultra-low temperatures, to knowledge of the biggest structures in the universe, the courses would cover innovative subjects.

These courses would provide a broad spectrum of alternative modules. Therefore, any one of these students might focus on the field of physics that most interest them and study other areas as well. They may learn from professionals in anything from cosmology to nanoscience to neurology to medical imaging.

With interdisciplinary studies, these original, student-centered, cutting-edge fields would present creative teaching approaches.

Hyper-interdisciplinary studies:
Education for these hyper-intelligent individuals would be deeply interdisciplinary, integrating knowledge from diverse fields to foster innovative thinking and problem-solving.

Common goals that this new educational system would concentrate on are engaging students and helping them to develop knowledge, insights, problem-solving skills, self-confidence, self-efficacy, and a passion for learning; hyper-interdisciplinary studies and exploration help the realization of these objectives.

These hyper-interdisciplinary studies would enable these students to find insights from several fields that support an awareness of difficult problems, therefore accomplishing this purpose. It can also assist these pupils in becoming able to combine ideas and concepts from several fields into a larger conceptual framework of study. Multidisciplinary education would also assist these children

in developing their cognitive capacities—brain-based skills and mental processes required to complete assignments.

Classes combining advanced robotics, cognitive science, and bioinformatics would combine information from many disciplines to inspire creative thinking and problem-solving. This kind of instruction and learning would purposefully combine ideas from several fields, information, viewpoints, and techniques to create a more strong awareness of fundamental concepts.

This method would help students be ready for the many intricacies of the improved world and promote a more complete knowledge of difficult problems. At a young age, this hyper-interdisciplinary learning would combine ideas from more complex and graduate-level subjects to provide a more complete knowledge, transcending the topic boundaries of individuals with an IQ of 400. It encourages a learning environment where these hyper-intelligent pupils investigate, challenge, and combine knowledge from many sources to enhance creative thinking and problem-solving by means of cooperation among educators from many fields.

TEACHING METHODS

Ultra-personalized learning plans:

AI-driven platforms would create ultra-personalized learning experiences, adapting in real time to each student's pace, interests, and learning style. By means of appropriate speed and complexity applied in line with the degree of competency of the learner, artificial intelligence would provide an understanding that enables a tailored education process best suited to help these students reach learning objectives.

Artificial intelligence (AI) and the learning process for these hyper-intelligent pupils will totally change the application of artificial intelligence in education, thereby driving learning management systems. AI systems' success of the student's performance and behavioral data would enable the identification of areas where these students could struggle. It would also aggressively provide extra help, such as one-on-one tuition, practice activities, or remedial materials.

These AI-based platforms would exploit the learning habits, strengths, and limitations of these pupils to offer tailored, suitable activities and materials. A sophisticated tailored learning environment made feasible by artificial intelligence.

By use of machine learning algorithms, these artificial intelligence systems would enable teachers to produce tailored course materials and offer instantaneous learning feedback and evaluations,

therefore optimizing the learning process and enabling teachers to quickly modify their approaches. For every person, these AI systems would be able to adjust to the teaching technique, speed, and degree of difficulty. Personalized learning systems thereby maximize the learning process for each individual.

Using these artificial intelligence technologies not only enhances and diversifies instructional materials but also gives students more efficient learning paths, thereby greatly boosting the quality and efficiency of education. With these artificial intelligence systems, personalized learning offers data management tools and guarantees important analytics to enhance teaching strategies and results.

Moreover, these artificial intelligence systems would change and grow over time depending on the data gathered, honing their algorithms and learning models to offer increasingly more customized and powerful individualized learning environments. This cycle of constant development guarantees that the educational process stays current and that tailored learning aids are sensitive to the changing demands of these hyper-intelligent students as well as the larger educational scene.

Virtual mentors and AI tutors would provide continuous, individualized support and challenge. Artificial intelligence (AI) would transform many spheres of human life, including education, in this improved world shaped by fast technological developments. AI-powered mentors would provide these children a transforming road towards academic success and personal development, therefore changing the way we approach education.

Using artificial intelligence's natural language processing and machine learning, AI-powered tutors and virtual mentors would offer students tailored direction and assistance through their academic path. These AI guides are on call around the clock to make sure pupils have help whenever they need it most.

If a student finds difficulty with quantum physics but succeeds in history, the AI mentor can modify the course to include extra materials and activities to support quantum physics ideas while letting the student develop more rapidly in their history studies. This degree of customization guarantees that every student makes the most of their possibilities and remains involved in the course of instruction.

Virtual mentors and artificial intelligence instructors would shine in offering constant feedback and evaluation so that students may track their development right away. AI mentors would be able to assess a student's work, pinpoint areas of development, and make instant recommendations for improvement, unlike conventional mentors who would just give comments on occasion.

Immersive and experiential learning:
Extensive use of VR and AR for fully immersive learning experiences, allowing students to explore virtual worlds and conduct experiments in simulated environments.

The way these children learn, interact with materials, and engage would be transformed by the great integration of Augmented Reality (AR) and Virtual Reality (VR) technology in the educational process. These creative technologies provide interactive and immersive experiences that would change educational strategies to better accommodate these hyper-intelligent people.

AR/VR software development would let teachers design rich interactive learning environments for each pupil. These tools would help these people to understand difficult ideas and remember knowledge.

Students may be taken to historical events, see famous sites, or explore the depths of space without ever leaving the classroom using virtual reality. This is a great tool for teachers as this immersive learning experience will enable improved engagement and memory of knowledge. AR lets students overlay digital visuals and data over the real world, while VR builds whole virtual worlds for their exploration.

By offering hands-on instruction in fields such as medicine, engineering, and aviation, VR would also be able to close the theory-practicing gap. In a secure and regulated setting, these students may hone important skills, replicate real-world events, and engage in difficult surgeries.

AR, often known as mixed reality (MR), would allow these pupils to engage with virtual items that seem to be inside their physical environment. This is especially helpful in situations when students must engage with virtual items while still being fully aware of their actual surroundings.

Like VR, AR would also provide less interactive experiences whereby users might observe stationary virtual objects or data within real space. When the object itself has the most instructional

value—like putting a virtual representation of a sculpture or ancient relic in a classroom or overlaying extra text or photographs on a historical site—this is most advantageous.

Real-world applications and field studies would be integrated into daily learning. Applying real-world learning strategies, these students would be able to see that the knowledge they acquire is useful, relevant, and pragmatic for their daily life.

Real-world cases show the complexity and unpredictability of actual problems; hence, they can inspire critical thinking. They also stress the significance of using an inter- and multidisciplinary approach to address issues. These children would gain from this as well as a better knowledge and comprehension of the subjects. Just as vital is pupils' social and emotional development, which benefits from this also.

For instructors as well as students, tying the actual world into academic requirements would help to create a natural learning environment. Real-world issues are naturally interesting as, either directly or indirectly, they usually have relevance to students' lives. Strategies that could be used in the integration of everyday learning are field studies, employing the local surroundings and data, and service learning.

SCHOOL STRUCTURE AND ENVIRONMENT

Advanced learning environments:

Classrooms would be equipped with advanced technology, including holographic displays, AI assistants (both external and brain-wired), and interactive learning tools. Flexible and adaptive learning environments would help to accommodate several learning approaches and activities.

Incorporating cutting-edge technology into contemporary classrooms will drastically change the learning environment and redefine how professors approach, and students absorb knowledge by improving involvement, supporting several learning environments, encouraging teamwork to customize educational opportunities, and getting students ready for this better future.

For these hyper-intelligent kids, a holographic system would allow the projection of intricate 3D models in real-size dimensions, therefore permitting contemporaneous 3D viewing of the models. The aim is to experience co-presence—that is, to be in the same room as the holographic person or object—a sense impossible with video capabilities such as Zoom.

Artificial intelligence assistants would provide these kids with sophisticated tutoring systems with individualized direction and support. These systems answer questions, provide answers, and give focused feedback by means of natural language processing and machine learning techniques, therefore enabling real-time interactions with students. Intelligent tutoring systems would enable these pupils to ask for help whenever needed, therefore improving their grasp of difficult ideas and encouraging self-directed learning.

Schools would be able to provide their kids with the tools they need to negotiate and thrive in a digital environment by including these cutting-edge technologies in regular learning.

Non-linear educational pathways:
Education would not follow a traditional linear progression. Students could advance at their own pace, often completing what we consider a full education much earlier.

Linear learning barely considers the particular requirements, skills, and interests of pupils. There is nowhere for initiative and originality in linear learning. Mastery-based learning (MBL), on the other hand, would be able to offer an instructional substitute, letting students study at their own speed.

Teachers who use the MBL method to learn to save time by not having to spend as much time determining the ideal lesson speed and modifying it as necessary through the academic year. Rather, they have more time to assist students who find difficulty grasping certain ideas and proving what they have acquired.

MBL would lessen the strain these kids experience and offer a more effective means of learning for them. Advanced students can go onto more difficult courses, which helps to lower classroom frustrations and boredom.

There would also be opportunities for continuous education and intellectual exploration throughout life. Whether it is learning new skills for these students to succeed in the educational system, keeping intellectually curious to widen their horizons, or just appreciating personal development, constant education and intellectual exploration are absolutely vital in helping people to negotiate the complexity of this improved world. By expanding on what they currently know, lifelong learning will broaden their mind and alter their mindset.

ASSESSMENT AND EVALUATION

Dynamic and real-time assessments:

Continuous, real-time assessments would replace traditional exams, providing instant feedback and adaptive challenges. Since students participate in a continuing cycle of improvement rather than only preparing for one high-stakes exam, the educational system would promote lifelong learning.

Students who grasp the material provided in a unit must apply the pertinent information in progressively difficult assignments requiring more advanced order of thinking ability. One of the main responsibilities of teachers would be continuous assessments and providing feedback.

Usually, examinations or assignments allow a lecturer or instructor to evaluate a student and provide comments later on; the student is a mainly passive participant in this feedback process.

Real-time feedback as a dialog instead of a monologue would be promoted by constant evaluation, which would let teachers and students better know what has worked and what hasn't in the present and make required adjustments. Real-time comments would be much appreciated.

This would enable teachers to quickly identify whether pupils have knowledge gaps and whether greater focus is required in particular sections of a topic to bring students in line with each other or to match course or class learning objectives. A wonderful approach to make sure nobody is falling behind in sufficient time for intervention to turn things around is real-time assessments.

Emphasis on mastery and application rather than rote memorization. Rote memorization is just brain storage of info. It has nothing to do with knowledge of the kept data. Mastery of concepts is a more complicated mental process based on facts illustrating how something really functions.

Mastering concepts transcends just memory. It helps one to get a real grasp of the basic ideas guiding knowledge. Students would actively engage in the tailored style of learning rather than merely commit knowledge to memory or recount historical events. It would combine separate concepts into a single fabric of understanding.

While just memorizing the times tables is not going to get one very far in real life if one does not comprehend the fundamentals of multiplication, memorizing the times tables is a superb example of the helpful use of rote memorization. Though daily life offers us real math word problems rather than worksheets with multiplication problems on them for us to complete, we utilize math every

day. Mastering the ideas of multiplication requires knowing when multiplication is required; this is not something you obtain from just learning the times tables.

One means to an end is rote memorizing. While rote learning can help to retain basic knowledge, its deficiencies in promoting more deep understanding, critical thinking, and problem-solving skills have grown even more clear-cut.

Holistic and multifaceted evaluation:

Assessment methods would include project-based evaluations, peer reviews, and self-assessments to capture a full spectrum of abilities and achievements. Students must examine their own conduct to determine if they are to grow the skills and competencies needed in professional groups. Many of the present assessment techniques fall short of meeting this demand. One approach to address this issue is the growing enthusiasm for novel evaluation forms, including self-, peer-and co-assessment.

Helping these students become reflective practitioners capable of critically analyzing their own professional activity would be one of the key objectives of this educational program. Thanks to this educational system, the perspective that the evaluation of students' achievements is something that occurs at the end of a process of learning would not be shared anymore.

Interdisciplinary, multi-modal learning is not well suited for traditional approaches of evaluation that have several shortcomings on their own. Ideas for motivating pupils, giving them insightful comments, and preparing them for success are often needed among teachers. Since it connects to higher-level thinking and understanding of the content, process, and ultimate result, self-evaluation is a particularly crucial component of the summative evaluation. It helps pupils consider their achievements, errors, and future objectives.

For teachers, multidisciplinary projects provide even more of a difficulty. Teachers also evaluate student learning by looking at their projects rather than depending just on conventional examinations and quizzes.

Assessments might span several fields or curricular areas and include group projects with individual work. Teachers may evaluate students at the conclusion of each phase and at the final output for multi-stage projects. Unlike exams and quizzes, project-based assessment can help one better understand the difference between rote memory and true knowledge. It (Problem-Based Approach) would assist students in developing knowledge and push them to use it in relevant contexts.

Portfolios and documented projects showcasing long-term learning and contributions would be the norm. Classroom assessment plans that give instructors, parents, and students a wealth of information about who actively participates in the teaching-learning process would naturally include portfolios.

Portfolios help to create grading systems that emphasize these kids' development instead of competitiveness with other students. Since portfolio assessment is based on self-evaluation, a very competitive environment will show to be unhelpful. If students feel that concentrating on their shortcomings may hurt them in the race for the best marks, they will be unwilling to pay much attention.

A portfolio can consist of many objects. These can be pictures to help one understand the psychological, social, and emotional facets of growth of the kid; paintings and other works of creative endeavor aim to show proof of a student's aptitudes, ideas, and attitudes; audio-video recordings for particular events or over a period of time to document significant events and processes that may be later on under observation; self-assessment sheets to offer proof of the student's own assessment; peer assessment sheets for evaluating social initiatives, team and group-oriented activities, peer-related behavior.

A student portfolio guarantees quality education and keeps an eye on learning results. A portfolio, unlike a single attempt pen and paper test, provides a qualitative knowledge of the learning process of the youngster. It would offer significant information for comparison and contrast between pupils' development from the start of the academic year to the conclusion. A student's portfolio not only serves as a diagnostic tool but also guides in the prognosis of any future defective knowledge.

TEACHER ROLES AND TRAINING

Highly specialized educators and researchers:

Teachers would be leading experts in their fields, often holding multiple advanced degrees and engaging in ongoing research. These teachers in this new educational system would exhibit knowledge in several disciplines to approach the art of teaching from a holistic viewpoint, so addressing the emotional, social, mental, and psychological health of these students. These teachers can compete with AI to some degree as they have their brain AI-wired.

Understanding the needs of this improved educational environment and earning multiple advanced degrees in education that give them practical, transferable-to-the-classroom skills would help them to make data-driven decisions for these students' educational institutions and finally establish themselves as expert teachers across school environments.

Every school is unique. Teachers should pay more attention to their own teaching experience as the complexity with which they work offers a strong justification. Researching is one approach they can use to do this. Educational research offers a large terrain of information on issues linked to teaching and learning, curriculum and assessment, students' cognitive and emotional requirements, cultural and socio-economic variables of schools, and many other elements seen as feasible to improve schools.

Teachers would find themselves confronted with fresh and unique needs as these improved world keep developing without any clear-cut guidelines to assist to improve in their teaching method as well.

They could have to come up with creative approaches to teaching instead of repeating the same old ones that have been successful in the past. Teachers might also be urged to create their own curricular projects. Thus, even greater justification for educators' continuous research activity.

Furthermore, these improved competencies and knowledge would enable these instructors to build more confidence among administrators, colleagues, and parents of these pupils. Their graduate-level training would open them greater chances to chair committees and participate in policy debates.

Continuous professional development (CDP) to keep up with rapid advancements in knowledge and pedagogy would be a must. Continual professional development would give these teachers continual chances to grow their abilities and knowledge during their careers since the field of teaching constantly changes in my proposed system, with new pedagogies, technology, and best practices arising routinely.

From conferences and mentorships to training classes and online learning, ongoing professional development would take many different forms; all meant to improve instructors' past knowledge and expose areas of training deficiency. It guarantees they are using tried-and-true, contemporary techniques that actually include pupils.

These teachers would be able to keep in the loop with fresh approaches, research, and how to assist these hyper-intelligent individuals with various learning requirements. Regular CPD essentially helps instructors to keep developing, stay motivated, and be more suited to inspire their pupils.

Facilitators and mentors:

Teachers would act as facilitators, mentors, and collaborators, guiding students through their personalized learning journeys and research projects. One-on-one projects, online courses, blended-learning approaches, and the advanced use of technology in classrooms would give these students significantly greater access to continuous knowledge than in earlier generations. Although it is not enough on its own to transform a student's classroom experience, personalized learning thrives in these technologically advanced surroundings.

Teachers as facilitators, mentors, and collaborators are more important than ever in preparing students for this improved world with limitless access to all kinds of knowledge. Helping their students interact with learning tools that would enhance and encourage deeper learning, including many forms of technology, teachers would be the guides influencing their educational experiences.

Using digital tools, teachers can also support data-driven learning like never before, customizing learning to fit the interests, passions, skills, and needs of each student. When done properly, these processes may prolong the advantages of a great teacher by enabling the simpler deployment of customized learning to teaching and learning and by allowing one to maintain track of students' development and meet them where they are with instructional aids.

EXTRACURRICULAR AND ENRICHMENT ACTIVITIES

High-level research and innovation

There would be opportunities for students to engage in high-level research projects, internships with top institutions, and collaboration with leading AI-scientists and thinkers. Students as interns or trainees would be guided in this improved educational system to work for companies for a designated period of time.

Through these internships, students would be able to develop their knowledge, get real-life experience, and ascertain whether they belong in the correct professional path; along with giving students first-hand knowledge of the actual working world, this collaboration would help them to grasp the career path for their intended employment title. These students would learn how to utilize

the knowledge they have gained in their future employment by means of their interactions with eminent scientists and intellectuals.

The fundamental focus of this collaborative teaching approach is on highlighting the benefits of personal liberty and the manifestation of these improved humans abilities in line with personal accountability. These hyper-intelligent students would work together on projects or assignments under collaborative learning.

Outside the classroom, this collaborative synergy permeates the workplace and strengthens relationships among teams by encouraging camaraderie. It turns into a means for these people to get to know one another and learn from each other about both advantages and shortcomings.

Artistic and creative development:
There would be advanced programs in arts, music, literature, and philosophy, as well as nature creativity and emotional expression, as well as support for creating and presenting original works, from scientific papers to artistic performances.

By means of art, these students can develop meaningful and effective expressions of their feelings, thoughts, and beliefs. This fosters empathy and respect for others in addition to helping them to grow creativity.

Along with learning STEM (science, technology, engineering, and mathematics) disciplines, this improved world would also favor arts. Arts would be included in the curriculum, thereby not only improving the quality of life for these students but also their general academic performance and equipping them for success in this improved world.

ADVANCED LEARNING TECHNOLOGIES

Neuroeducation and brain-computer interfaces:
Integration of neuroeducation principles, using insights from neuroscience to optimize learning processes. A good paradigm for multidisciplinary study, neuroeducation combines experts from several disciplines to work with educators. Through the dynamic process of teaching and knowledge of how every brain functions in the learning environment, this collaboration would provide innovative teaching strategies benefiting teachers and students alike.

This improved world would seek to investigate and comprehend the basic processes controlling the human brain and, so, dominate the learning process to guide better pedagogical approaches, instructional methods, educational policies, and, finally, personal learning practices.

By means of this neuroeducation and brain-computer interface, the idea and concept of neuroeducation-the fusion of neuroscience, education, and educational psychology-would be explored, so arming teachers and students everywhere with a brain-compatible approach to improve outcomes and advance their personal and professional development.

This neuroeducation concept would respect every student's cognitive individuality and draw attention to the several learning demands and preferences teachers would run into in a classroom. Accounting for these unique cognitive traits will enable teachers to better guide their teaching by allowing them to customize courses and use several learning modalities to serve a varied student body.

The exploration of brain-computer interfaces (BCIs) would directly enhance cognitive abilities and facilitate new learning modalities. When brain signals are acquired, brain-computer interfaces (BCIs) evaluate them and convert them into commands sent to output devices carrying out specialized operations. Beyond conventional bounds, this technology would influence education, healthcare, and more.

At the vanguard of neural technology, brain-computer interfaces link the human brain to outside technologies. Fundamentally, BCIs record electrical patterns the brain generates - each as unique as a fingerprint – then convert them into commands able to run hardware or software. Aspiring writers in this improved system would draft stories via thinking, musicians would compose, and artists could produce computerized artworks. This increase in creative capabilities would provide hitherto unreachable channels for artistic expression and new media as unbounded as the idea itself.

With the possibility to comprehend brain operations, which would enhance learning techniques and raise brain-based talents, brain-computer interfaces would mark a turning point in human-computer interaction. They would provide a stronger scientific basis for teaching-learning strategies, including modifying the course of learning depending on brain capacity, gauging these students' interest in a topic, or even guiding students towards particular tasks. Learning and teaching approaches would take advantage of the results from developing BCI technology, neuroscience, cognitive sciences, and psychology to raise these students' educational capacity.

ARTIFICIAL INTELLIGENCE AND MACHINE LEARNING

AI-driven tools to create an adaptive learning environment that evolves with each student's needs. AI-powered systems would examine students' learning styles, strengths, and shortcomings to provide customized lesson plans and recommendations for tools that meet their requirements.

These adaptive learning systems would change in response to every student's real-time development, spotting knowledge gaps, offering instantaneous feedback, and recommending focused treatments to enable students to become masters of the course materials. By helping educators to automate administrative tasks, artificial intelligence would also free them to concentrate more on education and student engagement.

Moreover, while personalized learning solutions can enable these hyper-intelligent students with particular requirements to attain their full potential, AI-powered virtual tutors would also give round-the-clock support to these hyper-intelligent students.

Machine learning algorithms would predict and address learning gaps, provide personalized recommendations, and enhance student engagement. Through the analysis of student data, artificial intelligence would be able to spot unique learning styles, strengths, and limitations, therefore enabling teachers to customize their training to fit every student. This personalized strategy would, therefore, aid in increasing student involvement and understanding, thereby improving academic results.

Virtual teaching assistants and intelligent tutoring systems, among AI-powered technologies, would give these students immediate feedback and support, hence boosting their motivation and involvement in the learning process. These tools would design interactive and dynamic learning environments that grab students' interest and support active involvement.

HOLISTIC DEVELOPMENT AND WELL-BEING

Integrated health and wellness programs:

There would be comprehensive health and wellness programs which would incorporate physical fitness, nutrition, mental health, and emotional well-being. For everyone at all phases of life, well-being is fundamentally based on physical health and education knowledge. From early life to the latter years, keeping an active lifestyle and lifelong health education have resulted in various benefits. In this improved world, education would not only teach the mechanics of physical exercise but also develop in these improved individuals the abilities required to negotiate the difficulties of mental health, nutrition, and general well-being.

Programs for wellness would teach these individuals about appropriate diet and consistent exercise as part of a good lifestyle. Understanding the needs of physical well-being helps students to make wise judgments that would improve their general well-being.

Furthermore, this process would also address the mental and emotional components of wellness education. It would give these improved individuals the necessary tools for better stress management, resilience building, and the development of healthy coping strategies. These people can improve their mental health by focusing on emotional intelligence and self-care routines.

My suggested system would emphasize the need to create and preserve good relationships. It would inspire these hyper-intelligent people to grow in respect of others, empathy, and good communication abilities. Good social ties would help these students feel supported and belong, which enhances their general well-being.

There would be regular assessments and personalized wellness plans to ensure balanced development. The continuous success of my proposed world will hinge on the well-being of these improved individuals; hence, giving them expert counseling depending on assessment findings and personalized comments will enable them to better control their health.

This assessment would easily fit into more general individualized wellness programs, guaranteeing a consistent approach to the health of these intellectual people. These frequent wellness assessments would offer a whole picture of each person's health, including emotional, psychological, and physical aspects. Early identification of possible health issues and encouragement of proactive healthcare depends on this all-encompassing strategy.

Mindfulness and stress management:

Regular mindfulness practices and stress management workshops to support mental health. Stress can compromise people's physical and mental states. This method can assist these improved individuals in preserving their mental and physical health by offering stress management training and encouraging healthy living- this would improve their well-being.

Being mindful means deliberately, open-minded, and non-judgingly paying complete attention to what is going on in and around you. It is a means of helping people's mental and emotional well-being. Mindfulness would enable these people to become more emotionally conscious and regulated. They will behave deliberately and skillfully instead of reactively to pressure.

All of this helps to offset the physical consequences of stress; mindfulness has also been demonstrated to lower cortisol levels, diminish inflammation, and induce body-relaxing responses.

Workshops on stress management would also impart to these improved people useful coping mechanisms. It would underline the need to spot stressors, control emotions, and break bad habits in reasoning.

These individuals would undergo training in resilience and coping strategies to handle the pressure associated with high cognitive abilities. Resilience is linked with good physiological and psychological reactions to stress and is crucial in countering the effects of extra high IQ.

One of the key elements in countering the effects of stress related to high IQ cognitive ability on behavior, performance, and emotional, mental, and physical health is training in resilience.

Resilience does not imply these people would not go through emotional turmoil, stress, and pain; resilience would mean overcoming the stress related to extra-high cognitive abilities.

Modifying certain ideas and actions, flexibility, adaptability, and endurance will enable these people to achieve resilience. These hyper-intelligent individuals would develop and improve their intellectual capacity as well as their social skills. It would indicate better performance and a reduced stress reaction on this extra-high cognitive ability, therefore strengthening their resilience.

In summary, an educational system designed for individuals with an average IQ of 400 would be unprecedented in its sophistication and complexity. It would leverage the most advanced technologies and teaching methods, emphasize personalized and experimental learning, and foster a culture of continuous intellectual and emotional growth. It would focus on nurturing intellectual, emotional, and social development, preparing students to be leaders and innovators capable of making significant contributions to society.

This system would not only push the boundaries of human knowledge but also strive to create a more equitable and sustainable world. This system would prepare students to make extraordinary contributions to society and address some of the world's most pressing challenges.

While the typical human in this modern world cannot avoid stress, not so for these enhanced people. Being able to control stress by means of successful coping mechanisms and stress management strategies enabled by AI Chip will make them happier and healthier people, almost stress-free.

NEURAL-LINKED LEARNING

Instant knowledge acquisition:

Direct neural interfaces would allow students to instantly access vast repositories of information and knowledge. These revolutionary technologies would provide an external device's direct

communication channel between a biological nervous system. These people would be able to grasp the complexity of the algorithm needed and the interference of electrophysiological signals, and they would ensure the compatibility between the hardness of the electrodes and the softness of neural tissues because of their extremely high IQ. They would also be able to induce particular brain plasticity with electrical simulation and have a very thorough awareness of exactly what happens neurally when someone learns new information.

Direct brain-to-device and brain-to-computer connection would be made possible by high resolution, dependable neural interfaces, therefore ushering a new era of information sharing and thought communication. By monitoring and interpreting neural signals, these interfaces provide direct connections between the brain and equipment therefore facilitating smooth information transfer and group experiences.

Due to rising at the junction of neurotechnology and urban design, neural interfaces would change how these improved people engage with their surroundings, communicate, and learn. These interfaces provide smooth information transmission and shared experiences by means of a direct connection between the brain and external devices, therefore facilitating the recording and decoding of neural signals.

In my proposed system, these improved individuals would be able to learn complex subjects and skills in a fraction of the time currently required. These individuals would be able to easily recall new knowledge and quickly access and grasp it; difficult subjects would also be readily retained inside their brains. They would have to change the architecture of neural connections across wide sections of the brain, including higher-order auditory areas, association and motor speech areas, visual word form areas, and perhaps subcortical structures like the basal ganglia, cerebellum and thalamus.

These individuals would be able to stream their complicated topics and grammar from the central AI using bran implants instead of learning the conventional way. Having an artificial intelligence chip implanted in their brains, they would be able to deliver fresh knowledge from internet-in-space straight to their brains in a fraction of the time typically needed 24/7, and direct on demand.

Enhanced cognitive functions:

AI chips could augment memory, focus, problem-solving abilities, and creativity. Set aside apocalyptic imaginations of dark sci-fi worlds in which implants are used to separate and control individuals or artificial intelligence runs amuck to catastrophic effects. In this my improved world,

the idea of artificial intelligence chip augmentation would how these hyper-intelligent humans and artificial intelligence will coexist in a mutually beneficial way.

AI chips would be implanted into the brain itself and utilized to improve emotions, attention, and problem-solving capacity as a result of increased knowledge of how artificial intelligence learning would be used to design devices that interact with the neuronal framework.

Imagine being able to remember every name, face, and fact you have ever come across. This would be a reality in my proposed world, with AI chips meant to boost human memory. These sophisticated devices would be digital associate, recording our experiences and knowledge then offering quick access to data as needed.

By offering fresh thoughts and viewpoints, evaluating enormous volumes of data, and seeing trends that would otherwise evade common people, artificial intelligence chips would access these hyper-intelligent humans' creative potential. These improved individuals would be able to apply their judgement and emotions to hone and steer the creative process as artificial intelligence chip creates fresh ideas.

There would also be real-time cognitive support during learning, with AI providing instant feedback and suggestions. The process of learning depends on feedback in great part. Timely, high-quality feedback and constructive criticism help students to identify their areas of strength and weakness as well as their way of performance improvement. AI would transform feedback-oriented instruction. AI would free up teachers' time to concentrate on more critical issues such as progress tracking, curriculum modification, quality control, and so on by automating many of the processes required in planning or delivering feedback.

AI would be used to enable teachers to give quick feedback on technical elements of students' writing, therefore freeing more time for higher order cognitive abilities such as reasoning and content. By using artificial intelligence to boost these students' cognitive function and foster deeper learning, this partnership with AI chip would free up time for teachers to give more in-depth feedback.

PERSONALIZED AND ADAPTIVE LEARNING

Hyper-personalized learning experience:

AI algorithm would analyze each student's cognitive patterns, preferences, and progress to create ultra-personalized learning paths. Adaptive learning AI systems will alter how education is given

and consumed as they allow one to extremely personalize learning experiences and predict future learning demands.

These adaptive learning AI systems would forecast learning demands in addition to adjusting material depending on students' performance. These algorithms would consist of areas where these hyper-intelligent individuals could fail and modify the curriculum by means of large volumes of data analysis. This would produce an ultra-personalized learning environment catered to every student's particular requirements and ability.

In my proposed world, the great progress of artificial intelligence and machine learning will open doors for education in hitherto unexplored reality with this type of ultra-personalized learning. These technologies would design unique learning routes for every student by evaluating learners' data from an AI chip. This method guarantees that the content is interesting and challenging as well as fits the student's particular learning style, taste, and performance. But don't get me wrong, the human aspects (real human AI-augmented teachers) would also be present.

These innovative technology would evaluate personal learning patterns, performance, and preferences to personalize instructional materials and guarantee the content is both interesting and challenging. All things considered, incorporating artificial intelligence and machine learning into the classroom would transform the educational system of this improved world and provide these students an ultra-personalized learning experience.

These adaptive learning systems would evolve continuously based on real-time data from neural chips. These adaptive learning systems would make educated judgement to offer ultra-personalized learning experiences, maximize learning outcomes, and improve these hyper-intelligent students' engagement by continually evaluating and interpreting learners data from brain chips.

These neural chips encode and transmit data as bursts of activity, therefore mimicking the behavior of biological neurons. In real-time, it would adapt and learn constantly from these information, hence promoting quick learning and environmental adaptation. The development of sophisticated adaptive learning systems that constantly enhance their performance would be made possible base on this mechanism.

Dynamic curriculum adjustment:
Curricula that adapt in real-time to the needs and interest of each student, ensuring optimal engagement and efficiency. In the process of instruction and learning, a good curriculum is necessary. It helps theoretical information to be transferred to practical use. Developed together,

constantly reviewed and improved, the curricula under my proposed system represent the ideals of the society and fit this improved world learning standard.

Think about how much success of all types depends on adaptation. It is, in certain respects, everything. In biology, the survival and evolution of species depend on their adaptability. In partnerships, it is what enables give and take since circumstances calling for compromise come about. In technology, it is the state of one product working for numerous consumers. This personalized method of curriculum adjustment guarantees the dependability of results and provides each student with real-time customization to their requirements and interests, as well as shorter and less taxing testing experiences.

Unlike computer-based evaluation, this adaptive curriculum would call for real, live, in-the-moment interactions whereby skilled instructors direct what and how children learn, depending on their understanding of their students and what they are ready to learn next. Basically, the teacher would be modifying the classroom restructuring and the curriculum itself to enable it to be sensitive to the students it is catering for. An adaptable curriculum would also let every student drive his or her learning while letting the teacher make proper feedback.

Being designed cooperatively, the curricula would reflect the viewpoints and knowledge of every participant – including teachers, administrators, parents, children, and communities. Clear images of the strengths and shortcomings of the curriculum area, grade level, or particular discipline will be presented by means of several points of view. Teachers would also have a forum in which they could exchange best practices, expertise, and tools with one another thanks to this collaborative approach.

Customizable content delivery, ranging from text and visuals to immersive virtual reality experiences. Emphasizing individualized learning and information distribution, my proposed educational system would give these students customized experiences. Personalized learning lets students pick a learning environment that fits their own speed. It gives students the opportunity to study via strategies developed around their particular needs.

Among other things, deliberate design, style, and media of communication all affect content generation and delivery. One excellent model is immersive e-learning. Developing immersive e-learning materials is a painstaking process of content distribution spanning the idea of execution, developing a learning plan, customizing content delivery methods, designing the immersive experience, producing the material, testing, and lastly, distributing it for students. Keeping in mind their learning style, background, learning requirements, past experiences, and present abilities and

performance, it would personalize and adjust educational methods and procedures in real time to make the learning process a better fit for each individual learner.

Students that engage in this kind of learning get a customized learning experience that fits their particular requirements and interest. Instead of imposing a homogeneous learning experience, educators would be able to give immediate feedback and resource and create learning models tailored especially for every individual learner.

ADVANCED ASSESSMENT AND EVALUATION

Continuous real-time asessment:

Continuous monitoring of cognitive engagement, comprehension, and emotional state through neural interfaces. By means of psychological constructs behind Working Memory Load (WML), exploration of each individual neural signature, by means of insights for sophisticated task designs, and by means of optimization of algorithms for analyzing electroencephalography (EEG) data, this improved world would present strategies on how several inherent challenges of applying neural interfaces to cognitive and emotional load intertwined with learning can be met. This proposed system would utilize machine-learning methods to cross-task categorization of various levels of WML to tasks, including investigating realistic instructional materials based on this technique.[135]

The development of domains such as artificial intelligence, affective computing, or brain-computer interface will be much hastened if emotion – a necessary component of human life – can be completely detected and anticipated by computers. Thus, in my proposed system, automated human emotion identification would be a fundamental technology for human-computer interaction (HCI).[136]

A brain-computer interface (BCI) is a direct link between a technology system and a human brain. It picks trends in brain activity and converts them into machine input commands. Usually captured noninvasively by electroencephalography (EEG), brain activity is analyzed by a standard personal computer utilizing machine learning and signal processing methods. By offering information on these improved individuals, passive BCIs would be employed as an implant, secondary communication channel enhancing continuous primary human-computer interaction.

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[135] EEG-based measurement system for monitoring student engagement in learning - https://pubmed.ncbi.nlm.nih.gov/35393470/

[136] Multi-subject Continuous Emotional States Monitoring by Using Convolutional Neural Networks - https://www.researchgate.net/publication/332627340_Multi-subject_Continuous_Emotional_States_Monitoring_by_Using_Convolutional_Neural_Networks

For these hyper-intelligent people, the chance to modify specialized digital surroundings to fit present mental states, including cognitive or perpetual burden, mental tiredness or negative emotion, would be highly beneficial.[137]

Due to the comprehension of the cognitive and emotional processes of human's brain, electroencephalography (EEG) based brain-computer interface (BCI) system for emotion recognition have the potential to aid the enrichment of human-computer interaction with implicit information.

BCIs are also utilized for emotional computing as they translate signals produced by the electrical activity inside the brain to direct commands without any peripheral nerve or muscle connection; they are also implemented in affective computing. These two sections form affective BCI systems (aBCI systems), which identify emotional state signals and then assist HCI. BCIs would, therefore, be utilized to detect the emotional states of the user.[138]

This improved world would offer a real-time assessment that would provide instant feedback, allowing for immediate intervention and support. For these students, this fresh approach to learning would revolutionize the game. AI assessment would be used by teachers to improve their teaching. They can restructure their instruction and concentrate on what these students need. This implies that these students get the assistance and mentorship they need, which would lead to better learning.

Since they affect all sorts of stakeholders (students, teachers, administrators, etc.), assessment and feedback are regarded as crucial elements of attention in the educational environment. Although teachers spend a lot of time in the assessment and feedback process, little is known about how to strategically plan assessments, also on how to provide consistent feedback, and to evaluate the effect of both in the context of the educational environment.

Fortunately, improved learning and student performance in my proposed world would depend on real-time feedback. In this world, old, sluggish techniques of obtaining and seeing feedback will not be present. Artificial intelligence would revolutionize this by allowing teachers to instantly detect what these students need and assist them immediately. These students would therefore understand their own situation, know what has to be worked on, and obtain personalized assistance.

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[137] EEG-based measurement system for monitoring student engagement in learning - https://pubmed.ncbi.nlm.nih.gov/35393470/

[138] Multi-subject Continuous Emotional States Monitoring by Using Convolutional Neural Networks - https://www.researchgate.net/publication/332627340_Multi-subject_Continuous_Emotional_States_Monitoring_by_Using_Convolutional_Neural_Networks

Artificial intelligence would enable teachers to assist swiftly falling behind student. Using clever algorithms, artificial intelligence systems identify areas of need for these students and provide improvement strategies. This makes more learning encouraging as these students get aid specifically for them. From these prior events or results, artificial intelligence systems would learn and bases proceeding decisions on these knowledge.

With real-time artificial intelligence evaluation, these students would take control of their education. They would adjust their studies to improve and obtain fast information on their how they are doing. This helps these individuals to develop a mindset of constantly improving by setting objectives and keeping motivated. AI would make learning more precise and individualized, therefore transforming education. Teachers would help these students to realize their best by employing feedback through neural interfaces.

Competency and mastery tracking:

This educational system would emphasize detailed tracking of competencies and mastery levels across various subjects and skills. The extra high IQ of these hyper-intelligent individuals would push this mt proposed world to adapt to the new technology that would always be invented as a result of ever-changing societal demands and perpetual innovation. Educational institutions have to make sure their students have the required skills and competencies to propel innovation and expansion in this improved world if they are to flourish.

Any thriving educational system would need educational institutions to have stakeholders, such as teachers and students, who not only have technical competence but also possess the capabilities to guide the road ahead. Monitoring and evaluating certain abilities and competencies help teachers to better understand every student's strengths and areas of development. Early identification of these learning needs would enable institutions to customize their curricula to fill the gaps, so producing more confident and capable graduates.

Based on methodical observation and evaluation of these students' capacities across certain skills, disciplines, and competencies pertinent to their field of study, competency tracking would be conducted. It goes beyond conventional approaches of assessment as it offers a consistent framework that helps teachers to precisely mark areas for development and evaluate their own performance.

Tracking competency would help educational institutions set consistent student evaluation standards. Using set abilities and evaluation criteria would help teachers consistently evaluate these

hyper-intelligent students across several programs, therefore removing subjectivity and prejudice. This method would guarantee fair and objective assessments, therefore guaranteeing more credible evaluations of the performance of these students.

Tracking teachers' ability and mastery would also help heads of educational institutions to precisely identify staff members' strengths and shortcomings. After that, tools and instructions may be used to handle the sections that require development. This increases teachers' knowledge and enables them to perform at greater quality. Teachers that are confident and comfortable in their abilities help the whole institution to run more smoothly.

By pointing out the areas in which students need to be masters over, one may help them to develop their expertise. This relates to a competence framework. A competence framework basically lists the skills needed to be proficient in a certain topic. Among the several methods to gauge these skills are peer feedback, calibration, psychometric analysis, standardized examination, etc. Measurement of competency also guarantees promotion to a more complicated subject based on preparation for the next task rather than only present performance.

Once skills are determined and assessed, it is rather simple to decide what has to be done to improve these students' mastery of their field of expertise. With competency and mastery as a tracking tool for assessing and improving student performance, this focus on competency would cause a notable change in how education would be handled in my proposed world.

AI-generated progress reports highlighting strengths, areas for improvement, and personalized recommendations would also be emphasized in my proposed world. From real-time feedback to improved data-driven insight, AI-driven evaluation and recommendation systems provide a spectrum of advantages. AI solutions help deepen knowledge of ideas and improve student information through design and interesting learning surroundings.

Real-time data on student achievement made possible by artificial intelligence systems gives teachers the necessary information. For students who might be struggling, early intervention made possible by this would help teachers to give quick support. Analyzing the outcomes of an evaluation exam using artificial intelligence would allow instructors to get the statistical output of the performance of these students together with their shortcomings and strengths. Teachers may, therefore, create a particular learning plan for their students to help them absorb knowledge more successfully.

Artificial intelligence would provide students with individualized recommendations based on their own skills and shortcomings. This focused advice clarifies for these students where they require

development and how to get there. Giving more accurate assessments they can utilize to better grasp their development would also help them enhance their result.

COLLABORATIVE AND EXPERIMENTAL LEARNING

Immersive experimental learning

Use of VR and AR, enhanced by neural chips, to create deeply immersive learning experiences. Though it sounds inconceivable, the utilization of VR and AR-enhanced brain chips to induce immersion for deeper learning – is something that would be very ubiquitous in my proposed world. Constant progress in this improved world would help Learning & Development (L&D) to reach a level where experts would fully know how immersive learning is related to cognitive neuroscience. Combining artificial intelligence (AI), neural chips with Augmented Reality (AR), and Virtual Reality (VR) technologies in this realm of Learning and Development would provide an immersive learning environment that relics real life and offers real-world training chances on demand. Breaking up the monotony and offering remarkable educational opportunities that keep these highly talented people active and motivated. These technologies would be able to be used in my proposed world to produce immersive rather than merely didactic L&D programs.

This improved world would investigate the direct interaction of the human brain (brain-computer interfacing) in order to change the perspective of reality. Usually, virtual and augmented reality achieve this by manipulating visual, aural, and tactile perceptions. BCI just needs access to the brain impulses. These improved people will avoid the clumsy gloves, goggles, and other accessories often needed for a more realistic VR in our present world by directly giving their brains impulses to activate simulations and experiences. Naturally, there would also be less need for screens as the improved individuals would be able to create visual screens in their visual cortex and enter an immersive learning experience easily.

By means of responsive situations and adaptive feedback, artificial intelligence improves these simulations, therefore rendering every learning process unique and engaging. This would therefore produce a neuro-reality system whereby the digital and physical worlds will be identical. Through a brain-computer Interface (BCI), these neuro-reality would interact straight with the biology of these individuals.

Applied to the visuals produced in AR systems, augmented by neural chips, VR and AR would be used to construct ultra-immersive learning approaches such as convolutional neural networks (CNNs). CNN and other deep learning techniques would enable fresh and enhanced AR systems to

be effective, thereby offering new immersive learning opportunities in the field of education. Embedded vision processors would help to simplify building intricate AR systems with strict performance, area requirements, and power.

These chips would be made to close the distance between this digital environment and human nerve systems, thereby enabling smooth interaction with virtual places. In the world of ever-evolving technologies terrain, the distinction between the digital and the physical world would be entirely transparent, bringing ideas that formerly belonged solidly in the field of science fiction life. Simulations of historical events, scientific phenomena, and virtual field trips would feel incredibly real.

Complementing brain chips, virtual reality (VR), augmented reality (AR), and other sensory devices would be important in further enhancing the experiences felt during this deep, immersive learning process. These gadgets are designed to improve visual, aural, tactile, and even olfactory senses, thereby producing an illusion of realism that would replicate motion, gravity, and even emotional reactions like pleasure and pain. VR and AR would improve the experience from simple visual immersion to a full-bodied sensory trip when paired with the direct neurological connections enabled by the implanted chips.

To reach the intended degree of immersion in this enhanced reality, first, a mix of brain chips, AR, and VR will be required. But when technology unimaginably develops thanks to these hyper-intelligent individuals with extra high IQ, the difference between the two will blur, and more integrated solutions combining cerebral connection and sensory augmentation in one seamless interface will become the reality. The seamless combinations of these processes would wirelessly provide electric current to the chips implanted in the brain, therefore enabling these improved people to stay submerged in the digital world uninterrupted and to recharge on the go.

Deep insights into student behavior would also be possible from these process through artificial intelligence and augmented reality/virtual reality, allowing the fine-tuning of teachings catered to the these students; hence maximizing the impact.

EMOTIONAL AND SOCIAL DEVELOPMENT

AI-Enhanced social skills training:

AI systems to help develop social and emotional skills, providing real-time feedback during social interactions. In modern education, the combination of social-emotional learning (SEL) and artificial intelligence (AI) is a lighthouse of creativity that transforms possibilities for teachers and students.

The junction of artificial intelligence and SEL would be crucial points in this improved world and transform the educational system, which would turn the classroom into a dynamic space supporting students' academic performance as well as their well-being.

An instructional tool which helps students of all ages to better control their emotions and feelings is referred to as social-emotional learning (SEL). Artificial intelligence would offer real-time feedback on social interactions in a classroom, where people not only participate but also get tailored education fit for their particular requirements.

Unique, immersive experiences offered by VR would be able to mimic a great spectrum of social events and surroundings. A three-dimensional, interactive world is produced using computer technologies. In the framework of improving interpersonal communication, VR can replicate certain social situations where these can hone these individuals' verbal and nonverbal communication abilities. VR's immersive quality allows users to participate in lifelike discussions and get instantaneous performance feedback – qualities that are essential for the development of their skills.

Furthermore, the development of emotional intelligence abilities greatly affects personal development, career achievement, and general well-being. It would enable these people to negotiate difficult social dynamics, adjust to changing surroundings, and make wise judgements grounded on a strong awareness of others and oneself. Emotional intelligence is good not only on a personal level but also on an organizational level. Businesses which encourage emotional intelligence among their staff members see better communication, more employee involvement, better cooperation, and more capable leadership.

Artificial intelligence would facilitate virtual social environments where students can practice and enhance their interpersonal skills. By use of virtual classroom and internet platforms, artificial intelligence would support group learning. Tools driven by artificial intelligence can enable flawless communication, collaborative projects, and peer-to-peer contact. Artificial intelligence (AI) virtual classroom would offer chances for worldwide connections, different personalities, and group problem-solving. This creates a dynamic and inclusive classroom that will help these students be ready for the interconnected world they will enter in their future professions.

Strong interpersonal skills would be in demand in this improved world. For these people to develop their interpersonal skills, VR would offer a secure and regulated space. Moreover, VR would provide them with encouragement and feedback that will enable them to raise their performance. These students would have several chances to improve deficient interpersonal skills and go through an immersive experience to communicate with an emotionally realistic virtual partner. The grading

mechanism of this simulation incorporates built-in feedback and interpersonal skills from professionals, and SEL would now guide these improved individuals.
In this improved world, this technique would replace earlier in-person role-playing exercises with concentration, interpersonal skills and teamwork. Incorporating VR into interpersonal communication training allows these students to practice and polish their abilities in a realistic and under-control environment, therefore improving the learning results. This would let these students hone certain communication abilities catered to various actual and distinct situations. These students would develop confidence and flexibility by confronting a range of virtual entities and settings, two essential elements of great personal abilities.

Emotional well-being monitoring:
Continuous monitoring of emotional states through neural interfaces, with AI providing interventions to manage stress and anxiety. Mental and emotional health entwine one other. Emotional health has effects on mental and vice versa. Excellent mental and emotional health enables people to enjoy life, have good connections, and go past challenges and disappointments. In emotional state monitoring, artificial intelligence, immersive technologies, biofeedback, neurofeedback, would provide fresh, but yet unexplored, possibilities. This process will be accomplished via the technique of traditional direct interface with the brain, which will let central AI record brain activity in real time.

Social-emotional learning (SEL), which covers the acquisition of abilities linked to self-awareness, self-regulation, empathy, and interpersonal connections, is one of the fields where artificial intelligence (AI) would be quite important in this improved world.

Understanding human experiences and attitudes about artificial intelligence would help in designing AI systems that would support favorable emotional outcomes to be developed. Including artificial intelligence technology in SEL initiatives presents special chances to enhance these students' socio-emotional development, give real-time feedback, and tailor learning experiences. Teachers would create creative tools and platforms to evaluate, teach, and reinforce social-emotional abilities in a scalable and successful manner by using machine learning algorithms, natural language processing (NLP), affective computing, and other artificial intelligence approaches.

At the nexus of psychology, neurology, and computer science, affective computing – also known as artificial emotional intelligence – would be investigated in this proposed world. This world would seek to create tools and systems able to identify, understand, analyze, and replicate human emotions.

The way individuals in this improved world study emotional states is altered by the growing availability of brain data resulting from brain-computer interfaces, along with developments in mathematical modeling and machine learning.

Active brain monitoring and the creation of biohybrid and neuromorphic systems that can adapt to the brain's functioning would be made possible by new materials and technologies readily available in this proposed world. From enhancing decision-making to influencing range of emotions, novel brain-computer interfaces (BCIs) would address a range of enhancement and therapeutic difficulties.

This would also help in personalized mental health support, including mindfulness exercises and coping strategies. By raising self-awareness among these students, mindfulness helps them to improve their private and professional welfare as well as of the teachers.

Individualized treatment plans and interventions would be used in my proposed world across many demographics, recognizing individual variances and each emotional state. My proposed world would constitute evidence-based approaches for choosing which issue to target and in which sequence in regards to emotional state, choosing treatments and deciding whether and how to mix them, and guiding continuous mindfulness exercises and strategies through monitoring of treatment response via neural interfaces across episodes of care.

GOVERNMENT AND POLICY

Regulatory frameworks:

The development of a robust regulatory framework would be implemented to oversee the integration of AI and neural technologies in education. Any policymaker, whether they are trying to boost the economy, safeguard the environment, or enhance daily living for their people, depends critically on effective rules and regulations. Forums promoting sustainable economic growth will help enact these regulatory frameworks and unite top worldwide experts on bettering these laws and policies as time passes, thus guiding government on their design, implementation, and evaluation. These frameworks would provide the basis to guarantee that the integration of artificial intelligence and neural technologies is enacted in every educational institution and that the educational management of this improved world of AI and neural technological integrations is designed. Sub-elements within the legal and regulatory framework would clarify the legal authority of these integrations.

International collaboration would set standards by means of evidence-based assessments and pragmatic implementation of these integrations, therefore guiding decision-making. This would include doing thorough, high-quality research that pays enough attention to educational effects on every group involved in the educational system.

Funding and support:

Significant investment in research, infrastructure and resources to support the advanced educational system. Key drivers of this improved international economic development and the corporate success of other companies would be the contacts between the government and universities.

In my proposed world, knowledge would be a major engine of economic progress; so, the institutions linked with promoting knowledge creation and dissemination would be absolutely vital to guarantee sustainable economic success.

The universities in my proposed system would be supported enough by the government and have more capacity to cooperate with businesses to obtain more money, therefore creating a complementing link between government and business.

Government grants, taxes, and any kind of public financing can all be included among these financial sources. Federal, state, and municipal governments, among others, would fund education infrastructure and resources under the direction of all governments. This money would be used to buy equipment and technology, construct new or remodeled existing schools, pay highly skilled teachers and personnel, and give student scholarships and financial assistance.

Offering enough facilities like sustainable classrooms, libraries, labs, and other required tools would increase accessibility to excellent education. This improves chances for students from all socioeconomic levels to have an equal quality of education.

There would also be public and private partnerships to fund innovations and ensure widespread implementation. Finances to be used for projects would also come from private sources, including companies, people, and charitable groups. Private foundations might concentrate on certain topics such as school building, student subsidies, or preparation. These companies could also sponsor workforce development initiatives or, through alliances with educational institutions, generate funding.

INFRASTRUCTURE AND ENVIRONMENT

Advanced learning environment

State of the art classrooms equipped with the latest AI and neural technology. Integration of artificial intelligence (AI) and neural technology in education would signify a major change in how teaching and learning would be handled in classrooms in this improved world where technology would be fast and continuously changing.

My proposed world would not only encourage critical thinking and problem-solving abilities but also give chances for involvement and personalized learning by designing experiences fit for state-of-the-art classrooms for these students to explore artificial intelligence in cooperation with neural technology and acquire a deeper knowledge of its concepts.

Teachers in educational institutions would be adept in creative approaches to use artificial intelligence and neural technology in their lessons to support critical thinking abilities and offer age-appropriate backgrounds. These hyper-intelligent students may now begin with questions and ideas inspired by artificial intelligence, therefore fostering inquiry and discovery. Teachers may design individualized learning environments catered to every student's needs and interests by using generative AI.

Regarding assessments, AI-powered systems would provide software solutions to expedite the procedure, secure assessment tools, and tailored quizzes.

Through brain interfaces with VR and AR, students might study and grasp difficult characters and ideas in a more profound way, therefore bringing literature to life and enabling the dynamic interaction between students and AI personalities. It would provide these pupils with a special forum to probe topics and participate in discussions that might not be feasible in a conventional classroom. This kind of teaching and learning would foster a more inclusive and participatory atmosphere by means of which all learning styles may be accommodated and timid or reluctant students encouraged to engage.

AI rendition of a character from a research or novel being studied would be more immersive. Students would be able to investigate the reasons, sentiments, and decisions of an AI-generated form of these studied characters like John Von Newman, Shakespeare, Isaac Newton, Oppenheimer etc. Specified objectives will direct this activity: knowledge of characters and narrative, increasing AI literacy, use of open-ended questioning to improve critical thinking, and active listening to foster empathy. Students would next examine the AI's renditions closely, contrasting them with the studied material to grasp the character's representation against the AI's perspective. This would not only improve understanding of the materials but also start a conversation on these possibilities of artificial intelligence with neural interfaces, therefore offering a complete learning process.

There would be flexible, adaptive learning spaces that can be customized to individual and group needs. In the education industry, artificial intelligence would transform learning opportunities to a whole new level, therefore lowering human effort, saving time, and generating worldwide effective learning experiences.

By always addressing their questions, AI education via AI-powered personal assistants and chatbots may save great volumes of time and aid students. AI chatbots and assistants may provide responses to general and repeated queries without the necessity of any educator or faculty by applying machine learning and neural chips alongside the learning material database. This would allow the teacher to concentrate more on creating adaptable learning environments and effective lesson plans that can be tailored to group or individual requirements.

Sustainability and healthy facilities:

In my proposed world, there would be an incorporation of eco-friendly and health-focused school designs that promote physical and mental well-being. Human population health and the condition of world ecosystem are intricately entwined. The design of instructional environments in my proposed educational system would be very important in determining the learning process and welfare of the students.

Apart from knowledge and awareness, it is evident that a transforming educational paradigm is necessary to solve environmental problems and attain sustainable futures. This entails clarification of environmental attitudes and commitments, development of critical thinking and learning how to cooperate to raise human and environmental welfare.

The school environment comprises the physical features of a school building, such as the quality of the structures, the social-emotional elements of student involvement, chances for students to interact with the school community through activities and relationships, and the school's capacity to guarantee that students are emotionally and physically safe, in my proposed world. The physical layout of the classroom would be designed to enhance social-emotional well-being and to create chances for encouraging good practices by means of its physical features. Including areas for physical education and food preparation and consumption, the physical environment consists of the whole school structure and grounds.

Through active classroom activities, this educational system would encourage overall welfare and learning, so enhancing the physical and social surroundings of the school and by means of parents, community, and agency relationships.

With early health education emphasizing transfer of information mostly about physical health concerns, a gradually more holistic and ecological strategy to promote health in schools, this system would demonstrate in microcosm how a healthy and sustainable world should work.

Social-emotional climate (SEC) comprises the social elements influencing an individual's emotional well-being and conduct, including interactions with classmates and school staff members, as well as policies, procedures, and programs concerning discipline, mental health, and social-emotional learning (SEL). A positive SEC would be included to assist in the development of safe and encouraging learning environments influencing these students' participation in school events and interactions with other students, staff, family, and community.

Beyond appearances, sustainable design ideas concentrate on designing spaces that are not only aesthetically pleasing but also functionally sound, healthful, and ecologically friendly. Including sustainable design in classrooms would help my proposed educational system create environments that encourage student participation, raise academics, and inspire environmental responsibility.

Student learning results can be much influenced by well-designed classrooms. Studies on factors such as air quality, thermal comfort, and natural light have revealed how focus, attention spans, and general cognitive ability may vary.[139] Large windows for lots of daylight, effective ventilation system for fresh air, and temperature control systems for maximum thermal comfort would help sustainable design meet these components.

Integration of natural elements, ergonomic furniture, and spaces for physical activity and relaxation. A more stimulating and engaging classroom would be produced by means of sustainable design. Natural materials, biophilic design components (including nature into the built environment), and flexible layouts would help to strengthen connection to the natural world, lower stress, and inspire creativity. Sustainable design may provide a good learning environment that supports inquiry, teamwork, and active involvement by means of an aesthetically pleasing and motivating area.

Using non-toxic materials, guaranteeing appropriate ventilation, and maximizing lighting conditions will help sustainable design give top priority to the health of these hyper-intelligent students. It also takes acoustics into account so that classrooms are not unduly noisy or distracting, therefore impeding learning. Sustainable design would assist the physical and emotional well-being of these students by establishing a healthy and pleasant surroundings, therefore supporting their general success.

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[139] Interaction between Thermal Comfort, Indoor Air Quality and Ventilation Energy Consumption of Educational Buildings: A Comprehensive Review - https://doi.org/10.3390/buildings11120591

Energy-efficient lighting, appliances, and HVAC systems included in this design would help to lower greenhouse gas emissions and energy usage. Sustainable design would make educational settings in my proposed world lively, healthy, and inspirational by giving students well-being, environmental responsibility, and long-term cost savings first priority.

These students would realize the need for environmental sustainability as they will be the future generation of leaders and decision-makers. Sustainable design classrooms would operate as living labs, showing how proper construction may reduce their influence on the surroundings.

INTERDISCIPLINARY AND GLOBAL LEARNING

Cross-disciplinary integration:

Encouragement of interdisciplinary studies that blend science, technology, and arts. It is typical for these hyper-intelligent individuals who are on an extraordinarily talented or profoundly brilliant spectrum to easily adapt to this integrative approach to learning. These people have an extremely high IQ – 400. And as they learn something new, it is really natural for them to create a wholistic image of all they have learnt. Everything is linked in some way. Since every discipline is just a portion by definition, none of them has all the solutions. This system promotes an interdisciplinary perspective, which helps one to see fresh ideas and links. These people can both recognize the shortcomings of the models being applied as well as the superior perspective on how data can be used. It opens more and better qualitative predictions.

Learning in one context would help these students to increase their knowledge in both the original context and in a new topic by considering how they could connect them both. Do they fit together? Do they seem to separate? In my proposed system, this approach would result in a deeper learning and understanding as well as eventually multidisciplinary thought and knowledge. It is that kind of knowledge development that would enable better understanding and draw attention to the trends shared by several disciplines.

Learning this kind of approach will enable these students to apply the information acquired in one field to another, therefore enhancing their educational process. Selecting classes that fit them would help these students create their own multidisciplinary route.

There would be an implementation of projects and courses that require students to apply knowledge from multiple fields to solve complex problems. High school and university students who use multidisciplinary techniques seem to do academically better than students who do not.[140] By linking

[140] Teaching interdisciplinarity in secondary school: A systematic review - https://doi.org/10.1080/2331186X.2023.2216038

ideas and concepts across several fields and projects, multidisciplinary education would assist these students in learning. To enhance their educational process, students might use the information acquired in one topic in another.

These students would start to synthesize concepts from other points of view and explore many approaches to learning. Investigating subjects spanning a spectrum of interest will inspire students to seek fresh information in many disciplines. This strategy will assist in forming the minds of these hyper-intelligent people as future pioneers and visionaries who keep driving this improved world's hitherto unprecedented scientific innovations, such as establishing colonies on Mars.

These students would also be highly driven as they have a personal stake in subjects they find intriguing. Consequently, the material is typically derived from personal experiences, thereby providing a genuine meaning to the education and linking it to a practical environment. As a result, the education becomes relevant, intentional, and deeper, leading to lifelong learning opportunities for each of the students.

This movement in my proposed world transcends the contemporary general education offered at practically every university in the United States, in which students enroll in multiple unrelated courses in various subjects outside their major. Within the framework of simple courses or whole programs of study, the knowledge, approaches of inquiry, and pedagogies from several disciplines are gathered in this integrated paradigm. Under such a paradigm, teachers would assist students in making the links between several subjects in an aim to enhance and expand their education.
This would improve the critical thinking, knowledge integration, and problem-solving skills of these students. It also promotes among faculty members from several fields cooperation, teamwork, and good communication. These students might also challenge presumptions, acquire different points of view, and deepen their knowledge of difficult problems by means of an interdisciplinary approach. Therefore, by means of this way of learning, adopting integrated viewpoints and solution-orientation tactics would help to support their intellectual and personal development.

CULTURAL AND ARTISTIC ENRICHMENT

Advanced artistic expression:

Use of AI and neural technologies to push the boundaries of artistic creation and expression. AI would present creative ideas that boost originality, simplify procedures, and create fresh lines of artistic expression.

Artists would have great tools at hand by competing two neural networks against one another to create fresh, original works of art given the great progress of artificial intelligence in my proposed

world. Particularly those grounded on deep learning and neural networks, artificial intelligence systems would be able to generate art on par with human inventiveness. AI systems would be trained using a lot of already produced artwork so they may identify trends and styles they could then either duplicate or enhance.

One well-known example of artificial intelligence-produced art is Generative Adversarial Networks (GAN). Together, the discriminative neural networks and generators in GANs generate fresh materials. Over time, the system would keep getting better, producing more realistic and sophisticated artwork. From realistic painting to abstract compositions, the final artworks would show the flexibility and potential of artificial intelligence in creative expression.[141]

As artificial intelligence develops in my proposed world, technology will become more and more significant in artistic expression as it creates a rich and varied environment where these improved human and machine creativity correlate. It would be applied to help to restore classic artworks. AI would assist in predicting the original look of artworks and recommending adjustment techniques by examining broken fragments, therefore conserving cultural legacy.

There would be opportunities for students to engage in collaborative art projects, performances, and exhibitions with AI. AI would influence not just the production but also the interpretation and presentation of art. Working together, artificial intelligence and these improved individuals would restore computational precision with an artistic sensibility. Dynamic artworks responding to spectator interaction and providing individualized and dynamic experiences can be produced as artificial intelligence is coupled with virtual reality (VR), neural interfaces, and Augmented Reality (AR) technologies. Combining technology with art would open fresh avenues for connection and expression, therefore altering perception and relationship with art.

Using artificial intelligence, producers and artists would improve their creative process. Grammy-winning musician Taryn Southern, for instance, debuted an album co-created with artificial intelligence to show how machine learning may enhance human ingenuity.[142] From creating melodies to polishing records, artificial intelligence helps with chores varying in nature, therefore streamlining music creation and access.

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[141] AI Illustrator: Art Illustration Generation Based on Generative Adversarial Network - https://www.researchgate.net/publication/343901123_AI_Illustrator_Art_Illustration_Generation_Based_on_Generative_Adversarial_Network

[142] Taryn Southern: How This YouTube Star Used AI For Her New Album - https://www.forbes.com/sites/danschawbel/2017/09/26/taryn-southern-how-this-youtube-star-used-ai-for-her-new-album/

In education, artificial intelligence would also be a highly valuable instrument for both instruction and inspiration of the following generation of artists. AI-driven software would present fresh and innovative ideas, change suggestions and personalize feedback on the interests and style of the user. Consequently, learning and skill development would be improved while the creative community can grow more adaptable and resourceful.

Artist would employ artificial intelligence to enhance their creative process; it would be developed concepts, experimented with new techniques or even whole pieces of art. Working through neural interfaces, human and machine skills can be completely incorporated, and a symbiotic relationship ensues.

In my proposed world, artificial intelligence is going to challenge not just the conventional roles of artists and curators but also what art itself may be, therefore transforming the art world in heretofore unthinkable ways. Unquestionably, the promise of artificial intelligence would appeal to collectors eager to make investments in the direction of future innovation.

FUTURE PROSPECT AND INNOVATION

Exploration of human potential:

Continuous exploration, particularly of human cognitive potential and how AI and neural technologies can enhance it. Artificial intelligence incorporating machine learning and neural networks would be a great instrument for imitating and modeling cognitive processes. Inspired by the structure of the human brain, neural networks replicate its linked neurons and synapses to handle data and generate choices. AI would use algorithms to offer mental health care, which would enable these people to always investigate new cognitive potentials, transforming and improving their neural networks. AI systems can identify patterns, deduce correlations, and execute tasks formerly only possible for human intellect by teaching these networks large volumes of data.
To offer personalized feedback, improve learning efficiency, and find trends invisible to people, AI systems would also sift enormous volumes of data. AI-driven systems in language learning, for example, can adjust to the learner's degree of skill, so offering practice and reinforcement best suited to the learner's capacity to absorb fresh material, so strengthening brain pathways related with language acquisition.

DEEP INTEGRATION OF AI AND NEURAL TECHNOLOGIES

Neural-AI symbiosis

The neural chip would enable a seamless symbiosis between the human brain and AI, allowing for a continuous flow of information and feedback. These revolutionary technical developments will close the gap between the human mind and machines by providing a world in which ideas and deeds coexist peacefully with digital technology.

With unrivaled precision and speed, the human brain is a very dynamic and complex machine able to manage vast volumes of data. This remarkable processing ability comes from the network of neurons and the connections between them, also referred to as synapses, which allow information to be distributed around the brain.[143] To send information throughout our brains and cross our bodies, this complex system depends on electrical and chemical cues.

Neurons, being the basic building blocks of this vast network of communication, send signals via action potentials – electrical impulses. These impulses go along nerve fibers to create complex brain circuits controlling our behaviors, emotions, and ideas.[144]

Your brain is always naturally experiencing both of these things. Your eyes are currently moving specifically in a horizontal direction that lets you read this phrase. That is the output of the neurons in the brain informing a machine – your eyes, in this instance – in getting the order and acting on it. The photons from the screen or book are hitting your retinas and activating neurons in the occipital lobe of your cortex in a way that lets the picture of the words enter your mind's eye as your eyes move in precisely the correct path of the phrase. That picture then triggers neurons in another area of your brain that enables you to absorb the meaning of the text and analyze the data ingrained in the image.

One similarity between neurons and computer transistors is that they both broadcast data in the binary language of 1's and 0's. Unlike computer transistors though, the neurons in the brain are always altering. Neuroplasticity is the phenomena whereby our brain's neural network optimizes itself to the external environment by means of chemical, structural, and even functional changes made by neurons.

In my proposed world, hitherto unprecedented scientific innovations would enable scientists to design neuromorphic computing chips that will replicate brain activity, therefore generating

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[143] The Nervous System and Behavior - https://www.researchgate.net/publication/343901123_AI_Illustrator_Art_Illustration_Generation_Based_on_Generative_Adversarial_Network

[144] The Nervous System and Behavior - https://www.researchgate.net/publication/343901123_AI_Illustrator_Art_Illustration_Generation_Based_on_Generative_Adversarial_Network

intriguing new possibilities for the growth of artificial intelligence and machine learning. These artificial synapses would change the field of artificial intelligence by allowing computers to learn and be adept in hitherto unimaginable ways; consequently, they would create an artificial intelligence chip.

Brain implants, sometimes known as neural prostheses or neurostimulation devices, provide this direct link. Surgeons surgically implant this extremely sophisticated and microscopic gadget inside the brain to serve as the middleman between the brain and external technologies. Since soft biomaterial would allow the creation of artificial synapses capable of mimicking the operation of biological synapses, they would be included in the design of these neuromorphic computer chips (AI Chips). This would transform the field of artificial intelligence if computers could learn and adapt in ways hitherto thought to be impossible.[145]

AI would act as a cognitive co-pilot, assisting with problem-solving, creativity, and critical thinking. These chips would be able to learn from the brain data it gathers by use of machine learning techniques. Combining artificial intelligence systems with the chip would create fresh paths for cognitive improvement. Imagine being able to improve your cognitive skills and memory or even directly communicate with AI systems for group problem-solving.[146]

Instant collaboration network:

Neural-linked students would form instant collaborative networks, sharing thoughts and working together in real time, regardless of physical location.

Regardless of geographical location, neural-linked students would create instantaneous collaboration networks wherein they could share ideas and operate simultaneously. Like cooperative learning, collaborative learning is team-oriented, and students learn in a community-of-learners setting, in which they participate as members of society. Participating in many other class activities, students communicate with one another and help one another to solve difficulties or finish assignments collectively. They use problem-solving strategies and consider and communicate their ideas.

In humans, direct brain-to-brain interfaces (BBIs) are interfaces combining neuroimaging and neurostimulation techniques to extract and send information between brains, therefore enabling direct brain-to-brain communication. The BrainNet three-person brain-to-brain interface (BBI) is a

[145] Bio-inspired artificial synapses: Neuromorphic computing chip engineering with soft biomaterials - https://www.researchgate.net/publication/374836493

[146] How neural chip enable a seamless symbiosis between the human brain and AI, allowing for problem solving and critical thinking - https://www.bbc.com/news/health-68169082

system whereby an electroencephalography (EEG) sensor records a signal from a sender's brain, decodes it and transmits it to another person's occipital cortex via transcranial magnetic stimulation (TMS) cap. The receiver views it as a phosphene or brain-generated flash. One might link two senders to the same receiver.[147]

In my proposed world, a neural connection interface will enhance cooperative learning and widen the range of these individuals' capacity to interact in real-time, independent of physical location. Artificial intelligence-based neural interfaces linking human brains to computers would let these students read the thoughts of others.

These students would be able to talk not just without speaking but also without words – through access to each other's minds at a conceptual level, much as brain implants would let these people digitally taste, smell, and see without really physically experiencing the feeling. This would allow for unprecedented collaboration with colleagues and more in-depth discussions with one another. This connectivity would lead to a new level of teamwork and collective intelligence.

ENHANCED COGNITIVE ABILITIES AND CREATIVITY

Boosted cognitive function:

AI-enhanced cognitive functions such as memory recall, data processing and analytical reasoning would become the norm. In my proposed world, advanced artificial intelligence methods such as natural language processing, deep learning neural networks, computer vision and lots more would enable these improved individuals to offload certain cognitive tasks to technology and boost our own biological intellect.

AI systems would improve these individuals' cognitive capacity and widen their capacity for addressing problems. AI systems would be able to swiftly process and analyze enormous volumes of data, stop trends, and offer insights that these improved humans would not be able to easily spot on their own. This would be quite helpful, mostly in disciplines like medicine, research, and data analysis.

AI would be a cognitive co-pilot, enhancing rather than replacing these hyper-intelligent individuals' capabilities. For these individuals, using AI's analytical capacity and combining it with their own cognitive ability would be standard practice in many different fields. AI would release brain resources for more intricate and creative endeavors by automating monotonous jobs. It would

[147] A Multi-Person Brain-to-Brain Interface for Direct Collaboration Between Brains - https://doi.org/10.1038/s41598-019-41895-7

also let these improved people concentrate on higher-level thinking, creativity, and decision-making by handling complex routines and tasks.

Students would be able to process and analyze vast amounts of data quickly, leading to rapid advancements in learning and innovation. Among these quick developments would be elements of casual models, intuitive reasoning, evolution of knowledge and memory, especially the part and basic principles of intuitive reasoning for complex problem resolution, and the cognitive learning framework for visual scene comprehension based on reasoning and memory.

Using chatbots and virtual tutors to offer quick help and promote self-learning, artificial intelligence would be mostly applied in invaluable areas in education, using Natural Language Processing (NLP) and machine learning techniques to provide quick and customized help; these AI chatbots would change the learning experience of these students. AI tools would help to deepen knowledge of ideas and improve student information retention by designing dynamic and interesting modulations.

AI would naturally assist teachers in spotting knowledge gaps in these students and offer focused feedback to improve the quality of instruction. By means of AI-powered chatbots and virtual assistants, teachers would enable students to receive quick support and assistance outside the classroom, therefore sustaining their engagement and motivation.

Under my proposed system, these students would be expected to learn using artificial intelligence from anywhere at any moment. Since every of these student would have their own speed based on their individualized learning, 24/7 access would help one to find the time to learn while developing the fundamental skills of time management. Students from all across the globe would also have access to a first-rate education.

ADVANCED LEARNING MODALITIES

Direct knowledge uploads:

There would be potential for direct knowledge uploads, where foundational knowledge in subjects could be transferred directly to the brain, freeing up time for higher-order thinking and application. The basic building blocks of the brain, neurons link long-term and short-term memories by means of interconnection and create complex neural networks. These networks can remodel in reaction to environmental changes, therefore influencing cognitive growth and learning capacity.

The human brain is a really remarkable and sophisticated piece of hardware. Our brains process around 100 megabytes of data each second from the 80 billion neurons in the human cerebral

cortex, each having a thousand connections. Imagine being able to monitor, extract and analyze all the signals in our brain in real time as quick as the speed of thought. Once limited to science fiction, tapping into the brain would be easily feasible in my proposed world in order to attach the human brain to a computer (AI chip) to upload data directly.

Futuristic development in BCI technology would enable these humans' brains and AI chips to communicate signals and information in my proposed world. It would enable these people to directly transmit fundamental knowledge to the brain, therefore saving time for higher order thinking and application.

In summary, an educational system where children with an average IQ of 400 are connected to AI via neural chips would be characterized by unprecedented levels of personalization, efficiency, and innovation. It would create a learning environment that not only enhances cognitive abilities but also fosters emotional intelligence, social responsibility, and global citizenship. This system would leverage the latest in AI and neural technologies to provide a holistic, adaptive, and future-focused education, preparing students to lead and innovate in an increasingly complex world.

In conclusion, integrating neural chips and AI into the educational system for children with an average IQ of 400 would create a transformative, highly personalized, and interconnected learning environment. This system would not only maximize cognitive and creative potential but also foster social, emotional, and ethical development. By leveraging advanced technologies, this educational model would prepare students to be innovative leaders and compassionate global citizens, equipped to address the complex challenges of the future.

ALLEGED CRITICISM OF IMPROVING PEOPLE

People need to understand things are not very friendly in the world entirely. Hence, criticism acts as a means of evaluation or judgment. But this misinterpretation makes such criticism damaging, misleading, sometimes inaccurate, unwelcome, or directly hostile, undermining someone's work, reputation, concept, or, in this instance, the system of improving people. Sadly, those who participate in these criticisms usually do so in public to denigrate or humiliate someone or an idea. In this case, the alleged criticism is directed against this system of improving people.

People usually criticize topics they do not fully comprehend. Regretfully, that is our instinct. However, as famous author and poet William Gilmore Simms said, "The dread of criticism is the death of genius." Everything could be misused, but feeble-minded, immoral, unhealthy, warmongering people, ridden with the consequences of capitalism and a slow pace of scientific

development, can be misused far more in this our present system with its super-rich friendly educational system, and the super-rich being the puppet masters.

These alleged criticisms more frequently impede comprehension than help it to develop. When someone criticizes something they know little about, their criticism is probably based more on misconception or inadequate knowledge than on a comprehensive awareness of the issue (improving people).

The chapter aims to refute these claimed objections and expose misleading information spread to influence or control the entire society or at least its main segments on the system on human improvement. Along with managing these false pieces of information by providing corrections (debunking) meant to clear these misleadings. Therefore, this supports very high-quality information literacy and advances the system of artificial intelligence-genetic engineering improvements.

There are countless opportunities and plenty of alleged criticisms around humans' potential for improvement. I will debunk these alleged criticisms.

ETHICAL CONCERNS

Alleged criticism:

Critics argue that improving people raises ethical issues by promoting the idea of selecting certain traits, which could lead to a slippery slope towards valuing some lives over others based on genetic qualities. This can exacerbate discrimination and stigmatization of individuals with disabilities or those who do not possess the 'desired traits.'

Debunking

This cannot happen in a society driven by AI and robots because everyone will be equal. Every embryo can be equally subjected to a method whereby the genome of human embryos is altered to incorporate certain genes that enhance the next generation, therefore providing each individual with identical genetic traits.

Patients undergoing in vitro fertilization will supply the embryos, which will only grow for up to seven days. In theory—and finally in practice—CRISPR-CAS9 might be used to alter genes in embryos to have certain desired traits such as extra high IQ and longer lifespan, therefore eliminating the defective script from the genetic code of that person's future children. This might

also lower, if not completely eradicate, the prevalence of some major genetic disorders, lessening human suffering.

AI chips and Supersmart AI will help humans and robots existing in society to have a moral system free of prejudice and stigmatization of genetically modified individuals. Those who are not genetically altered will eventually pass away one generation following another. Everybody would be exactly the same.

The issue of consent has also been raised regarding enhancing individuals. Strong opposition against gene editing has been said to stem from ethical concerns raised by changing the germline in a way that influences the following generation without their permission.

This makes no sense at all, though. We absolutely have no option except to decide for future generations without regard to their agreement. Every parent does this daily, either because the children do not yet exist or because they are too young to consent. Obviously, considering how their choices would impact future generations, parents and scientists should act responsibly based on the finest possible mix of facts and reasoning. However, their choices cannot incorporate the permission of future offspring.

All things considered, nobody will be unaltered after one generation. Each person will, therefore, be equal and genetically altered.

SOCIAL JUSTICE AND INEQUALITY

Alleged criticism

There is a concern that improving people could deepen social inequalities. Access to genetic technologies is likely limited to those who can afford them, potentially leading to a genetic underclass and increasing the gap between the rich and the poor. This could result in a society where socioeconomic status is even more tightly linked to biological traits.

Debunking

The society would be on such a technological level that there would be free resources for everyone. From wearable gadgets that offer early diagnosis and recommended individualized therapies to telehealth technologies linking patients and health professionals in a virtual arena, technological advancements will alter the delivery of healthcare services. In public health, technology will help specialists compile and evaluate data and offer better treatment to societies. Public health experts

have a great chance to develop and apply innovative public health technology solutions that greatly influence patient care.

Thanks partly to new processing techniques for healthy sugar or salt substitutes, good food will become a widespread, readily available choice for everyone. Though they will not be aware of it in some circumstances, people will eat more healthy foods. Diet-related healthcare expenses will cause food prices to deflate, and a worldwide reduction of health-related suffering will liberate people for creative ideas that advance the planet and civilization.

Furthermore, developments in digital labor markets will include financial services in their offerings, enabling credit availability for many persons neglected by conventional banking institutions. Technology will eventually provide economic stability and discipline without acquiring the necessary human knowledge. Advisors in artificial intelligence and machine learning will proliferate, always suggesting to those who choose to work the next contract, investment, or online education, thereby democratizing development and financial welfare. Everyone should have access to good, encouraging cuisine.

Many of the occupations that people now do will be mostly taken out by robots or digital agents. Since everyone would have nearly the same abilities, people wouldn't work, and there wouldn't be any inequality or social injustice.

PHILOSOPHICAL OBJECTIONS

Alleged criticism

Philosophers argue against improving people on the grounds that it represents a form of playing God. By attempting to control and direct human evolution, we may be overstepping natural boundaries and the ethical limits of human intervention.

What philosophers say is nearly moral nihilism (basically as this society): no justice who will be born out of trillions of combinations, how good life they will live, societal interactions are very complex, and our morality is animalistic. Such things make no sense when people are extremely moral, along with extremely moral AI and robots.

Debunking

Playing God is unethical and immoral, they say! Ask yourself this: is this moral compass, which is rooted in God, really moral if it permits the slaughter of men, women, and children? Is that ethical? In 1 Samuel 15, God commands Saul to attack the Amalekites and to "totally destroy all that

belongs to them" (1 Samuel 15:3), including killing men, women, children, and animals. In various accounts, God commands the Israelites to take spoils from their defeated enemies. For instance, in Numbers 31, the Israelites are instructed to take plunder from the Midianites, including livestock and goods. Aren't there boundaries of ethical limits overstepped?

The Ten Commandments in the Bible are supposed to stand as a pillar for morality, and most religions incorporate a similitude of these Commandments. They always say that if people act as the Ten Commandments tell, the world would be a perfect place. Not only is this not true, but actually, the Ten Commandments direct this world into a really ugly place. These Commandments, if abided, mostly lead to a really awful world full of suffering, injustice, and basically letting our animalistic selfish genes thrive. They are highly immoral, omit extremely important points, and are nothing but a product of religious lies.

But what I propose is nearly perfect morality. Also, robots, people, and AI would be enormously moral, so this current world would resemble a world of sociopaths. The best (and the only system deemed as moral) can be such a moral system that produces an infinite number of individuals (or consciousnesses modeled by mathematics) that produce an infinite number of events that create the most ecstatic moments. I don't care whether to call it utilitarianism.

There are around 100 million sperm cells in a typical ejaculation. Although women have around 1–2 million eggs from birth, only a small portion of these eggs will ever develop and be expelled during ovulation during the duration of her reproductive years. You would multiply the sperm count by the egg count to get the total possible genetic combinations. For instance, the total number of possible genetic pairings would be 100 million times 1 million if there were one million eggs and 100 million sperm accessible for fertilization. One would have 100 trillion conceivable combinations from it.

No! God will not select the birth preference! No physically established theory, no evidence, only an interdeterministic system where such "small" events like these are permitted to remain as random as they may. Physics is relatively clear-cut. Your subconscious mind works on your mate's decisions, food tastes, and even more difficult judgments. Our brains give in entirely to an interdeterministic universe in which each cell activity results from the condition of the one before it.

Moral systems such as utilitarianism are deeply opposed to the Ten Commandments. Every single moral decision should lead to infinite ecstatic moments that can ever be experienced. This system does not wish to play God cause the moral system rooted in God is unethical in itself.

CULTURAL AND MORAL RELATIVISM

Alleged criticism

The idea of which traits are desirable is culturally and morally relative. What one society values may differ from what another values, leading to a homogenization of traits that may not reflect a diverse or inclusive understanding of human potential.

Debunking

This is totally bogus because the idea of which traits are desirable is not culturally and morally relative in this system. There will be only one moral system (which will be very complex constellation) and one culture.

Though they differ in many respects, which will soon be explained, people in these systems are unique yet quite similar. They share many things in common. So, they usually get along better, promoting social harmony and collaboration through social peace. The degree of social involvement in a society suffers significantly from ethnic, cultural, and racial variety. Living with individuals so different from us often causes us to withdraw into ourselves and show less concern for ordinary people. A fundamental daily awareness of each other's ultimate aim will cause people—including robots—to trust one another implicitly and effortlessly.

It is easier for a group to relate to one another when they have all grown up with the same circumstances, in approximately the same surroundings, and with about the same ways and grasp of how the systems of their society function. In a homogenous society, you understand most individuals rather well; people prefer to be nicer to those they know well.

When someone commits a crime in this system, people will treat the offender more kindly, realizing that there must have been a programming error by artificial intelligence. People in this one civilization are primarily decent.

There is no need to have cultures. One culture will do. There is no diverse or inclusive understanding of human potential – AI knows what is the best."

PSYCHOLOGICAL AND SOCIAL PRESSURES ON PARENTS

Alleged criticism

Parents might feel immense pressure to select traits deemed advantageous, leading to anxiety and guilt about the choices they make for their children. This could create a social environment where parental worth is judged based on their genetic decisions.

Debunking

Wrong again. Every child will be remodeled equally, and the future children will have nearly the same abilities.

Now, you may wonder; but the parents are selecting these abilities for gene editing; what will make their selections equal to having nearly the same skills on different children?

It will be entirely given by law; they may choose very little. Standardizing these traits by legislation will lead to uniformity and attain equality of traits in youngsters. Many will seem similar in terms of skills and actions. Parents will utilize these laws as standards for choosing favorable features for their children and will define and choose the particular skills behind building the model human (model child).

These rules will allow parents to search for the most suitable features for gene editing in their children so that their children may have the enhancements that satisfy accepted standards for remodeling in all children and aid them all in standing out equally.

These laws will be followed as some parents may give some talents more priority than others depending on specific subjective criteria or restrictions, which would cause worry, assuming they make the incorrect genetic decision. So, there is no need for parental pressure; the children will be equal. Equal in the combination of abilities and knowledge, geared towards being model humans.

LOSS OF INDIVIDUAL UNIQUENESS

Alleged criticism

The drive for genetic perfection may lead to a homogenized society where individual uniqueness is undervalued. The emphasis on standardizing certain traits could undermine the appreciation of diverse talents, abilities, and characteristics that contribute to the richness of human life.

Debunking

People will still be unique even with the improvement of people. People will have their uniqueness even after genetic and AI improvements. The unique traits will have nothing to do with the

improvement to become a model human (IQ, long lifespan, beautiful, moral, altruistic, devoid of genetic disease, ecstatic moments, etc.). But, some personality traits will make them unique. Personality cannot be generic; it must be distinctive, and uniqueness might be emphasized more in some than others. Though they will be identical in all respects in becoming a model human, AI and genetically altered humans cannot replicate the personality of another. These special qualities will help people in this system to become who they are. Everybody will have different personalities and mixes that distinguish them from one another. These features of such people would enable every person in this system to have a unique identity and affect their choices and behavior in daily life.

Although they might have a lot in common with other model people, one thing will distinguish every person in this system apart: personality, a distinct collection of ideas, emotions, and actions that define a person. It is affected by elements from both the environment and the genes.

THE BIG FIVE POSITIVE TRAITS

People have looked at what drives our particular behavior. Behaviors can result from several sources, including personality traits or environmental elements. These personality qualities will define the originality of upgraded persons. Their genetic composition will mostly define the personality qualities of better individuals.

Personality results from many genes cooperating, not any one gene. The complicated interaction among several genes and a range of random events generates the final result; some genes promote a specific trait while others strive to lessen that characteristic.

Moreover, environmental variables always cooperate with hereditary elements to define personality. Having a given arrangement of genes does not always indicate that a given characteristic would emerge, as some features could arise only in some environments. Hence further increasing uniqueness in improved people. Such personalities include:

1) **Openness to experience:**
Entails:
Curiosity: Eager to learn and explore new things.
Creativity: Innovative and able to think outside the box.
Imagination: Able to envision new possibilities and ideas.

Being open calls for understanding and inventiveness. This personality quality is very high for the world and others, and a passion for learning and encountering novel events. It results in a wide spectrum of interests and a more daring approach to decision-making.

The openness quality also heavily relies on creativity; this helps one feel more comfortable with abstract and lateral thinking. Imagine someone with great openness who always orders the most exotic item on the menu, travels to other locations and exhibits interests you would never have considered.

2) Conscientiousness:
Entails:
Dependability: Reliable and trustworthy.
Discipline: Able to control impulses and stay focused on goals.
Organization: Efficient and organized in managing tasks and time.
This quality gauges a person's dependability and consistency. Higher scoring in this area indicates a more goal-oriented, generally extremely orderly person who also tends to regulate urges. They will most certainly flourish as leaders and will find success in the classroom. Those who score lower in this area are more prone to being impulsive and to put off homework.

3) Extraversion:
Entails:
Sociability: Enjoys interacting with others and making new friends.
Energetic: Enthusiastic and lively.
Assertiveness: Confident in expressing oneself and taking charge.
Extraversion captures the inclination and intensity of people's search for engagement with their surroundings, particularly in social situations. It covers the degrees of comfort and assertiveness people experience in social settings.

Among other qualities that define extraverted persons throughout many years of social interaction—talkativeness, aggressiveness, and high degrees of emotional expressiveness—have made extraversion especially identifiable.

Everyone has a friend or relative who isn't exactly a wallflower in a social situation. They adore meeting new people and seem to have the most significant friend and acquaintance network you have ever met. They flourish on being the center of attention.

4) Agreeableness:

Entails:

Compassion: Shows kindness and concern for others.

Cooperativeness: Works well with others and is willing to compromise.

Trustworthiness: Honest and dependable in interactions.

Agreeableness reveals a person's degree of social compatibility with others. Those who score well in this quality frequently enjoy, relate to, and show loving behavior, either due to environmental factors or genes. They are helpful and cooperative; they are attentive to the needs of others. People treat them as kind and reliable. Those who score less are seen as caustic and direct.

5) Neuroticism (low levels, which are positive):

Entails:

Emotional Stability: Calm and resilient under stress.

Tranquility: Generally relaxed and free from excessive worry.

Confidence: Secure and self-assured.

Neuroticism shows through an individual's perspective of the world and general emotional stability. It considers the likelihood that a person may view situations as challenging or threatening.

People who show great degrees of neuroticism often suffer from mood swings, anxiety, and irritability. Some people who suddenly shift in character from a daily standpoint might be very neurotic and react to excessive stress in their personal and professional lives.

Of course, those who score lower on the neurotic level—that is, improved people —will show a more steady and emotionally resilient attitude to stress and events. Low neurotic sufferers also never experience sadness or depression; instead, they learn to live in the present and avoid engaging in mental computation on probable stress-inducing elements.

OTHER POSITIVE TRAITS

These list of positive traits unlike the Big Five positive Traits are present in all improved people and they to share these characteristics with one another. These Positive character traits will help improved people become more involved and appreciative of each other.

- **Honesty:**
  Being truthful and sincere in actions and words.

- **Humility:**
  Having a modest view of one's importance and being open to others' perspectives.

- **Empathy:**
  Understanding and sharing the feelings of others, leading to compassionate behavior.

- **Gratitude:**
  Recognizing and appreciating the good things in life.

- **Patience:**
  Tolerating delays and frustrations without becoming upset or angry.

- **Altruism:**
  Selflessly helping others without expecting anything in return.

- **Flexibility:**
  Being adaptable and open to change.

- **Self-Discipline:**
  Controlling one's impulses and maintaining focus on long-term goals.

- **Forgiveness:**
  Letting go of grudges and resentment and moving on from past wrongs.

POSITIVE TRAITS RELATED TO SOCIAL INTERACTIONS

- **Approachability:**
  Being easy to talk to and welcoming.

- **Supportiveness:**
  Providing encouragement and assistance to others.

- **Tactfulness:**
- Handling sensitive matters with discretion and diplomacy.

- **Reliability:**
  Being consistent and dependable in fulfilling promises and obligations.

POSITIVE TRAITS RELATED TO PERSONAL GROWTH

- **Adaptability:**

  Being able to adjust to new conditions and environments with ease.

- **Self-Improvement:**

  Continuously striving to better oneself.

- **Perseverance:**

  Persisting in the face of obstacles and setbacks.

- **Mindfulness:**

  Being fully present and engaged in the moment.

POSITIVE TRAITS RELATED TO LEADERSHIP

- **Decisiveness:**

  Making clear and firm decisions promptly.

- **Visionary:**

  Having a clear and inspiring vision for the future.

- **Accountability:**

  Taking responsibility for one's actions and decisions.

- **Fairness:**

  Treating all people equally and justly.

POSITIVE TRAITS RELATED TO INTELLECTUAL AND CREATIVE PURSUITS

- **Innovation:**

  Coming up with new and effective ideas and solutions.

- **Critical thinking:**

  Analyzing facts and arguments logically and objectively.

- **Resourcefulness:**

  Finding quick and clever ways to overcome difficulties.

- **Curiosity:**

  Eager to learn and explore new things.

POSITIVE TRAITS RELATED TO EMOTIONAL WELL-BEING

- **Cheerfulness:**

  Maintaining a joyful and positive attitude.

- **Calmness:**

  Remaining composed and serene under pressure.

- **Zest for life:**

  Enthusiastic and full of energy for living life to the fullest.

POSITIVE TRAITS RELATED TO ETHICAL AND MORAL PRINCIPLES

- **Justice:**

  Committed to fairness and righteousness.

- **Nobility:**

  Having high moral standards (new morality) and behaving with honor and dignity.

- **Authenticity:**

  Being true to oneself and genuine in interactions with others.

POSITIVE TRAITS RELATED TO HEALTH AND WELL-BEING

- **Fitness:**

Valuing and maintaining physical health and well-being.

- **Moderation:**
  Practicing self-control and avoiding excesses.

- **Vigor:**
  Having physical strength, energy, and enthusiasm.

- **Prudence:**
- Being careful and wise in making decisions to ensure long-term well-being.

POTENTIAL FOR GENETIC SURVEILLANCE

Alleged criticism

Advances in genetic technologies may lead to increased surveillance and monitoring of individuals' genetic information by governments or corporations. This raises significant privacy concerns and the potential for misuse of genetic data.

Debunking

Sensitive personal information—such as names, Social Security numbers, driver's licenses, national passports, credit card data, or other account data—that identifies consumers, workers, and citizens is retained by businesses and corporations and even the government in their files. This information is necessary for fulfilling orders, meeting payroll, or performing other required company operations. Sensitive data, however, can be used for fraud, identity theft, or other similar damages if it ends up in the wrong hands.

Most individuals believe corporations and the government are regularly tracking and monitoring their online and offline behavior. 6 in 10 U.S individuals say they do not believe it is feasible to go through daily life without having data gathered on them by businesses or the government.[148] This is such a prevalent feature of modern living.

Hence, considering that this system implements feedback on what is happening in the brains of individuals, is using biometrics to assess the impact of policies and increase ecstatic experiences

[148] Digital Privacy: Survey From Pew Research Finds Americans are "Concerned, Confused and Feeling Lack of Control Over Their Personal Information - https://www.infodocket.com/2019/11/15/new-report-from-pew-research-finds-americans-and-privacy-concerned-confused-and-feeling-lack-of-control-over-their-personal-information/

still an invasion of privacy and genetic surveillance? Isn't there a potential for misuse of genetic data?

No, there isn't. When the government is good and moral and its citizens are extremely moral as well—the same goes with AI and robots. It will be an invasion into human minds, but the AI government, robots, and people will be moral, so there will be no need to worry about it.

HUMAN DIGNITY

Alleged criticism

Critics argue that modern improvement of people undermines human dignity by treating people as products that can be designed and optimized. This instrumental view of human beings challenges individuals' intrinsic worth and value.

Debunking

This is such a fallacious criticism due to a lack of understanding. Let's start by recalling that throughout history, tens to hundreds of millions of people have died from big infectious and hereditary illnesses. Nothing else has brought about this degree of human mortality. Before we knew the causes of the great diseases, that is, before learning what was causing leprosy, plague, cancer, tuberculosis, sickle cell, schizophrenia, cholera, and other harmful diseases, we often treated the people affected as "bad people"; we blamed them for the problem, and in particular, lamented their moral character. People with leprous, plague, typhus, cholera, TB, and other diseases were routinely regarded morally "bad, suffering stigma at a minimum, and in many cases worse treatment, including being thrown down wells, burned at the stake, or imprisoned in dungeons." I guess such people were without dignity then.

Things started to change and improve once the microscope revealed unseen microorganisms, a discovery of a new science. Then, very significant findings based on one another over the following several decades resulted in identifying most infectious organisms and genetic flaws causing epidemic illnesses. This then led, over a few short decades of human history, to entirely new and rational strategies for lowering the quantity and impact of these historical major killers—strategies as varied as case finding and therapy for tuberculosis, immunization for polio, and treatment of sickle cell disease by CRISPR technology.

Advances in science and technology allow humans to be optimized and improved in fighting and gaining immunity against these diseases.

Violence, selfishness, and crime are contagious diseases as well. It satisfies the categories of sickness and being contagious—that is, violence and criminality are passed from one individual to another. And there is selfishness—the worst of all illnesses.

These disorders cannot be healed by a human choice to strive and improve or by using the current moral system alone. No, humans are naturally aggressive and selfish—that is, they look out for themselves. We need a new system, a true remedy, not simply a band-aid covering over the issue. This system of artificial intelligence-genetic engineering is much needed. This is the only approach to treating these illnesses. Heal humanity of it, and the planet turns into bliss.

Moreover, human dignity based on this present moral framework might be attributed to various elements, including virtuous behavior and activity, holding a high social office or status, belonging to the human species, or possessing certain significant qualities or talents. While some see this abundance of several interpretations and arguments as evidence of the idea's emptiness, others regard it as reflecting its depth and complexity. In either event, it is abundantly evident that human dignity is a complicated notion to grasp and evaluate in our so-called moral environment.

In the end, even while many moral systems of today are fundamentally based on belief in human dignity, there needs to be a general agreement on whether it is the only or main foundation for morality. Often created out of common experience, we treat people as worth more than others, for example, family members or close friends or those who have more social, cultural, familial, or financial effect on our life. Hence creating a dichotomy in morality.

Likewise, countries, businesses, and organizations usually prioritize their own people first. A new morality for a new concept of human dignity is a must; it must somehow be a more authentic type of morality; it must transcend these elements.

Beyond these constraints, my suggested system adds a new morality based on somewhat utilitarian considerations over issues for the greater good. It addresses issues of whether and how dignity relates to things such as artificial intelligence, the severely mentally disabled, or fetuses—discussed in earlier chapters.

Since all people will be model humans, there is no sliding scale of human dignity, which naturally results in undignified treatment of those people who deviate from the norm of the day. No

cognitively challenged people will struggle to reach the cognitive standards for complete moral dignity in generations to come.

People will have dignity after a long lifespan, be extremely moral, empathetic, healthy, intelligent, good-looking, and have desirable personality traits. This is a utopian world.

IMPROVING PEOPLE AND DISABILITY RIGHTS

Alleged criticism

Disability rights advocates argue that the idea of improving people perpetuates ableist attitudes by promoting the idea that specific disabilities should be eradicated. This perspective devalues the lives of people with disabilities and ignores the contributions and unique perspectives they bring to society.

Debunking

In this system, there will be no disabled people. In generations to come, everyone will be model humans; AI-genetic engineering improved humans. People currently present in the world will be AI-improved. But soon after generations to come, AI-improved people will die off, leaving only AI-genetic engineering improved humans who are free from disabilities.

CULTURAL ERASURE

Alleged criticism

Selecting specific traits could lead to the erasure of cultural identities and traditions. Traits that are culturally significant or valued in certain communities might be overlooked or deemed undesirable in a improving people framework.

Debunking

It is good to eradicate this sociopathic-like culture, and I will tell you why. Our cultures are intertwined with moral values, which are bad. Culture is one of the main factors influencing human behavior as it offers frameworks for thought and judgment and rules for action. We learn to hate as well as to love through cultures. We construct, then we demolish. We kill; we also give life. These human actions result from our birth culture, our interpretation of the cultural legacy we all receive and carry on, so we further socialize with those who come into contact with us.

The cultural approach is one of the theoretical domains and disciplines suggested to explain human hostility.[149] Culture significantly influences everything we do, which also helps to justify the violence we inflict on one another.

Since the causes of diversity in human behavior differ, the optimal theorizing on this problem is to provide one cultural framework that unifies and integrates individuals in a multidisciplinary explanation.

Though certain cultures have a rich cornucopia of choices that offer lots of chances for collaborative consultation for peaceful alternatives, nonviolent reactions to provocation, and cooperative projects, it is good to have a single culture based on completely different moral traits. Yes, some aspects of human culture are harmless, but it doesn't matter; the culture will be the same.

When this system of improving people is applied, there will be massive system for those already present who will die unedited, so they will be provided every necessary comfort.

Let's assume that there's a tiny chance that this system can be misused by totalitarian regimes, which is a possibility (people already present in the society), but the qualities of society's members (improved people) will destroy the autocracy or totalitarian regime mostly because they will not yield to their manipulation.

Politicians with the super-rich also may misused it as well, but the very moral nature of improved people will make cause a big backlash against them cause this system has a strong self-defending mechanism. Even if misused by totalitarian regimes, crooked scientists, politicians and their puppet masters, or it somehow destroys itself by its own making, people would be somehow moral, it would have an excellent recovery power to restore itself to a model world.

They are ranting against it because the super-rich would loose their power, including the fat content individuals (scholars, journalists and other brainwashers) who refuse to admit who truly rules over them and have never experienced any suffering. This system of improving people is not only against extreme suffering which these idiots have never experienced unlike tons of people but also for improving the lives that people, AI and robots who will live in ecstasy.

[149] Culture and Aggression - From Context to Coercion - https://pubmed.ncbi.nlm.nih.gov/15121540/

AI, robots and improving people can itself turn into something bad - but the internal turmoil will be prevailed by the better society created - as it has genuine ability to recover itself to a model society. If either one of these three pillars goes wrong; AI, robots, people, it has safeguard to control itself.

When scientists (even humans working on the future super human AI) or AI (without humans) are crooked and program something wrong (give the whole world immoral traits), the whole system has a core (a self-defending mechanism) which can reverse this and finally become moral once more and reverse all the bad things.

ENEMIES: SUPER-RICH FAMILIES, PEOPLE, FORMAL-EDUCATIONAL SYSTEM

There is a significantly bigger divide between rich and poor than was thought. When one in ten individuals lives on less than $2 a day, it is repugnant that so few people own so much riches. Hundreds of millions of people are being kept in poverty by inequality, which is also shattering our civilizations.

When asked which of a list of entities is the most powerful, most people are more inclined to choose governments (33%) rather than the super-rich (29%).

The super-rich make sure that government policy benefits them by using their connections and money. In Brazil, for instance, millionaires have successfully fought for lower tax rates and attempted to sway elections, while oil companies in Nigeria have been able to gain large tax reductions.

National governments are increasingly regarded to be subordinated to the wealthiest 1% of society. A brighter future is achievable for everyone if leaders give up worrying about GDP and start delivering for all of their people, not just a privileged few.

SUPER-RICH FAMILIES REALLY EXIST; HERE'S PROOF

While many Americans and people everywhere struggle to pay for basic needs like food and petrol, the top (super rich families) 1% have amassed almost twice as much money in the last two years as the rest of the globe combined. These families have influence over multinational banks and businesses, and they have invested their money in opulent homes and high-end products.

Think about the Koch brothers: Born in 1933 was Frederick, the oldest; Charles followed in 1935; and Bill and David, twins, in 1940. Their Industries, Koch Industries, include an astounding variety of interests. Producing anything from toilet paper to steak, the corporation is involved in energy, chemicals, agriculture, banking, and electronics. Charles led the company as it started its explosive growth from a regional player to the second-largest private corporation (in official numbers) in the United States today. Libertarian principles have long piqued the curiosity of the duo. Their political network became formidable during the Obama administration, with the Kochs contributing hundreds of millions of dollars to conservative politicians and groups.

These wealthiest US billionaires' families, like the Morgans (the richest), Rockefellers, Astors, and Vanderbilts, are much less visible and less reported in the media. In the super-rich families' world, everything revolves around power and money, and they would like to have fame, but they cannot emerge from darkness for obvious reasons. Keeping their money and influence inside the family by marrying relatives or even siblings is also not unusual for these families.

Nelson Rockefeller. Vanderbilt, Cornelius. The Carnegie brothers. Astor, John Jacob. Ford, Henry. Joseph Kennedy. Long after their deaths, the names of these six individuals are still linked to money and authority. Few men had ever controlled their worlds like they did when they were alive, and even fewer have done so afterward.

These families hold control over the big banks and exert significant influence on the judiciary, executive, and legislative power. Their influence can be proven by letters the bankers were writing to US presidents, tax records and so on. There are tons of books written about it. Let’s see three of them.

In All the Presidents’ Bankers, Nomi Prins meticulously traces the relationships between U.S. presidents and prominent bankers over more than a century. Her sources include archival materials from presidential libraries, which provide primary documents like letters, memos, and meeting transcripts that reveal the close ties between the banking elite and the White House. Prins also taps into government documents and reports from institutions such as the Federal Reserve, which help to illustrate the regulatory and financial frameworks that these bankers influenced.

Ferdinand Lundberg’s America’s 60 Families focuses on the concentration of wealth and power among America’s richest families up to the 1930s. Lundberg’s built his work on a foundation of public financial records, including tax filings, corporate reports, and stockholder information, which

he used to trace the financial networks and investments of these influential families. He also drew heavily on government investigations, particularly those conducted by the Federal Trade Commission and various Congressional committees. These were tasked with scrutinizing monopolies, trusts, and the concentration of economic power. Lundberg supplemented these official records with journalistic accounts from investigative reporters of the time, which provided critical insights into the behind-the-scenes operations of these powerful families.

Ron Chernow's The House of Morgan is a notable example, where Chernow uses extensive archival research. This includes personal correspondence, bank records, and interviews, to chart the history and influence of J.P. Morgan & Co.

Now, let's make things logical. John D. Rockefeller owned 418 billion dollars (2019 dollars; inflation-adjusted). According to nowadays Forbes the whole Rockefeller family owned only 11 billion dollars in 2017. And they say the wealth is multiplied disproportionately for the 1 % of the richest. Or how can you explain this? How do you transform 418 billion into 11 billion? Did they lose their wealth in slot machines?

I don't think so. Not only did they not gamble away their fortune, but they managed to multiply it and are there with us. Even though we don't see them, their wealth can be as huge as the US GDP (PPP), which is around 20 trillion dollars.

In fact, a few dozen families rule the globe and have complete influence over it. They seem to possess endless powers as they prevent people from accessing accurate information, specific medications, regular meals, and less expensive energy that we might have long employed in place of oil. They are against major banks and environmental control by the government. They are not very excited about government initiatives that are backed by the vast majority of people to assist with employment, earnings, healthcare, or retirement pensions. Enticed to privatize or reduce guaranteed social security benefits in order to reduce deficits and reduce government. Their actions are dictated by their status and ego.

THE SUPER-RICH AND CONTROL

The true power is money; with it, you can alter the course of history. Super-rich families want to have obedient politicians, a controlled population, media, and scholars, and they lust for the feeble-minded, uninformed population without real education; they don't want to improve anything, so they are scaremongering with allegedly dangerous improvement of people; they want easily

manipulated masses. They detest a society where there is an infinite number of people and robots with infinitely ecstatic experiences.

They control media companies, finance targeted advertisements, and conduct extensive propaganda and advertising efforts. They can decide what kind of information people can access, who to talk to, where to go, what to believe in, what appears on the front page of newspapers and magazines, what is rehashed on TV, what is shown on Facebook or YouTube, and other things that may not be very beneficial to people or their health or safety. They lust for complete control of their sheep; they are practicing mass surveillance.

While there are some self-made billionaires, the data show that a stunning number of them received their fortune through inheritance. Though they are saving a lot, the super-rich are not using their money to start new businesses. Nothing about that saving is producing new jobs. New sources of billionaire wealth include rising economies (China in particular). Compared to over $3 trillion for advanced countries in 2015, billionaire wealth in developing economies grew from less than $500 billion in 1996 to almost $2 trillion by that year.[150]

There has been this slowdown in business creation; they control whole economies and whole foreign countries. When you are strong economically, you are strong politically. Slowdown leading to increased economic competitiveness. As larger firms like Walmart or Amazon get a foothold resulting from a decrease in smaller firms' competitiveness, it does not always imply that they will hire more people. Hence, they seize control of the economy in each nation. That surely applies to the Trump, Mars, and Waltons dynasties.

Through misleading recommendations, psychological tactics, or guidance at public places, schools, homes, gatherings, events, parties, etc., the super-rich engage psychologists, academics, and different specialists to brainwash people to think like them, protect them, love them, vote for them and purchase their products. They detest a society where there is an infinite number of people and robots with infinitely ecstatic experiences. You are lost if you are not smarter and wiser than them. They want individuals to be weak mentally, so they labor for them for free or without recognizing that their minds are no longer their own.

THE INFLUENCE OF SUPER RICH ON POLITICS

[150] Understanding the Rise of the Global Super-Rich - https://www.bloomberg.com/news/articles/2016-05-16/comparing-the-world-s-billionaires-or-the-global-one-percent

Every nation typically has one or more wealthy individuals who could easily topple any government if such individuals withdrew and stopped paying taxes. The democratic system so heavily depends on these wealthy individuals. The very wealthy use their financial muscle to gain political influence. The goal of the super-rich is frequently reflected in even the topics covered by the news media. And they run politics. They are free to pay for smear campaigns against anybody they detest, pressure legislators, or support them. There are several ways they accomplish this. They are one of the main financial backers of the political parties. That gives them a voice in the formation of the party program. They give directly to political action committees to promote particular politicians in the regions that will best benefit them. Their firms and they foot the bill for the lobbyists who work to get Congress to adopt laws that will help them. They also fund the advertising in the media that sways the editorial content of that medium to support their viewpoint through their businesses. Everything is based on relationships with the super-rich; otherwise, you have no hope of success.

In the US, there are background groups (super-rich families) connected to the secret service apparatus; the secret service are actively influencing politics; they finance campaigns, and they, of course, want to preserve the status quo. US billionaires like Rockefeller and Ford served two purposes up until roughly 1980: they protected their financial interests and won favor with the government by letting their foundations act as CIA fronts, mostly overseas. The politicians are just puppets.

The state-controlled secret services are being influenced, and all the non-mainstream parties are full of agents; the secret service are lobbying for the perseverance of the current patron-client system in the world.

Part of the process is campaign donations, which have typically been controlled by the rich. According to a 2015 Times story, less than 400 families were responsible for nearly half of the funds raised for the 2016 presidential campaign at that time.[151]

These super-rich contributors have access to politicians that regular Americans do not, giving them influence on the worldviews of legislators. They don't want to show you the political background where the majority of things are occurring.

[151] Here are 120 million Monopoly pieces, roughly one for every household in the United States - https://www.bloomberg.com/news/articles/2016-05-16/comparing-the-world-s-billionaires-or-the-global-one-percent

THE CURRENT EDUCATIONAL SYSTEM IS A SYSTEM THAT BENEFITS THE SUPER-RICH

Formal educational system is something like an industry. Massive industry-like production of people to fit the economy (or sometimes not fit). It doesn't care for a single individual, which means the weak are dropped behind. The system is not designed for the development of a single individual. And it teaches you everything but how to regulate politics or the super-rich groups that are behind the normally visible politics. Literature, physics, chemistry, biology, geography, fairy-tales-like history. Do you really think this can threaten them? Not in any way!

In many ancient civilizations, such as those in Mesopotamia, Egypt, and China, education was primarily focused on teaching skills, religious beliefs, societal norms, and practical knowledge necessary for daily life and social cohesion. The first reason was religious ones in Europe. They studied religion, so they needed formal institutions. It was also foreign cultural influences that ignited the creation of formal institutions. But remember, these religious and cultural institutions are rooted in fallacies, cognitive biases, and superstitions.

The educational system the super-rich want is done this way in order to have a blind, brainwashed, and manipulated population. And they are really great at it. They don't tell you how to really understand politics (even with the background eminences and interest groups); they don't want you to think critically.

The current formal educational system makes you not think, not to question, because this could lead to the end of control by the super-rich families. The key components of people going to universities should be IQ, talent, and personal characteristics (ambitiousness, work ethic). But how can people possibly know the current formal educational system is flawed when they were nursed by the very same educational system?

I am not talking about pupils, students, and alumni, but also professors who have even studied the history of the educational system. They don't seem to see things in the bigger picture. There are tens of thousands of geniuses in developing countries. I believe there are people with brains, as John von Neumann possessed. Yet their education system makes it impossible to attain such positions where they would capitalize on their talent.

The parents who have also been indoctrinated into this system push children to excel in this outdated, obsolete, super-rich serving system that got stuck centuries ago in such a vigorous

manner. They should push their children to excel in the formal educational system (but not to the detriment of their psychological state). The current educational system is a useful maid of the super-rich that controls the politicians, and it is something that should expunged.

Pupils or students should be taught mathematics (even in a creative way), programming (ditto), critical thinking, cognitive biases, formal fallacies, and analytical philosophy. Make your own Access databases and your own Excel blueprints. Painting is also a good thing for creativity, so maybe you can produce your own music. The school should develop and extend your IQ, creativity, talents, and critical thinking. Team building emotional quotient may also be useful.
Imagine such an educational system where they teach elementary school pupils, high school students, and university students what the political background of politics looks like. What?

Suddenly, the population would be aware that politics is not the way they are presented on TV. Not only teaching them how to kick the lobbyists, crooks, movers-and-shakers, secret services, or even lodges out of politics, but how to control the very politicians.

Influential individuals who create party wings according to beliefs or the current political climate with the influence of secret services and lodges can never create a perfect democracy. This is what the Iron law of oligarchy says: you have a perfect democracy, and then clientelism changes it all. And you were wondering why it is impossible to achieve anything in politics.
Why not use genetic engineering and super-smart AI to create super-intelligent humans one thousand times higher in IQ than today's most brilliant thinkers? They will possess super-fast thinking and calculation skills, as well as powerful geometric visualization, even in higher dimensions. But the current educational system won't allow this because they want sheep.
When we get rid of the patron-client networks in politics and get the super-rich no chance to influence politics, then we could have a really great educational system.

People are just products of primitive evolutionary behavior such as fighting for a mate, being territorial, competing for resources, being aggressive, cherish tribalism; their intelligence has evolved to solve general problems; however, even with Flynn's effect, people remain feeble-minded. Therefore, they cannot take off the shackles; politics developed for hunter-gatherer groups of around 100 members, not for populous countries such as the USA.

A group of people at the top who are much more powerful than you and me and are in different levels of shadow. They want sheep, us/them dichotomy, crime, feeble-minded people that lack high IQ and are filled with cognitive biases.

Without reaching a level of connection where we can feel the good forces that live in nature but are hidden from us, we will not be able to change the way things are in our world. These forces do not want the revolution of the educational system, a genetic engineering-AI improving the system, which will be able to allow humans to have ecstatic experiences.
We need to get out of this power system we are in. These few super-rich families can't get in the way of nature's rule and stop our world from growing in a good way.