

Class Wars In Knowledge –Segregation and Discrimination In The Suppression Of Knowledge

By Matthias Chang – Future Fast-Forward

Generalisations

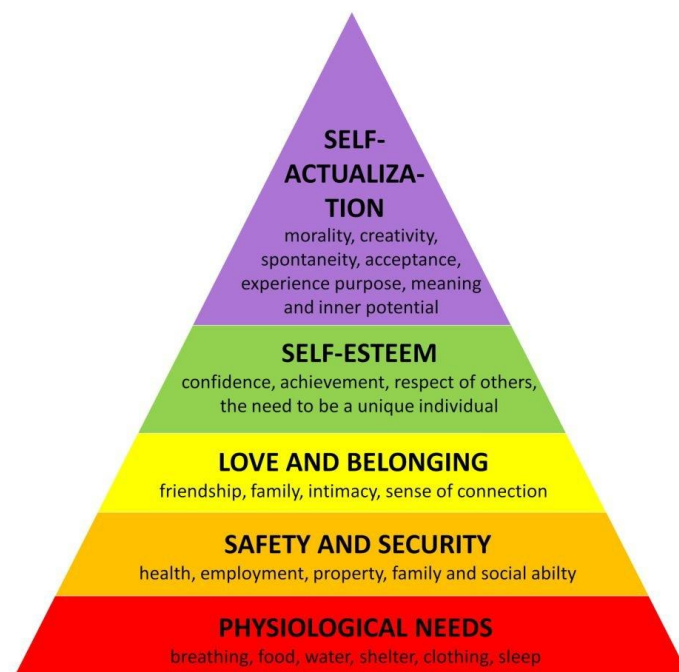
Whisper directed that I write this article.

Arseholes and intellectual masturbators (get a dictionary to understand the words) will condemn me for the generalisations contained in this article. All I will say is, “Piss Off” as we have **UTTERLY FAILED** to **ADMIT** the damning Truth that we are all screwed up, brainwashed and do not even know, we are so screwed up!

Of course there are exceptions, big deal!

THE ISSUE IS WHETHER WE CAN ACCEPT THAT WE BELONG TO THE “GENERALISATIONS CROWD” AND NOT THE “EXCEPTIONAL ELITES” SELECTED FOR THE ROLES BY VESTED INTERESTS.

Maslow has a Hierarchy of Needs as illustrated in the diagram below:



According to Maslow human needs were arranged in a hierarchy, with physiological (survival) needs at the bottom, and the more creative and intellectually oriented 'self-actualization' needs at the top.

(<https://www.simplypsychology.org/maslow.html>).

Hierarchy of Knowledge

99.9% of the Global Commons belong to the “**Useful idiots**” category, at the bottom of the **Knowledge Triangle** to borrow by way of analogy, Maslow’s “Needs Hierarchy Triangle” illustration.

The first step in the learning process is to identify the problem, to know which level of the **Hierarchy of Knowledge Triangle** that we belong.

No one can ascend from the lowest levels to the peak unless we consciously admit the fact that we are so ignorant, devoid of **critical** knowledge and insights and that with disciplined struggles strive to get out of the hell-hole of the brainwashed and ignoramus crowd.

But, you defiantly assert that “I have qualifications from universities, wide experience etc.” However you conveniently forget that there are millions with qualifications and experience appointed as Ministers, Advisers, Consultants, etc. and yet are useful idiots!

Most governments have a Ministry of Education or an equivalent. So, how is it that we are so ignorant?

We even enter into the debate, “**being educated is not the same as being knowledgeable**.” But, are the educated, really knowledgeable?

The Manchurian Candidate & The Brainwashed Mind

Millions were so brainwashed, even the educated, that they did not hesitate to query the efficacy of the Covid19 vaccine and took the shot and the boosters. They accepted the narrative that they would die and or injured if they did not take the vaccine shot.

Sure, it is their choice, their right. But, they took the shot even without signing *the misleading Consent Forms!*

There are evidence, irrefutable evidence that the “virus” was “created” first in the labs in USA, and experiments were conducted as far back as 2014. There were patents registered in the US (so as to reap \$Billions in enforcing proprietary rights), and deviously protected as biological weapons by the US Department of Defence.

- Why if you were diagnosed with a fatal illness e.g. cancer, you would seek a second opinion, consult with third parties before agreeing to a course of treatment etc.?
- Why in matters not threatening your life, you would consult a lawyer, an accountant, a broker etc?
- Why did you surrender without having any knowledge of the circumstances leading to the Plan-demic?

I had always asserted that it would not take more than five disciplined and dedicated individuals to manage a nation of useful idiots!

The accepted premise or equation is:

- Obey;
- Do not question;
- The “experts” know better;
- Don’t be too clever; and
- Follow the crowd;

The Echo Chamber amplifies the societal beliefs and that you must accept:

- Lawyers know the law;
- Doctors know medical knowledge;
- Accountants know how to count;
- Engineers know how to build;
- Politicians know how to rule.

Really?

Think carefully before you throw any stones at me!

Consider the following simple examples:

- Lawyers specialising in Criminal Law may not be an expert on Banking Law;
- A Cardiologist is not an expert on Orthopaedics;

So, what is the issue before us?

Illustration:

The responsibilities of the UK Secretary of State for the work of the Department for Education (Rt Hon Bridget Phillipson, MP) include:

- early years and childcare
- children’s social care
- teacher quality, recruitment and retention
- the school curriculum
- school improvement
- academies and free schools
- further education
- apprenticeships and skills
- higher education

Sure, she will be supported by the Civil Service. So, is she so knowledgeable or is it a political reward for her standing and or position in the party?

You may also query why, Margaret Thatcher's favourite TV programme were "Yes Minister" and "Yes, Prime Minister"!

Important Sources For Contemplation

In "Knowledge élites and Class war", Sheila Jasanoff posed the question: "***Would life be better if we left the difficult decisions to experts alone?***"

She wrote:

For centuries, the gulf between the haves and the have-nots has been defined in material terms. The rich have more possessions, greater mobility, better nutrition and longer lives than the poor. While such disparities still separate rich nations from poor ones, within today's affluent societies class lines are a lot less easy to draw. Even average citizens have the means to own computers, fly in aeroplanes, eat food grown in far corners of the Earth and enjoy the miracles of modern medicine. At the same time, wealth seems insufficient to shield the rich from many risks of contemporary life, such as terrorism, environmental cancer and aeroplane accidents.

Knowledge, not money, has emerged as the most important instrument of social separation in technologically advanced societies. Those who possess scientific and technical expertise are spearheading the new industrial revolution in biotechnology and computers their preferences shaped by the entrepreneurs of television and the Internet.

The redrawing of class lines through science and technology carries not only economic but also political consequences. Just as property ownership was once a condition for voting, so today there is a growing sentiment among the knowledge élite that public decision-making should be left to the experts who control specialized information. Gone is the idealistic, if sentimental, egalitarianism of the 1960s. From US calls for 'sound science' as the basis for regulating genetically modified foods to the explosion of expert advisory bodies worldwide, the knowledge meritocracy is everywhere asserting power.

One platform for the new class struggle between experts and non-experts is the US legal process. The recent vogue for letting judges screen expert testimony, and even appoint their own experts, bespeaks a growing impatience among professional élites with lay juries. This loss of confidence in the public's capacity to make sense of complex disputes bodes ill for the future of democracy. It also misreads the evidence about what the public knows and understands.

Are the public in developed countries hopelessly illiterate about science and technology, and should they therefore be kept at arm's length from the conduct of law and policy? Some would argue so. When a US jury acquitted O. J. Simpson of murder in October 1995, following the century's most widely watched criminal trial, there was much hand-wringing in scientific circles about lay misunderstanding of scientific evidence. If the jury had only grasped the biological foundations of DNA fingerprinting, critics argued, it would not so cavalierly have acquitted Simpson. An educated appreciation of the technique's precision would have overwhelmed any residual doubts about police probity.

Ironically, just three years later, the US public unquestioningly accepted DNA evidence about the amorous proclivities of two of the nation's presidents. Historians had speculated for years that Thomas Jefferson, the revered third president of the United States, had fathered illegitimate children by his slave, Sally Hemings. Yet it was not until November 1998, when Nature published DNA test results from the Jefferson family and Hemings' descendants, that mainstream historians, journalists and the public accepted the conjecture as true.

She warned us,

Examples such as these should caution us against simplistic generalizations about how the public regards scientific facts and claims, let alone against legal and administrative reforms that widen the gap between experts and non-experts. If the technological disasters of the late twentieth century — Bhopal, Chernobyl, the Challenger, environmental degradation — tell any coherent story, it is that expert assessments need to be tempered by broader visions.

You may want to consider the view of Andrew Bethke, when he penned the article, “Vulgar academia: Why knowledge production needs a class war” which exposed the aristocratic elitism of the academic class, and urging young academics to “go to war.”

It is important we note that meritocracy is a lie. People who go to Yale are not in fact smarter than people who go to state schools, and yet the best indicator of whether someone will go to Princeton for graduate school seems to be whether they did an undergraduate degree at Harvard. Even elite scholars who are willing to grant this empirically true fact about meritocracy at the undergraduate level cling to the equation of eliteness and excellence at the graduate level, somehow missing the gap in meritocratic logic — i.e., admitting that undergraduates at Harvard might not be magically smarter than undergraduates at the University of Iowa, but then still maintaining that ill-founded belief about graduate students.

This suggests to me that we cannot consider academia, along with law and medicine, to simply be a branch of the petite bourgeoisie nearly uniquely predicated on merit, i.e., natural ability and demonstrated success for entry. Rather, it is a classed institution that maintains its own internal hierarchy. While genuinely brilliant scholars do come from and work at the most elite universities, this status is no guarantee of brilliance or even basic ability, as amply demonstrated by the Harvard history department. This suggests to me that academia does in fact function more like a sociological class than “simply” a marker of ability and interest; it's about access, which is carefully guarded, set up to reproduce an existing social system, and fundamentally disconnected from reality. Just as whiteness doesn't actually correlate to intelligence, Ivy League correlates to academic ability far less than it correlates to wealth, and in the end, Ivy League correlates most closely to Ivy League.

What does that say about knowledge and education? Consider this observation:

“When you are taught a broad variety of subjects your understanding of the world is much more accurate, in-depth. You don't have this narrow lane of focus. You have a better understanding of how everything ties in together. You see this problem with policy makers who have studied only

law, or doctors who know only medicine but are ignorant of cultural differences, anthropological differences in men and women. College should be a place to learn about the world, not just learn a trade. Society is much more fair and effective when its citizens are knowledgeable about a variety of subjects."