

How to Raise and Educate Your Children Without
Wounding Them

A Counter-Schooling Protocol
MidPacific Soviet of Letters — MPSoL-2025/
EDU-11

Colophon

This manual was originally compiled by the Berkeley Soviet of Letters in 1971 as a pedagogical counter-containment protocol. It was archived under the designation BSL-1971-E/C-11, entered dormancy in 1998, and was recovered in 2014 during Intake Review #77. Following deferred motions in 2015, approval in 2020, and delay in 2022 due to plenary directives, the manual was declassified in 2025 under MPSoL-2025/EDU-11. Issued under seal of the MidPacific Soviet of Letters, March 2025.

Declassification Memorandum

MidPacific Soviet of Letters

File Ref.: MPSoL-2025/EDU-11

Subject: Manual of Non-Cruelty in Education
(BSL-1971-E/C-11 → MPSoL Intake #77)

Background: Compiled Berkeley Soviet, 1971.

Dormant 1998–2014. Recovered in Intake #77.

Approved 2020. Deferred 2022.

Committee Findings (2025): Manual retains direct
relevance; objections no longer operative;
precedent essential.

Resolution: Document declassified and distributed
under title:

How to Raise and Educate Your Children Without
Wounding Them: A Counter-Schooling Protocol

Classification: Educational Continuity /

Counter-Containment

License: CC-BY-NC-SA

Issued under seal of the Plenary — March 2025

Preface: The Hidden Wound

Every system leaves marks on its young. The marks are predictable: hesitation, compliance, the reflex to ask permission before moving. These are not accidents. They are the intended product of schooling and the tolerated product of parenting. The wound is casual, daily, invisible.

This manual is not an invention. It is a correction. It names the ordinary damage and sets out protocols for refusing it. Nothing more.

The reader should expect no comfort here. Comfort is the first cruelty—the promise that all is well while the wound deepens. What is offered instead are field instructions: how to recognize the reflex, how to cut it, how to leave the child unbroken.

The method is not perfection. Perfection is another form of control. The method is continuity—keeping the signal of immediacy alive through error, repair, and risk.

To refuse casual cruelty is not softness. It is discipline of a higher order. Any adult can command silence; only the disciplined can withhold the unnecessary blow.

That is the frame. The rest follows.

—C-/04

I. The Parent Must First Be Un-Schooled

Part 1: The Reflex Inventory

Every adult is a carrier. Conditioned responses arrive in the mouth like a cough—automatic orders that silence the child’s immediacy. Inventory brings these reflexes into view so they can be cut. This is not confession; it is surveillance of the self.

Protocol

- 1) Keep a daily logbook of every correction—exact wording, posture, the child’s face.
- 2) For the first week, forbid explanation in the log. Evidence only. Excuse is camouflage.
- 3) Mark contexts of highest leakage (fatigue, public spaces, time-pressure). These are the choke points for discipline.
- 4) Install a one-breath interlock before speech. If the situation is not ruin, remain silent.

Practices & Drills

Drill A — Breath Interlock: Pause one heartbeat before any command. If danger is not present, hold.

Drill B — Gesture Audit: Each evening, list the hands you used—pointing, pulling, pushing. Train your hands to wait unless safety requires.

Drill C — Rewrite: Choose three corrections from the log and rewrite them to target the act, not the identity.

Field Cases

Dinner Table: singing silenced by reflex—note the phrase and tone.

Market Stall: harmless touching blocked—note the adult's embarrassment as the real driver.

Workshop: questions dismissed—note the lost invitation to apprenticeship.

Metrics & Rubrics

- Interruption Rate (per hour). Lower is better.
- Latency Index: seconds between perception and allowed action. Aim to reduce adult-imposed delay.
- Sarcasm Incidence: any hint of contempt counts as wound.
- Repair Interval: minutes from harm to apology. Shrink until admission is immediate.

Directive

Inventory is the knife at the root. Record, don't rationalize. Cut where you see.

Part 2: Tracing the Inheritance

The reflex you wield was given to you. Cruelty moves like language—transmitted, not invented. Tracing the line displaces guilt with recognition and enables refusal.

Protocol

- 1) After each logged reflex, identify its echo: who spoke it to you, where, and at what age.
- 2) Map body memory—where did that old humiliation land (throat, chest, stomach)?

3) Build a chronology of control in your own schooling (sarcasm, grading, exclusion).

Practices & Drills

Drill A — Echo Interrupt: When the old phrase rises, stop mid-word. Replace with silence or neutral description.

Drill B — Counter-Gesture: Where a slammed door was once used on you, open a door now; where silence ruled, state one clear sentence.

Drill C — Witness: Write a one-paragraph account of the earliest cut and read it once; then retire it. The point is clarity, not dwelling.

Field Cases

Teacher's Sarcasm repeating in a parent's joke; a father's punitive silence echoed in withdrawal; a mother's dismissal reborn as minimization. Each case ends at the moment you refuse delivery.

Metrics & Rubrics

- Echo Frequency: count how often specific inherited phrases appear in your mouth.
- Substitution Rate: percentage of times you manage a pause + neutral reframe.
- Ancestor Narrative Drift: if your story keeps justifying them, you're softening recognition—correct the record.

Directive

The chain ends where you end it. Trace, acknowledge, interrupt.

Part 3: Practicing Immediacy

Seeing the wound is insufficient. Immediacy must be retrained in the adult across three domains: silence, play, improvisation. Without practice, you will default to control.

Protocol

Silence: hold three breaths before answering; let the child move first.

Play: submit to the child's rules; leave before you are asked to leave.

Improvisation: meet disruption as moment, not crime—join the spill, the noise, the climb.

Practices & Drills

Drill A — Silent Answer: For one question a day, respond with silence and attention only. Record the child's self-generated answer.

Drill B — Copycat Entry: Join play by mirroring exactly for thirty seconds before asking one concrete question.

Drill C — Shared Risk: Choose weekly tasks where both of you can err without ruin (balance beam, small fire, real tools with guidance).

Field Cases

The Question: 'Why is the sky red?'—silence yields 'Because it's tired,' a living hypothesis.

The Spill: mop together; error becomes cooperation.

The Game: you accept villainy; absorption persists.

Metrics & Rubrics

- Adult Talk Ratio in Play (target < 20%).
- Recovery Time after disruption (shorter implies continuity).
- Risk Dose Log: catalog scrapes vs. real harm to calibrate correctly.

Directive

Immediacy is discipline, not indulgence. Train until your first response is presence.

II. The Nature of the Child's Signal

Part 1: Immediacy

Immediacy is contact between perception and action unsullied by unnecessary delay. The child lives here by default; adults were trained out of it.

Protocol

- 1) Install 'scrape/hurt/break' thresholds to prevent over-intervention.
- 2) Stand back for three cycles of approach-probe-adjust before speaking.
- 3) Create 'Immediate Zones' with survivable materials so touch is lawful.

Practices & Drills

Drill A — Shadow Hour: follow at a distance, no speech, record choices.

Drill B — One-Beat Rule: a heartbeat before any instruction.

Drill C — Hand Discipline: keep hands at sides unless danger = break.

Field Cases

Creek Crossing without warnings; Museum redirection from sculpture to tactile exhibits; Conversation 'finger bookmark' to honor sequence without humiliation.

Metrics & Rubrics

- Latency Index (seconds sight→touch).
- Intervention Density (per 15 minutes).

- Joy Persistence (how long absorption survives interruptions).

Directive

Reduce adult noise. Design for touch. Let contact teach.

Part 2: Play as Curriculum

Play is the child's laboratory—absorption without audience. Converting play into lesson kills its power.

Protocol

- 1) Guard 90-minute windows of uninterrupted play.
- 2) Provide 'loose parts'—materials without prescribed outcomes.
- 3) Keep one corner messy across days to preserve continuity.

Practices & Drills

Drill A — Perimeter Hour: vanish to the edge; annotate what pulls, what stalls.

Drill B — Quiet Entry: when invited, mirror action first; one question only.

Drill C — Constraint Prompt: supply constraints, not ideas ('Make something that rolls without wheels').

Field Cases

Cardboard City expanding by hinge discovery;
Creek Dam that teaches base width; Pretend Store

learning exchange and fairness with one safety rule.

Metrics & Rubrics

- Absorption Duration.
- Self-talk Presence (healthy scaffolding).
- Adult Intervention Count (lower is better).

Directive

Protect the window. Supply parts. Stay at the edge.
Do not measure play.

Part 3: Ferocity and Frustration

Ferocity maps edges; frustration signals growth outpacing technique. Treat both as data.

Protocol

- 1) Distinguish exploratory vs. oppositional vs. destructive disobedience.
- 2) Use an escalation ladder: name rule → offer lawful option → block harm → remove to neutral space.
- 3) Reset by ritual (water, wash, two minutes of shared silence) before speech.

Practices & Drills

Drill A — Cold Voice: half-volume, slow, minimal words; record and remove sarcasm.

Drill B — Two-Choice Frame: two lawful options that preserve dignity.

Drill C — After-Action Review: What happened? What was the rule? What happens next time?

Field Cases

Street Crossing: 'Street with a hand'—walk it twice.

Tool Grab: 'Hands together or tool away.'

Bedtime Meltdown: procedure now, repair later.

Metrics & Rubrics

- Recovery Time (boundary→ordinary tone).
- Adult Escalation Rate (warning→raised voice).
Lower is better.
- Dignity Index (no identity attacks recorded).

Directive

Hold structure without humiliation. Where contempt is absent, trust survives.

III. The Household as First School

Part 1: Language Without Wounding

Language builds ground or cuts identity.

Correction tied to character scars; description of acts instructs without wound.

Protocol

- 1) Name the act, not the self. ‘The water is on the floor’ beats ‘You are clumsy.’
- 2) Keep corrections short; length invites contempt.
- 3) Practice neutral tone privately until it becomes default.

Practices & Drills

Drill A — Three Rewrites: convert identity attacks to act descriptions nightly.

Drill B — Weather Voice: deliver corrections with the voice used to describe rain.

Drill C — Praise Audit: praise effort and attention, not essence (‘You worked steadily,’ not ‘You’re smart’).

Field Cases

Spill case resolved with towels instead of labels; broken cup named, swept, replaced without a lecture.

Metrics & Rubrics

- Identity Language Count (target zero).
- Average Correction Length (shorter = safer).
- Mockery Incidents (any = wound).

Directive

Speak as if words lay floorboards under the child's feet.

Part 2: Authority Without Violence

Authority teaches reliability; domination teaches fear. Boundaries must hold without humiliation.

Protocol

- 1) Audit rules; obey them yourself or retire them.
- 2) Tie consequence to act, never to affection.
- 3) Hold the line once, calmly; repetition erodes authority.

Practices & Drills

Drill A — Boundary Once: state rule once, enforce with presence, not volume.

Drill B — Consequence Mapping: each common breach has a pre-paired consequence.

Drill C — Mood Check: if your mood sets the rule, your rule is not a rule.

Field Cases

Bedtime framed as strength and rest; lights out with presence, not threats.

Metrics & Rubrics

- Rule Consistency Index (same rule regardless of adult mood).
- Affection Withdrawal Incidents (target zero).
- Volume Peaks per day (fewer = stronger authority).

Directive

Let the child feel the wall, not the whip.

Part 3: Ritual as Anchor

Ritual creates rhythm; rhythm carries trust.
Schedules control; ritual belongs.

Protocol

- 1) Install one morning and one evening ritual (simple, repeatable).
- 2) Keep a corner for ongoing projects—continuity made visible.
- 3) Use a family-only gesture as a gather signal.

Practices & Drills

Drill A — 30-Day Ritual: repeat one action same time, same way; record resistance fade.

Drill B — Closing Ritual: two-minute shared quiet before sleep; measure sleep onset.

Drill C — Call Sign: invent a hand signal; practice its meaning.

Field Cases

Morning tea without speech; evening walk at same hour; the child arrives without command.

Metrics & Rubrics

- Anticipation Signs (child arrives before being called).
- Transition Friction (minutes of protest at key pivots).
- Ritual Survival (persists under mild stress?).

Directive

Anchor the day with pattern; let rhythm replace order.

IV. The Counter-Schooling Curriculum

Part 1: Inquiry Instead of Instruction

Instruction fills; inquiry sharpens. The form of your question teaches either submission or thought.

Protocol

- 1) Return questions with attention: ‘What do you see? What do you think next?’
- 2) Instruct only where safety demands.
- 3) Keep a daily inquiry streak—days without delivering an immediate answer.

Practices & Drills

Drill A — One-to-Three: one adult question must yield three child questions before any answer.

Drill B — Field First: step outside to look before opening a book.

Drill C — Hypothesis Wall: tack child guesses to a wall and test them over days.

Field Cases

Falling leaves explored as air and motion before biology; shadows chased before optics.

Metrics & Rubrics

- Child-Generated Questions per day.
- Guess→Test Cycles (how often a hypothesis meets field).

Directive

Favor inquiry to preserve independent sight.

Part 2: The Field Method

Encounter before abstraction. The body learns faster than the diagram.

Protocol

- 1) Substitute one worksheet per week with a real-world task.
- 2) Touch first, name later.
- 3) Bring home small, legal specimens (seed pods, screws) as anchors.

Practices & Drills

Drill A — Soil & Root: uproot weeds to learn plant anatomy.

Drill B — Repair Bench: fix a hinge, then sketch the mechanism from memory.

Drill C — Cook & Measure: fractions learned with flour and water.

Field Cases

Uprooting replaces diagram; dull knife sharpening becomes an ethics of edge and attention.

Metrics & Rubrics

- Retention after 48 hours (field vs. paper).
- Time-on-Task without prompting.
- Vocabulary growth emerging from use, not recitation.

Directive

Field before page. Always.

Part 3: Failure Without Shame

Error is the path. Shame is the wound. Keep the first, kill the second.

Protocol

- 1) Replace 'wrong' with 'not yet.'
- 2) Publicly model your own error + repair each week.
- 3) Separate act from identity in every correction.

Practices & Drills

Drill A — Failure Toast: raise water when attempts collapse.

Drill B — Redo Rite: a small bell before retry; ritual makes returning ordinary.

Drill C — Post-Mortem Card: two sentences—what failed, what you'll try next.

Field Cases

Tower collapse becomes base redesign; spelling miss becomes sound-mapping session—no derision.

Metrics & Rubrics

- Retry Rate after failure (higher = healthier).
- Mockery Incidents (target zero).
- Parent Error Admissions per week.

Directive

Keep error alive; starve shame.

Part 4: Risk Without Ruin

Dose danger correctly: enough to grow, not enough to break.

Protocol

- 1) Use the scrape/hurt/break triage.
- 2) Step close with guidance, not prohibition.
- 3) Log new risks weekly (height, heat, speed, edge).

Practices & Drills

Drill A — Fire Line: mark safe distance together.

Drill B — Edge Lesson: sandpaper + block → friendly sharp; discuss respect.

Drill C — Climb with Spotter: adult hands hover, not haul.

Field Cases

Campfire shoulder-touch and line; saw lesson with 'hands together or tool away.'

Metrics & Rubrics

- Injury Type/Severity log (scrapes expected; breaks unacceptable).
- Confidence Extension (child's voluntary return to the edge).

Directive

Risk is medicine; fear is not safety. Calibrate.

V. Repair and Continuity

Part 1: When Harm Occurs

Harm will slip through. The difference between households is not harm's absence but the speed and clarity of response.

Protocol

- 1) Name the act without self-defense.
- 2) Distinguish error from malice; the latter demands structural change.
- 3) Log the breach the way you log the child's: evidence, not narrative.

Practices & Drills

Drill A — 10-Minute Window: attempt admission within ten minutes of breach.

Drill B — Non-Explanation: apologize with no 'because.'

Drill C — Repair Act: pair every apology with a concrete restoration.

Field Cases

Shouting acknowledged without fatigue alibi; presence restored by resuming ritual immediately after.

Metrics & Rubrics

- Admission Latency (minutes).
- Repair Completion (act actually done?).
- Recurrence Rate (does this breach shrink over time?).

Directive

Denied harm becomes betrayal. Admit quickly.

Part 2: The Practice of Apology

Apology is procedure that models how humans remain together after error.

Protocol

- 1) Words first: 'I was wrong.'
- 2) No excuses; no reversal onto the child.
- 3) One act of repair that matches the breach (restore time, dignity, privilege).

Practices & Drills

Drill A — Weekly Rehearsal: apologize for a small real mistake in full view.

Drill B — Specificity: name the act exactly; vagueness dodges responsibility.

Drill C — Witness: once, let another adult hear you apologize to the child—normalize accountability.

Field Cases

Missed event: no gift-distraction; promise of presence kept at the next event.

Metrics & Rubrics

- Child's Trust Signals (eye contact returns? shoulders lower?).
- Adult Excuse Rate (target zero in apologies).

Directive

Apology without act is theater; act without apology is avoidance. Do both.

Part 3: Continuity of Trust

Trust carries immediacy. Without it, the child lives guarded. Continuity is the condition for every other practice.

Protocol

- 1) Admit fast; repair consistently; resume rhythm visibly.
- 2) Establish a repair gesture (touch on shoulder, phrase) that signals return to ground.
- 3) Keep a ledger of repaired moments; review monthly for arc.

Practices & Drills

Drill A — Ritual Restore: after apology, resume the ordinary ritual next—story, tea, walk.

Drill B — Heat Check: wait for cortex to return before analysis.

Drill C — Trust Audit: quarterly, ask the child what helps them feel safe again.

Field Cases

Nightly story as the bridge back after rupture; simple tea to mark the ground's return.

Metrics & Rubrics

- Time to Baseline after harm.
- Ritual Continuity Score (number of days rituals survive stress).

Directive

Continuity is not perfection; it is the refusal to let rupture become fracture.

VI. The Wider World

Part 1: Schools as Containment Systems

School manages numbers with bells, rows, schedules, and grades. The product is delay and performance, not brilliance.

Protocol

- 1) Name the system aloud so the child knows the terrain.
- 2) Decompress daily with field and silence.
- 3) Treat grades as tokens of compliance, not measures of value.

Practices & Drills

Drill A — Interruption Diary: have the child note the day's biggest interruption.

Drill B — Post-School Decompression: 30 minutes of unmeasured play before any talk of assignments.

Drill C — Grade De-Weaponizing: ritual: read the grade, place it in a box, return to living work.

Field Cases

Child remembers bell more than lesson; you counter by building a creek dam after school.

Metrics & Rubrics

- Decompression Adherence (days achieved/week).
- Grade-Anxiety Drop (self-reported).
- Post-school joy markers.

Directive

Containment named is containment weakened.

Part 2: Shield and Supplement

You may not exit the system. Shield where possible; supplement where necessary.

Protocol

- 1) Translate school for the child: what it is for, what it isn't.
- 2) Supplement abstraction with encounter daily.
- 3) Set boundaries around homework time that preserve ritual and sleep.

Practices & Drills

Drill A — Homework Sandwich: field/play before and after work block.

Drill B — Weekend Field: one task that redeems the week's abstractions (garden, fix, build).

Drill C — Grade Exit Interview: when grades arrive, ask: 'What did you actually learn?'

Field Cases

Low grade reframed; redemption through wood project where competence is visible.

Metrics & Rubrics

- Homework Block Efficiency (focused minutes vs. total time).
- Weekend Encounter Count.
- Sleep Stability (ritual preserved?).

Directive

Shield from wound; supplement with field; do not outsource education.

Part 3: Community as Teacher

Households need other hands. Knowledge travels along trust lines—elders, neighbors, craftspeople.

Protocol

- 1) Monthly skill visits—someone shows the child a real competence.
- 2) Let the child see the adult in apprenticeship too.
- 3) Make participation, not performance, the point.

Practices & Drills

Drill A — Apprenticeship Day: child shadows an adult at work.

Drill B — Shared Labor: neighbor roof patch, communal garden day.

Drill C — Market Walk: identify three skills behind each stall.

Field Cases

Grandparent's seeds teach season; neighbor's roof teaches balance; sharpener's stone teaches respect for edge.

Metrics & Rubrics

- Non-parent Adult Hours/month.
- Skill Transfer Notes (what passed with no curriculum?).

Directive

Extend the field. Many hands = stronger signal.

VII. The Manual as Practice

Part 1: Discipline Without Sentiment

Do not soften procedure with comfort. Sentiment dilutes form; cruelty inflames it. Discipline is the middle: cold, clear, repeatable.

Protocol

- 1) Minimal words; neutral tone.
- 2) No pity in correction; no scorn either.
- 3) Record execution, not emotions.

Practices & Drills

Drill A — One-Sentence Rule: deliver each correction in ≤ 12 words.

Drill B — Tone Strip: rehearse the sentence until sarcasm is gone.

Drill C — Consistency Week: same rule, same consequence, regardless of adult mood.

Field Cases

A day without raised voice and without sugar-coated pleading—authority becomes reliable.

Metrics & Rubrics

- Words per Correction (track average).
- Tone Violations (sarcasm, pity, mockery).
- Rule Drift (does consequence change with mood?).

Directive

Continuity is built from discipline, not from warmth or wrath.

Part 2: Indifference as Method

This text assumes competence. It is indifferent to your feelings and praise. Treat it as instrument.

Protocol

- 1) Follow instructions unless structurally impossible.
- 2) Stop seeking validation from the manual; seek results in the child's signal.
- 3) Keep a practice ledger: what was done, not how you felt.

Practices & Drills

Drill A — Read & Do: one page/day, executed literally.

Drill B — Debrief by Metric: discuss only rates and intervals, not emotions.

Drill C — Weekly Audit: swap ledgers with a trusted adult and compare execution.

Field Cases

Indifference keeps the form clean; persuasion would blur it.

Metrics & Rubrics

- Execution Rate (% of instructions carried out).
- Variance from Protocol (lower is better).

Directive

Treat the manual like a tool, not a talisman.

Part 3: Poetry in Camouflage

Diction leaks cadence. That is not indulgence; it is survival. Beauty carries instruction deeper.

Protocol

- 1) Do not hunt for poetry; let it arrive.
- 2) Do not strip cadence when it appears; it carries memory.
- 3) Let images train attention (stones, edges, bells, hands).

Practices & Drills

Drill A — Read Aloud: one paragraph/day to feel the cut of rhythm.

Drill B — Image Ledger: list recurring images and what they instruct.

Drill C — Silence After: hold five seconds after a striking line.

Field Cases

'Stones carry different frictions' teaches balance and world-resistance at once.

Metrics & Rubrics

- Recall of Procedures after 72 hours (camouflaged lines stick).

Directive

Permit the poem beneath procedure. Do not sentimentalize it; do not erase it.

VIII. The Child Untamed

Part 1: Against Flawlessness

Perfection is paralysis. Flawlessness says worth equals errorlessness; it breeds cowardice. Freedom requires friction.

Protocol

- 1) Praise risk and attention, not polish.
- 2) Replace 'perfect' with 'alive' or 'true.'
- 3) Model visible adult error + repair.

Practices & Drills

Drill A — Display a Flaw: leave a small mistake in your own work and name it without shame.

Drill B — Not-Yet Wall: a list of skills in progress.

Drill C — Courage Count: note when the child chooses risk over performance.

Field Cases

The brave answer in the room is the imperfect one spoken aloud.

Metrics & Rubrics

- Attempts per new domain/week.
- Delay Before First Try (lower is freer).

Directive

Refuse perfection. Choose aliveness.

Part 2: Stewardship Instead of Sculpture

Do not carve a child into a shape. Steward ground and light; growth will come.

Protocol

- 1) Provide field, rhythm, and guardrails.
- 2) Correct acts; never chisel identity.
- 3) Offer materials abundantly; opinions sparingly.

Practices & Drills

Drill A — More Paper: when asymmetry appears, supply materials, not critique.

Drill B — Garden Plot: steward a small bed—sun, soil, water over time.

Drill C — Quiet Companion: sit near their work without commentary for ten minutes.

Field Cases

Asymmetrical houses improve when paper multiplies; observers emerge when materials are many.

Metrics & Rubrics

- Material to Commentary Ratio (high is good).
- Independent Return (child resumes work unprompted).

Directive

Guard ground; resist carving.

Part 3: Signs of the Cage Absent

Measure success by the absence of cage: hesitation gone, questions frequent, risk accepted.

Protocol

- 1) Track hesitation dropping in new domains.
- 2) Invite interruptions and route them kindly.
- 3) Periodically test independence in the field.

Practices & Drills

Drill A — Open Question Hour: the child interrupts adult talk once with no penalty.

Drill B — Solo Foray: short independent task in a safe public space.

Drill C — Edge Walk: revisit a once-feared edge and note changed body.

Field Cases

Adult raised without cage speaks a rough thought aloud—signal intact.

Metrics & Rubrics

- Hesitation Index across domains.
- Interruption Health (no shame attached).
- Edge Return Rate.

Directive

Look for movement, voice, and risk. These are freedom's signs.

Part 4: Closing Notes

The manual ends; the work does not. Each day repeats the choice: transmit the wound or refuse it.

Protocol

- 1) Return to inventory, tracing, immediacy, play, authority, apology, trust, shielding, community.
- 2) Keep ledgers; they will show whether continuity is holding.
- 3) When you fail, repair; when you repair, resume ritual.

Practices & Drills

Drill A — Monthly Audit: scan metrics across sections and choose one weak tendon to strengthen next.

Drill B — Annual Retreat: a day to reset rituals, restock loose parts, revisit risks.

Drill C — Archive: keep notes so the next steward can start farther along.

Field Cases

The child you keep untamed will become the adult who keeps others free.

Metrics & Rubrics

- Annual Continuity Score compiled from your ledgers.

Directive

Keep the signal alive. Refuse casual cruelty. Leave the child untamed.

—C-/04

License and File Reference

This work is released under the Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International License.

File Ref.: MPSoL-2025/EDU-11

Declassified: March 2025

Issued under seal of the MidPacific Soviet of Letters.

I. The Parent Must First Be Un-Schooled — Supplement: Extended Field Cases, Drills, and Rubrics

Extended Field Cases

****Case 1 — Public Correction:**** Grocery line. Child climbs the cart's lower rail. Reflex is public shame ("Stop showing off").

Counter-method: kneel, touch shoulder, whisper: "Feet on floor while we wait. When we leave, you can climb the rail outside."

Observation afterward: child's compliance is quiet, dignity intact; strangers are not the audience.

****Case 2 — The Performance Trap:**** Family gathering. Child is prompted to "do the poem" for applause.

Reflex compliance would teach performance over signal. Parent reframes: "Do you want to share? If not, later."

Result: choice preserved; child later recites for two cousins in the yard, not the room.

****Case 3 — The Hard Stop:**** Pot of boiling water. Child reaches. Adult catches wrist firmly and says, "Stop."

Break threshold is crossed; afterward, the adult names the boundary without shame, then rebuilds confidence by inviting the child to fill a kettle with cool water and place it safely on the stove.

****Case 4 — The Quiet Refusal:**** Homework tears. Child refuses. Adult does not escalate to dominance; instead, sets a timer for five silent minutes together at the table, then offers two lawful options:
(1) Do the first problem with me. (2) I do the first problem aloud and you do the second.

Advanced Drills & Practices

****Drill — The Two-Beat Interlock:**** Insert two pulses: one for breath, one for scan (scrape/hurt/break).

If neither hurt nor break exists, remain silent. Practice in low-stakes contexts first (spilled crumbs, loud humming).

****Drill — Posture Reset:**** Before speaking, uncross arms, lower shoulders, align eyes to child's height. Deliver correction with the "weather voice." Record how posture change alone reduces escalation.

****Drill — Reflex Map Walkthrough (Weekly):**** Read a week of the logbook aloud (to yourself). Circle repeating phrases. Choose one phrase to retire next week. Draft its neutral replacement.

Metrics, Rubrics, and Logs

****Reflex Incidence Rate (RIR):**** number of recorded reflex commands / day.

****Public Humiliation Count (PHC):**** instances of correction delivered for an audience (target: zero).

****Repair Latency (RL):**** minutes between breach and clean apology. Target: < 10 min for ordinary breaches.

****Log Template (copy into notebook):****

Date: ____ Time: ____ Location: ____

Trigger (child act):

Adult words (verbatim):

Body posture / hands:

Child response (face/body):

Harm level (scrape / hurt / break):

Action taken instead (if any):

Repair? (Y/N) — When/How:

Common Failure Modes (and Corrections)

****Failure Mode A — Explanation as Excuse:****

Adult apologizes then adds “because I was tired.”

Correction: remove the clause; apology stands alone.

****Failure Mode B — Whispered Contempt:****

Volume drops but sarcasm remains.

Correction: record your voice; any edged tone counts as wound. Retake.

****Failure Mode C — Outsourcing:**** Adult blames “school rules” to justify personal harshness.

Correction: own your method; school is not your mask.

Directive (Expanded)

Inventory remains primary. Visibility precedes change. Replace reflex with procedure, explanation with silence, posture with presence.

When in doubt: fewer words, lower voice, slower body. Cut the chain at your throat.

II. The Nature of the Child's Signal — Supplement: Extended Field Cases, Drills, and Rubrics

Extended Field Cases

****Case 1 — Street Musician:**** The child moves toward the drum. Adult's hand twitches to block. Counter: "Stand where you can see. Hands behind back unless drummer invites." Immediacy preserved by posture rule, not prohibition.

****Case 2 — Library Map:**** Child spreads the atlas on the floor. Librarian frowns. Adult kneels and asks, "Is there a table for big maps?" Redirection keeps contact alive without defiance theater.

****Case 3 — Rain Study:**** Instead of forbidding puddles, adult sets a "wet zone" by the door: towels, hooks, spare socks. The field is prepared in advance so immediacy is lawful.

****Case 4 — Conversation Interruptions:**** Child touches wrist twice (agreed signal). Adult finishes clause, turns body fully. The signal honors both worlds; interruption is formatted, not shamed.

Advanced Drills & Practices

****Drill — Latency Clock:**** For three days, measure time from the child's glance to first touch in an Immediate Zone.

Write the number; intervene only for break-level danger. Watch latency fall as permission becomes ambient.

****Drill — Material Rotation:**** Rotate loose parts weekly: magnets, lenses, pulleys, cloth. Do not explain function.

Note which materials trigger longest absorption; keep those in circulation.

****Drill — Shadow Sketch:**** During Shadow Hour, sketch what the child is doing instead of writing. Drawing increases your quiet attention and lowers intervention impulses.

Metrics, Rubrics, and Logs

****Latency Index (LI):**** median seconds sight→touch in Immediate Zones.

****Intervention Density (ID):**** interventions / 15 minutes (exclude safety).

****Absorption Half-Life (AHL):**** minutes until first look away during play.

****Play Log Template:****

Date: ___ Materials: _____ Start: ___

End: ___

Longest continuous absorption (min): ___

Interruptions (count): ___

Self-talk present? (Y/N) ___ Frustration spike time: ___

Adult words spoken in zone (count): ___ Next material needed: _____

Common Failure Modes (and Corrections)

****Failure Mode A — “Sneaky Lessons”:** Adult rebrands play as stealth curriculum and starts praising like a teacher.

***Correction:** drop lesson language; become perimeter again.

****Failure Mode B — Over-documenting:** Photos every five minutes.

***Correction:** one photo by child request only; otherwise, eyes up, pen down.

****Failure Mode C — Safety Theater:** Constant warnings nowhere near break threshold.

***Correction:** rehearse scrape/hurt/break aloud until body trusts it.

Directive (Expanded)

Protect immediacy by designing for lawful touch and silent observation.

Presence without interference teaches more than speech. The field does the teaching if you do not drown it.

III. The Household as First School — Supplement: Extended Field Cases, Drills, and Rubrics

Extended Field Cases

Case 1 — The Broken Bowl: “You always—” is replaced with “The bowl is broken. Broom and dustpan.”

Shame replaced by procedure. Later, the adult shows how to nest bowls safely—skill instead of scorn.

Case 2 — The Door Slam: Old inheritance returns. Adult catches self mid-slam, reopens door, and says the rule once, quietly.

The re-open is the counter-gesture that breaks echo.

Case 3 — The Family Signal: Before departures, the same two-finger tap on the table means “gather.”

Children begin to respond to gesture faster than to shouted names. Ritual replaces herding.

Advanced Drills & Practices

Drill — One-Sentence Corrections: Practice reducing every correction to ≤ 12 words, neutral tone.

Write them in a column and check for identity language before using them.

Drill — Ritual Catalogue: List eight micro-rituals you can anchor (e.g., morning tea, shoe rack check, quiet two-minute light-out).

Install two this month; review which one reduced friction the most.

****Drill — Affection Invariance:**** Track affection displays on days with many corrections. If affection decreases with infractions, you are teaching love-by-performance. Correct by adding small, consistent warmth after boundary is held.

Metrics, Rubrics, and Logs

****Identity Language Count (ILC):**** target zero/day.

****Average Correction Length (ACL):**** words; lower = better.

****Ritual Survival Rate (RSR):**** rituals that held under stress / total rituals.

****Ritual Planner (Template):****

Ritual Name: _____ Time: ____ Steps (3 max):

_____ Signal (gesture/phrase): _____ Purpose:

_____ Friction change after 7 days: ↑ / ↓ Notes:

Common Failure Modes (and Corrections)

****Failure Mode A — Punitive Silence:****

Withdrawal masquerading as authority.

Correction: presence maintained; boundary held with words when cool.

****Failure Mode B — Ritual as Control Theater:****

Loading rituals with moral lectures.

Correction: rituals are short, sensory, repeatable
—not sermons.

Failure Mode C — Praise as Identity Hook:

“You’re a good kid when...”

Correction: praise specific acts: effort, patience,
repair—never identity.

Directive (Expanded)

Household ground is built by tone and pattern.
Keep correction small and repeatable. Let ritual
carry more weight than command.

IV. The Counter-Schooling Curriculum — Supplement: Extended Field Cases, Drills, and Rubrics

Extended Field Cases

****Case 1 — Hypothesis Wall:**** Child says stars are “holes in a big dark tent.” Adult pins the sentence on the wall.

Over nights, they test with clouds, moon phases, and city lights. Hypothesis grows instead of being crushed by a quick fact.

****Case 2 — Field Before Page:**** Fractions by cutting tortillas; then notebook sketch labeled from memory.

The body’s understanding precedes the symbol; recall lasts weeks without review.

****Case 3 — Risk Ladder:**** Climbing tree marked with colored ribbons: green (climb alone), yellow (climb with spotter), red (no higher today). Respect replaces fear; child revisits edges safely.

Advanced Drills & Practices

****Drill — One-Three Cascade:**** Adult question must yield three child questions before any explanation.

If three do not arise, return to the field and look again.

****Drill — Repair Bench:**** Keep a small tray with screwdrivers, hinges, orphan screws.

When something breaks, fix slowly with the child.

Each repair becomes a lesson in attention and edge.

****Drill — Weekly Risk Dose:**** Choose a calibrated risk—new trail, real blade with guide, small fire lay.

Log scrapes without drama; adjust dose next week.

Metrics, Rubrics, and Logs

****Child Questions per Prompt (CQP):**** target ≥ 3 .

****Field-to-Page Ratio (FPR):**** number of field sessions / number of worksheets (target > 1).

****Risk Outcome Log:**** scrape/hurt/break tally + confidence extension notes.

****Inquiry Card (Template):****

Prompt/Phenomenon: _____

Child Hypotheses (list): _____

Test we ran: _____

What changed in our view: _____

Next question: _____

Common Failure Modes (and Corrections)

****Failure Mode A — Speed-Answering:**** Adult delivers facts too fast.

Correction: install mandatory delay; return question with attention.

****Failure Mode B — Abstraction First:**** Diagram without touch.

Correction: touch, then name; draw, then label.

****Failure Mode C — Risk Panic:**** Rules escalate to total prohibition.

Correction: recalibrate with scrape/hurt/break and colored risk ladder.

Directive (Expanded)

Teach the child to ask and to try. Keep the body in the learning loop. Dose danger like medicine—measured, regular, purposeful.

V. Repair and Continuity — Supplement: Extended Field Cases, Drills, and Rubrics

Extended Field Cases

****Case 1 — Sarcasm Breach:**** Adult hears their own edge mid-sentence, stops, and restarts in plain words.

Child's shoulders lower. Later, adult logs the breach and apologizes without excuse.

****Case 2 — Missed Pickup:**** Adult arrives late; no gift offered. Clean apology, then a visible change: the adult sets a repeating alarm 20 minutes earlier for future pickups. Repair is structural.

****Case 3 — Night-Rage:**** Adult shouts at bedtime. Repair sequence next morning: apology; two minutes of shared silence; resume ritual story with no analysis until later.

Advanced Drills & Practices

****Drill — 10-Minute Admission:**** Attempt to admit harm within ten minutes for minor breaches.

Practice wording until it comes clean: "I was wrong to shout."

****Drill — Repair Pairing:**** Every apology is paired with an act: restore time, restore dignity, restore the broken thing.

Keep a visible list of pairings on the fridge as a household contract.

****Drill — Heat Map:**** End of day, mark where breaches cluster (time/place).
Move one ritual upstream of the hotspot to lower probability.

Metrics, Rubrics, and Logs

****Admission Latency (AL):**** minutes to apology (target short).

****Repair Completion Rate (RCR):**** apologies with matching acts / total apologies (target 100%).

****Breach Recurrence (BR):**** did this breach shrink across weeks?

****Repair Ledger (Template):****

Breach: _____ Time: ____

Words used (verbatim): _____

Apology given at: ____ Act of repair: _____

Child's response: _____

Recurrence? (Y/N) ____ Notes: _____

Common Failure Modes (and Corrections)

****Failure Mode A — Apology as Bargain:**** “If you stop crying, I’ll say sorry.”

***Correction:** apology is unilateral.

****Failure Mode B — Flooded Confession:**** Adult weeps to be forgiven.

***Correction:** stabilize first; the child must not carry you.

****Failure Mode C — Words Without Act:**** “Sorry” with no restoration.

***Correction:** pair apology with repair, always.

Directive (Expanded)

Continuity is built on quick admission and visible correction. Where denial is absent, trust can return. Keep ledgers; change the structure that failed.

VI. The Wider World — Supplement: Extended Field Cases, Drills, and Rubrics

Extended Field Cases

****Case 1 — Bell Detox:**** After school, thirty minutes of silent walk or garden before any talk of homework.

Child re-enters the body; the bell decays.

****Case 2 — Grade Ritual:**** Grades are opened, read aloud, placed in a plain envelope labeled “Compliance Tokens.”

Then the child returns to living work (project table).

****Case 3 — Teacher Partnership:**** Parent sends a neutral note: “We’re practicing inquiry and field at home.

If you see curiosity we can feed, please signal us.”

The system is named but not fought for sport.

Advanced Drills & Practices

****Drill — Post-School Decompression:**** Fix a non-negotiable decompression block.

Log how often homework quality increases after decompression.

****Drill — Weekend Redemption:**** Choose one abstraction from the week and redeem it in field (cook ratios, plant germination, repair hinge).

****Drill — Community Table:**** Once per month, share a meal with a non-parent adult who brings a skill story (without performing it).

Metrics, Rubrics, and Logs

****Decompression Adherence (DA):**** days achieved/week.

****Homework Efficiency (HE):**** focused minutes / total minutes.

****Redemption Count (RC):**** weekly abstractions redeemed in field.

****Community Contact Log:****

Adult/Skill: _____

Date: ___ Context: _____

What the child asked: _____

What changed afterward: _____

Common Failure Modes (and Corrections)

****Failure Mode A — Anti-School Rant:**** Turning debriefs into diatribes.

Correction: name the structure calmly; build counter-structure at home.

****Failure Mode B — Schedule Supremacy:****

Rituals erased by homework.

Correction: homework lives inside rhythm, not over it.

****Failure Mode C — Performative Rebellion:****

Using the child to wage your war.

Correction: protect the child; negotiate with adults directly, quietly.

Directive (Expanded)

Shield the child from containment through decompression and field; supplement without turning the home into a rival institution. Quiet competence beats loud complaint.

VII. The Manual as Practice — Supplement: Extended Field Cases, Drills, and Rubrics

Extended Field Cases

****Case 1 — The Pity Trap:**** Adult softens every boundary with sugar words. Child learns to negotiate through collapse.
Counter: boundary stated once, neutral; affection later, not as a bribe.

****Case 2 — The Iron Mask:**** Adult confuses discipline with coldness.
Counter: steady tone + reliable ritual + ordinary warmth separate from rule enforcement.

****Case 3 — The Manual Leak:**** The Old Man's cadence surfaces; lines memorize themselves. Household starts quoting procedures as jokes; humor lowers friction without losing form.

Advanced Drills & Practices

****Drill — One-Page Literal:**** Read one page and execute literally for a day. No interpretation. Debrief only with metrics (what changed).

****Drill — Variance Audit:**** Pick one instruction and track how often you deviate. If variance is high, the problem is the instruction (too complex) or your discipline (too loose). Adjust which, then retest.

****Drill — Cadence Read-Aloud:**** Read a paragraph aloud at night. Hold five seconds of silence. Let rhythm lodge procedures without adornment.

Metrics, Rubrics, and Logs

****Execution Rate (ER):**** instructions carried out / instructions planned.

****Variance from Protocol (VFP):**** deviations / instructions (lower is better).

****Tone Violations (TV):**** sarcasm, pity, contempt.

****Practice Ledger (Template):****

Date: ___ Instruction: _____

Executed? (Y/N) ___ Deviation? (Y/N) ___

Outcome metric affected: _____

Notes: _____

Common Failure Modes (and Corrections)

****Failure Mode A — Sentimental Overlay:**** Adding comfort where clarity is called for.

Correction: strip to procedure; warmth after order is restored.

****Failure Mode B — Persuasion Spiral:**** Arguing your rules.

Correction: if you must argue a rule, it is not a rule—tighten or discard.

****Failure Mode C — Aestheticization:**** Treating the manual like literature instead of tool.

Correction: measure outcomes; poetry is camouflage, not the goal.

Directive (Expanded)

Indifference keeps the manual clean; discipline keeps it sharp. Let cadence serve memory, not mood. Measure what you do.

VIII. The Child Untamed — Supplement: Extended Field Cases, Drills, and Rubrics

Extended Field Cases

****Case 1 — The Imperfect Solo:**** Child plays a piece with wrong notes at a recital.

Adult says afterward: “You kept going.” Courage is praised; performance anxiety weakens.

****Case 2 — Steward’s Garden:**** Child’s asymmetrical drawing evolves after paper and time multiply.

No sculptor’s critique was needed; form grew under stewardship.

****Case 3 — Cage Absence Check:**** At a community dinner, child interrupts to add a thought.

Adult says, “Hold a finger—finish this sentence—now you.” Sequence taught without shame; voice remains alive.

Advanced Drills & Practices

****Drill — Courage Tally:**** Weekly count of first-tries in new domains.

Praise the attempt, log the return rate.

****Drill — Ground-Guard:**** Choose one square meter of garden or table as “yours to guard” together for a season.

Observe growth as stewardship, not sculpting.

****Drill — Edge Returns:**** Revisit once-feared edges monthly (water, heights, audience). Record body changes (breath, shoulders, eyes). Celebrate return, not polish.

Metrics, Rubrics, and Logs

****Hesitation Index (HI):**** delay before first attempt in a new domain (lower is freer).

****Return Rate (RR):**** number of voluntary returns to once-feared edge / month.

****Voice Presence (VP):**** weekly instances of unbidden contributions (home + community).

****Freedom Checklist (Quarterly):****

Moves without hesitation in at least three domains

Speaks without permission-seeking in family settings

Attempts new tasks without prompting

Recovers from error without collapse

Shows care for younger or newer learners (stewardship sign)

Common Failure Modes (and Corrections)

****Failure Mode A — Perfectionism Relapse:****

Adult begins praising polish.

Correction: praise attention, risk, repair.

****Failure Mode B — Carving with Compliments:****

“A real artist would...”

Correction: more paper, more time; the steward’s tools.

****Failure Mode C — Freedom as License:**** No boundaries in the name of “untamed.”

Correction: freedom within guardrails—danger dosed, trust intact.

Directive (Expanded)

Measure freedom by movement, voice, and risk.
End the wound by refusing both cruelty and perfection.

Steward, don't sculpt. Keep the signal alive. —C/
04

