



The New 95

1517

[1517 Fund](#)

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[Oct 18, 2017](#) · 13 min read

Martin Luther nailed his theses to a church door 500 years ago on October 31st. With your help, we are going to nail ours — ok, fine — tape ours to the doors of universities and schools across the country to mark the occasion. Come to our [Assembly](#) on the 28th to discuss.

Print your own ([pdf here](#)), take a pic, and post, “I’m rallying against the classroom-to-cubicle pipeline with the New 95 today, what will you rally for? [#new95](#)”.

1. Life in the U.S. begins with a 13-year mandatory minimum sentence: K-12.
2. Anytime you see anxious parents sweating over their daughter's pre-school interview, remember that university admissions committees have established the system of rewards and punishments that loom even over juicy bottle time.
3. Higher education has become America's national religion, complete with heaven and hell, salvation and damnation. You are a winner or a sinner. It is Yale or jail.
4. A "well-rounded" student is often only a euphemism for a ruthless workaholic in a greyhound race for a useless mechanical lure.
5. What is a college application but a fight to the death for prestige?
6. "The worst kind of virtue never stops striving for virtue and so never achieves virtue." — Laozi
7. "Would you rather have a Princeton diploma without a Princeton education, or a Princeton education without a Princeton diploma? If you pause to answer, you must think signaling is pretty important." — economist Bryan Caplan

8. Why are there some 5,300 universities and colleges in the U.S. but only one point of view?
9. We have to have the freedom to be the only person who believes something.
10. There can be no safety without dangerous ideas.
11. What is respectable is unoriginal.
12. The risk of being wrong is the price of being right.
13. The most exciting things work in practice but not theory.
14. Beware of any group that spends most its time deciding who can be admitted.
15. Harvard could admit ten times as many students, but it doesn't. It could open ten more campuses in different regions, but it doesn't. Elite schools are afraid of diluting brand equity. They're not in the education business. They're in the luxury watch business.
16. Harvard is the richest, oldest, and most powerful hedge fund in the world — AUM \$38 billion. It also happens to have a nonprofit real estate company full of kids attached for tax purposes. If they run their business like Warren Buffett, then endowments should be taxed like Warren Buffett.

17. The debt to party ratio on campus is too damn high.
18. Total student loan debt in the United States is now more than \$1.5 trillion.
19. In 1987, the year Stephen Trachtenberg became president of George Washington University, students paid \$27,000 (in 2017 dollars) in tuition, room, and board. When he retired twenty years later, they paid more than double — close to \$60,000. Trachtenberg made GW the most expensive school in the nation without improving education at all. The degree “serves as a trophy, a symbol,” he said. “I’m not embarrassed by what we did.” There are buildings on campus named after this guy.
20. It is no coincidence that the architects of prisons are also the architects of high schools.
21. We put adults in correctional institutions because of their crimes; we put children in them because of their age.
22. The cage is for the protection of the captor.
23. The power of the government should not be used to compel everyone to learn the same things in the same way at the same place at the same pace at the same age.

24. High School noun (1824): a place where students repeat “me gusta” for four years in Spanish class and still can’t speak the language.
25. Play not plow: a lesson should look more like a group game than working in the fields.
26. In most schools, boredom with tedium has been diagnosed as a psychological disorder. It is as if we diagnosed orca whales as mentally ill because they lost energy floating in tiny tanks at SeaWorld.
27. They’d rather drink poison: emergency poison centers in the U.S. admitted about 76,500 teens into their care last year for “intentional exposure,” a rather quaint, bureaucratic term for attempted suicide. That’s up 25,500 since 2011. The number of teens admitted to ERs for suicidal thoughts and actions has doubled in a decade and the rate spikes seasonally at the start of every school year. Sixty-two percent of undergraduates report feeling “overwhelming anxiety” in the last year.
28. The problem in schooling is not that we have invested too little, but that we get so little for so much.
29. “Never let schooling interfere with your education.” Let us define *schooling* as the set of processes used to instruct at a physical location where young people are confined and controlled for some interminable stretch of time. And let us say that *education* is something far

richer and more important: knowledge, play, truth, discovery, sharing.

30. A school will defend itself against the true education it hates.
31. That education is best which teaches us to educate ourselves.
32. The foundation for any real education is not only to take responsibility for who we are but also for who we might become.
33. Give whatever public money is currently spent on schools to families to spend on educating their kids how they see it best.
34. The best institutions blend learning with experience, such as University of Waterloo's co-op program. The map and the territory are rarely the same; a diagram of an acorn will never grow into an oak. "Periplum, not as land looks on a map, but as sea bord seen by men sailing."
35. The 529 plan, offering college savers tax benefits, should allow for broader spending on learning experiences such as gap years, bootcamps, and other forms of project-based learning.
36. There's no iron law of economics that says tuition should go up — and only up — year after year. By many

measures, universities are the same or worse at teaching students as they were in the early 1980s. But now, students are paying four times as much as they did then. Imagine paying more every year for tickets on an airline whose planes flew slower and crashed more frequently, but that spent its revenue on one hell of a nice terminal and lounge instead. Would you put that sticker on your car's back window?

37. Any pioneer who chooses to circumnavigate the one-size-fits-all model should be applauded for their courage rather than tattooed as a dunce.
38. The names around the facade of any university library — Plato, Shakespeare , Keats , Austen , Shelly , Dickens, Whitman, Dickinson — no college.
39. Bach, Mozart, Beethoven. Louis Armstrong, Duke Ellington, Charlie Parker, Miles Davis. The Beatles — no college.
40. Da Vinci, Michelangelo, Rembrandt, Vermeer — no college.
41. Jay Z, Kanye, Drake.
42. The Wright brothers — with a home library, no college degrees, and a bike shop — kicked off the age of flight. Their main competitor, Samuel P. Langley, a professor of mathematics with grants from the U.S.

government and the Smithsonian, crashed into the Potomac.

43. A third of billionaires don't have college degrees.
44. The current system of higher education perpetuates inequalities in wealth and power. End discrimination in hiring or admissions to any program based on having already received a credential. No discrimination in jobs based on prior schooling.
45. A government of the people, by the people, for the people, but only if they have a BA should perish from the Earth. The Federal government — with its GS payscale that rewards useless credentials — organizes a vast network of discrimination and raises costs by preventing otherwise talented people from working in the public sector. If smart criminals can elude the FBI without college degrees, then the FBI shouldn't require them either. Abraham Lincoln ended slavery without a college degree. Good governance requires no credential.
46. “The discipline of colleges and universities is in general contrived, not for the benefit of the students, but for the interest, or more properly speaking, for the ease of the masters.” Adam Smith, *The Wealth of Nations*
47. The university rewards researchers over teachers.

48. The people who give exams or evaluate essays and the people who teach should not be one and the same. Creating the best content for people to learn and creating a system to certify that people have achieved some level of mastery are two different problems. By fusing them into one, universities curtail freedom of thought and spark grade inflation. Critical thinking is currently mistaken for finding out what the professor wants to hear and saying it.
49. Let some portion of tuition be spent on Patreon or similar platforms. We would see more diversity of thought and experimentation in teaching methods, if we let university students divert some portion of their fees to professors whose courses they find valuable, even if these professors are not employed directly by the university. The Universidad Francisco Marroquín in Guatemala took an innovative step by having two business schools on campus compete with each other.
50. Teacher's pay should neither be uniform, nor based on credentials earned, nor on number of years worked. Awful teachers are overpaid and cannot be fired. Great teachers are underpaid. Abolish any system of compensation that attracts the mediocre and uninspiring and repels the imaginative and daring.
51. Licensing is a tool to obtain and enforce monopoly. Treat it no differently from Standard Oil or Microsoft.

Trade unions — including doctors, lawyers and NYC hotdog carts — maintain higher incomes by limiting the number of people who can perform the work. Medical schools, law schools, and other professional schools should drop a college degree as a requirement. Professional organizations that determine license requirements should drop the college degree as requisite. We must fight the use of admissions to limit the number of doctors, lawyers, nurses, and so on.

52. While we're at it, overthrow the medieval guild system of lawyers, professors, doctors, architects, landscape architects, pharmacists, acupuncturists, embalmers, naturopaths, yoga instructors, hair stylists, cosmetologists, real estate agents, insurance agents, private investigators and anyone else who inflates the price of their services by outlawing competition with bureaucratic charters. Many licensing boards use irrelevant considerations — matters that have no relation to skill or competence — in determining who can work a job. Certification combined with systems of credit and reputation can protect consumers more effectively.
53. Teach the courage of having your convictions attacked, to attain what is highest and most difficult, to serve individuals, not systems, to save civilization from utter destruction.

54. The liberal arts and what colleges call the liberal arts are as different as civilization and insolent barbarism.
55. What good is all the philosophy in the world if it keeps you from becoming a philosopher?
56. The professors of subfields within subfields should be recognized as the pin factory workers they are. The academic division of labor, particularly in the humanities, is narrow and screwed, the infinite multiplication of finite banalities.
57. Professors should be better than snowmen. Snowstorms cancelling class tend to bring more joy to students than learning new ideas. What a strange service! Higher education, root canals, rectal exams, and schooling are the only services that consumers rejoice in having cancelled.
58. The philosopher Jason Brennan: "I frequently read articles and books that defend universities by saying something like, 'Universities are not mean to accomplish X, but instead Y' where X is something corporations, politicians, taxpayers, and lay people care about, and Y is some noble high-minded goal, such as preparing people for democracy or creating enlightened minds. But then the people never supply any evidence that universities

actually achieve Y, and, oops, over here we have lots of evidence that they don't."

59. "Do you want to be cogs on a wheel driven by a pinion which revolves in obedience to a force outside itself?" — Charles W. Eliot, president of Harvard 1869–1909
60. "The N^o1 problem today is not ignorant students but ignorant professors..." [Camille Paglia](#)
61. Schooling doesn't improve skills, but rather reveals that you have them. Employers pay degree holders because assessment is hard. We can do better.
62. We may ridicule North Korean generals for having 613 medals on their coats, but baristas with PhDs are different only in degree, not kind. When workers have twice as many credentials for the same job they could have had in the past for none or one, it's time to question the chain of command.
63. Illiterate sailors on a rickety ship overthrew a thousand years of university Aristotelian scholarship in 1492.
64. The more PhDs we mint, the fewer scientific revolutions we seem to have. There are more scientists working today than in any time in human history. It

could be that science is harder or it could be they're not all really scientists.

65. Most published research findings are false. Yup, here's your [footnote](#).
66. “I think the Ph.D. system is an abomination. It was invented as a system for educating German professors in the 19th century, and it works well under those conditions. It's good for a very small number of people who are going to spend their lives being professors. But it has become now a kind of union card that you have to have in order to have a job, whether it's being a professor or other things, and it's quite inappropriate for that. It forces people to waste years and years of their lives sort of pretending to do research for which they are not at all well-suited. In the end, they have this piece of paper which says they're qualified, but it really doesn't mean anything. The Ph.D. takes far too long and discourages women from becoming scientists, which I consider a great tragedy. So I have opposed it all my life without any success at all.” — [Freeman Dyson](#)
67. Wall Street's HR Department? The best universities in the world are turning many graduates into krill for too-big-to-fail corporate leviathans. When more than a third of a graduating class disappears each year into the gaping maw of financial services, it begs the question

whether Ivy League schools are teaching critical thinking after all.

68. Colleges obsess over inputs and remain silent on outputs. It should not be easier to graduate from Harvard than to be admitted. If the FDA requires labels on all food packages to certify ingredients and nutritional value, then universities should be required to publish all their data on how well their students learn and also the employment and career tracks of recent graduates.
69. Picking a college to attend based on its football team is like choosing to stay at a La Quinta because there is a good restaurant next door.
70. End the NCAA's multi-billion dollar con game: clichéd musings on the sanctity of amateur competition aside, we are witnessing — in fact, most are cheering on — the unadulterated exploitation of “student-athletes.”
71. The highest paid employee on a college campus is not the Nobel Prize winning scientist. It is not even the president of the university, who often rakes in close to \$2 million-a-year for glad-handing donors. No, the highest paid employee in the ivory tower is often the football coach.

72. The Bro Wage Premium: joining a fraternity lowered GPA by 0.25 points but boosted future income by 36 percent.
73. Where one went to college should not be the most interesting thing about a 22-year-old.
74. The hypocrisy of postmodernism as a philosophy concerned with power structures is that its authority depends on the accredited university.
75. “The eagle never lost so much time as when he submitted to learn of the crow.” — William Blake
76. “Anyone who imagines that all fruits ripen at the same time as the strawberries knows nothing of the grapes.” Paracelsus
77. “Hutchins once described the modern university as a series of separate schools and departments held together by a central heating system. In an area where heating is less important and the automobile more, I have sometimes thought of it as a series of individual faculty entrepreneurs held together by a common grievance over parking.” — Clark Kerr, President of the University of California system, 1958–1967
78. Every academic and scientific journal should be open and free to the public. It is much easier to check results for reproducibility with a billion eyes.

79. Schools are squeezing for profits when they require freshmen at schools like MIT to take intro to computer science classes even though the students have been coding for eight years on their own. Let them test out to the edge of their competence.
80. Modern society deprives adults of investing in the future and reflecting on the past by locking up the young and elderly in schools and nursing homes.
81. Imagine you could study physics with Einstein or playwriting with Shakespeare. But part of the deal is you could never say who you studied with or for how long. Or, you could just have a PhD from Harvard. Which would you choose? Which would get you tenure track?
82. The income for the best people in jobs that do not require college degrees — for example, electricians, carpenters, mechanics — is higher than the income for many jobs that list a college degree as a requirement. Some plumbers make more than doctors do.
83. We have done more to infantilize young people than to help them mature.
84. Too much of school is about proving that you can show up every day on time, work, and get along with the people around you.

85. Bloodletting and leeches. It is a problem that doctors existed for centuries before medicine. The same asymmetry could be said of teachers and education today.
86. 480,000 yellow school buses out on the road every day, polluting the air, the largest transportation fleet in the country. That is one hell of a 20th century transportation system for a 19th century school system.
87. “Academic politics is the most vicious and bitter form of politics, because the stakes are so low.” — William S. Sayre
88. If the signaling value of a college degree is its most valuable part, then we are creating a society that values the appearance of success more than actual success.
89. Permanent grades on a permanent transcript inculcates a permanent fear of failure.
90. The future is present but invisible. We have to pull it from a place unseen, where no one is looking, through the door no one has tried with the key we have long forgotten. Our future was lost in our past. We can find it.
91. “Remember where you won. Remember where you lost. Wonder why.” Glyn Maxwell
92. We are in a crisis. Less school, more freedom.

93. The future of education will be
- (i) asynchronous & synchronous, here & there,
 - (ii) decentralized, the best content from wherever,
 - (iii) customized — Aristotle for an army of Alexanders,
 - (iv) with attention to measuring improvements at the edge of competence
 - (v) accessible to all for cheap, and
 - (vi) global.
94. We will be judged by generations to come by what we build, not what we consume. Will it survive time better than its maker will?
95. Education ought to be a mission not merely to instruct the world but to liberate it.

Thirteen from 1517 Assembly's "New 95 Theses"

By [Sean Murphy](#) | December 6th, 2017 | [Silicon Valley](#), [skmurphy](#) | [0 Comments](#)

The 1517 fund is led by Danielle Strachman and supports technology companies led by young founders. They recently published "New 95 Theses" that I found thought provoking. Here are my favorite 13 with some additional observations.

1517 Assembly: "New 95 Theses"

Many of the theses relate to education: primary, secondary, and college. They decry a monoculture that eliminates dissent and discourages the creative thinking that leads to innovation.

Intellectual Intolerance and Rising Costs Without Improved Quality Will Kill Universities

John Etchemedy: A Growing Intellectual Intolerance at Universities

"Over the years, I have watched a growing intolerance at universities in this country – not intolerance along racial or ethnic or gender lines – there, we have made laudable progress. Rather, a kind of intellectual intolerance, a political one-sidedness, that is the antithesis of what universities should stand for. It manifests itself in many ways: in the intellectual monocultures that have taken over certain disciplines; in the demands to disinvite speakers and outlaw groups whose views we find offensive; in constant calls for the university itself to take political stands. We decry certain news outlets as echo chambers, while we fail to notice the echo chamber we've built around ourselves.

This results in a kind of intellectual blindness that will, in the long run, be more damaging to universities than cuts in federal funding or ill-conceived constraints on immigration. It will be more damaging because we won't even see it: We will write off those with opposing views as evil or ignorant or stupid, rather than as interlocutors worthy of consideration. We succumb to the all-purpose ad hominem because it is easier and more comforting than rational argument. But when we do, we abandon what is great about this institution we serve."

[John Etchemedy](#) (Stanford Univ. Provost) "[The Threat From Within](#)" (Feb-2017)

Peter Drucker in 1997: Within 30 years the Big University Campuses Will be Relics.

"Thirty years from now the big university campuses will be relics. Universities won't survive. It's as large a change as when we first got the printed book."

"The cost of higher education has risen as fast as the cost of health care: for the middle-class family, college education for their children is as much of a necessity as is medical care—without it the kids have no future.

“Such totally uncontrollable expenditures, without any visible improvement in either the content or the quality of education, means that the system is rapidly becoming untenable. Higher education is in deep crisis.”

“Crisis means that things will get either much better or much worse, certainly much different.”

“It took more than 200 years (1440 to the late 1600s) for the printed book to create the modern school. It won’t take nearly that long for the big change.”

“Already we are beginning to deliver more lectures and classes off campus via satellite or two-way video at a fraction of the cost. The college won’t survive as a residential institution. Today’s buildings are hopelessly unsuited and totally unneeded.”

Peter Drucker in [*“Seeing Things as They Are”*](#) (1997)

SKMurphy Take: My Favorite Thirteen of the “New 95 Theses”

9. We have to have the freedom to be the only person who believes something.

Discoveries and inventions are typically inspired by idea, insight, or belief in one person’s head.

10. There can be no safety without dangerous ideas.

Danielle Strachman elaborates on this in [*“Kierkegaard on the Psychology of a Risk Averse Society”*](#) (Bold added).

*“The health of the whole depends on the ability of the parts to adapt and withstand stress. **There can be no safety without dangerous ideas.** Censoring speech atrophies the mind, for without dissent, groups polarize to even more extremes, limiting their ability to home in on the truth. The psychologist Jonathan Haidt [*wrote an excellent piece*](#) on how measures like trigger warnings are backfiring on campuses, making mental health worse and students even more thin-skinned. Like zoo animals who are released into the wild and find it difficult to cope, coddled university students are ill prepared for anything requiring a commitment to truth.”*

Danielle Strachman in [*“Kierkegaard on the Psychology of a Risk Averse Society”*](#)

You need a variety of perspectives and a willingness to leave your comfort zone and appreciate other points of view.

11. What is respectable is unoriginal.

It's proven but may not be innovative. Most ideas that are not respectable are not viable but every innovation starts out as "probably a bad idea."

12. The risk of being wrong is the price of being right.

If you are only memorizing facts and not forming testable hypotheses you cannot create new knowledge. You can curate and find connections others may have overlooked but you really cannot synthesize or design unless you are willing to be wrong. Since 1517 is focused on finding and funding "makers, hackers, and scientists" they want to stress an educational system that supports experimentation, design thinking, and the scientific method.

13. The most exciting things work in practice but not theory.

Working in practice always precedes the theory that makes sense of the new discovery or invention. Theory is useful for organizing and curating insights but trial and error, tinkering, and experimentation is what creates new knowledge.

29. "Never let schooling interfere with your education." Mark Twain

*"Never let schooling interfere with your education. Let us define **schooling** as the set of processes used to instruct at a physical location where young people are confined and controlled for some interminable stretch of time. And let us say that **education** is something far richer and more important: knowledge, play, truth, discovery, sharing."*

Danielle Strachman in [1517 Assembly "New 95 Theses"](#)

I like this definition of education: knowledge, play, truth, discovery, sharing. Certainly, research looks like play discovery and sharing and offers knowledge and truth as the reward for diligent effort.

30. A school will defend itself against the true education it hates.

To the extent that both public K12 education and universities have been taken over by bureaucracies they are less about education and more about preserving the status quo.

31. That education is best which teaches us to educate ourselves.

Here I think K-5 is the biggest culprit, high school and college simply layer more constrictions on most students, limiting their willingness to tinker, explore, create, and educate themselves. This thesis reminded me of a great book by Gordon Mackenzie: "[Orbiting the Giant Hairball](#)." He also talks in practical terms about fostering creativity and learning, but his focus is on the workplace. Mackenzie makes the point early on that if you go to a class of first graders and ask how many are artists, everyone jumps to their feet. By the sixth grade only one or two in a class of thirty will even raise their hand. He observed "every school I visited was participating in the suppression of creative genius."

32. The foundation for any real education is not only to take responsibility for who we are but also for who we might become.

As the world becomes more dynamic and the half-life of information continues to shrink it's vital that education equips everyone to not only continue to learn along the same vectors they explored in college but to re-invent themselves and explore in new directions as old careers are obsoleted and fundamentally new opportunities present themselves.

66. Freeman Dyson: I think the Ph.D. system is an abomination.

"I think the Ph.D. system is an abomination. It was invented as a system for educating German professors in the 19th century, and it works well under those conditions. It's good for a very small number of people who are going to spend their lives being professors. But it has become now a kind of union card that you have to have in order to have a job, whether it's being a professor or other things, and it's quite inappropriate for that. It forces people to waste years and years of their lives sort of pretending to do research for which they're not at all well-suited. In the end, they have this piece of paper which says they're qualified, but it really doesn't mean anything. The Ph.D. takes far too long and discourages women from becoming scientists, which I consider a great tragedy. So I have opposed it all my life without any success at all." [Freeman Dyson](#)

Dyson echoes Drucker's attacks on University as obsolete from "[Seeing Things as They Are](#)," adding some additional arguments that I also find compelling. We find many PhD's (and other A students for that matter) to have been so warped by the need to please their professors that they are unable to take a contrarian stand: to not only think differently but make a differentiated offer that initially violates common sense and generally accepted wisdom. It's really unfortunate.

77. Where one went to college should not be the most interesting thing about a 22-year-old.

We are unfinished in so many ways at 22 it would be better to look at a college degree not as a plateau of accomplishment but a point of departure for your continuing education. I think a college degree is treated as the equivalent of a royal title; it requires more effort than an accident of birth but too much credence is placed in it as a credential.

90. Our future was lost in our past. We can find it.

"The future is present but invisible. We have to pull it from a place unseen, where no one is looking, through the door no one has tried with the key we have long forgotten. Our future was lost in our past. We can find it."
Danielle Strachman in [1517 Assembly "New 95 Theses"](#)

93. The Future of Education

*The future of education will be
(i) asynchronous & synchronous, here & there,*

(ii) decentralized, the best content from wherever,
(iii) customized—Aristotle for an army of Alexanders,
(iv) with attention to measuring improvements at the edge of competence
(v) accessible to all for cheap, and
(vi) global.

Danielle Strachman in [1517 Assembly “New 95 Theses”](#)

I think this is not only the future of education but also the future of the firm.

About 1517 Fund

Danielle Strachman (@[DStrachman](#)): LinkedIn [daniellestrachman](#) /

Medium [1517](#) / [@1517fund](#) / See [Crunchbase for list of 22 investments](#)

“1517 fund supports teams with grant, pre-seed, and seed funding for technology startups. Our focus is on makers, hackers, and scientists interested in working outside tracked institutions because we believe that the path geared towards higher education is not for all. We motivate people to work on what they’re passionate about, to learn by doing, and to create new technologies.”

From [1517 fund home page](#)

“Danielle Strachman: 1517 is a venture capital fund cofounded by myself and Michael Gibson. We’re a scrappy team of two that is excited to expand on our work with high school and college aged founders. We support teams with pre-seed (in the tens of thousands) and seed funding (up to \$500K), and help hackers and makers get started on projects with a no-strings \$1K grant and our support. We want to motivate people to work on what they’re passionate about, to have a great hands-on learning experience, and in the best case scenario, perhaps to form a team and launch a company.

About our name and ethos: *On October 31, 1517, Martin Luther nailed his Ninety-Five Theses to a church door in Wittenberg to protest the sale of indulgences. These were pieces of paper the establishment church sold at great cost, telling people it would save their souls. The church made a fortune doing it. Likewise, universities today are selling a piece of paper at great cost and telling people that buying it is the only way they can save their souls. Universities call it a diploma, and they’re making a fortune doing it. Call us heretical if you like, but the 1517 Fund is dedicated to dispelling that paper illusion. Extraordinary careers are possible outside tracked institutions.*

1517 marks a turning point in history where great social transformations were wrought by technology. Though Gutenberg’s revolution had been in action for more than fifty years, the mass adoption and diffusion of the printing press meant Luther’s message could influence all of Europe, and not only the people of a small town in Germany. Authority on questions of great importance no longer had to come from priests or royalty. It could come from books, and even more dangerously for the establishment, from an individual’s own judgment. Many current technological and social trends point to our future rhyming with this past. We intend to make it so.”

[Quora: What is Danielle Strachman’s new startup 1517 all about?”](#)

