

Culture: Psionic Education

The most important function of Zhodani childhood education is *psionic evaluation* or **tekoandievl** (ᠲᠡᠭᠤᠨᠠᠨᠳᠡᠢᠪᠠᠳᠤ) and training. Every Zhodani child is tested and monitored almost from birth for any sign of heightened psionic ability (**dievlcheliad**, ᠳᠡᠢᠪᠠᠯᠠᠳᠤ); those who show significant potential are immediately identified and, if **zhant'ad**, removed from the clan to be assigned to a suitable **dlenchiepr** couple or family. Because **dievlcheliad** rarely manifests so early, all children are monitored by their clan or parents for any sign of emergent talent (**tlatzedievl**, ᠲᠤᠯᠠᠵᠡᠳᠡᠢᠪᠠᠳᠤ). The children are also evaluated every **tegozdij** or three years by a trained *psionic physician* (**tlamatqinad**, ᠲᠤᠯᠠᠮᠠᠲᠤᠴᠢᠨᠠᠳᠤ), who is always either a **dlenchiepr** or **zdobrdievl**.

At the time of this writing, the Zhodani have identified a wide range of psionic talents which are in common use in the Consulate.

stefedievl	ᠰᠡᠲᠡᠪᠠᠳᠤ	blocking
pachtadievl	ᠫᠠᠴᠢᠲᠠᠳᠤ	healing
ziefpachtdievl	ᠵᠡᠢᠪᠫᠠᠴᠢᠲᠤ	empathic healing
shadievl	ᠰᠠᠳᠤ	telepathy
pradievl	ᠫᠠᠷᠠᠳᠤ	telekinesis
tlakoyedievl	ᠲᠤᠯᠠᠭᠡᠳᠤ	awareness
koetsdievl	ᠬᠣᠡᠲᠤᠳᠤ	teleportation
petlandievl	ᠫᠡᠲᠤᠯᠠᠳᠤ	clairvoyance
tepozdiefadievl	ᠲᠡᠫᠣᠵᠡᠳᠡᠳᠤ	machine symbiosis
miliedievl	ᠮᠢᠯᠡᠳᠤ	mimic
tlamakadievl	ᠲᠤᠯᠠᠮᠠᠬᠡᠳᠤ	psychic transfer
koetsfredrdievl	ᠬᠣᠡᠲᠤᠳᠤ	teleprojection

There are rumors of other psionic talents having been discovered and explored, including *precognition* or **zhdavadievl** (ᠵᠠᠳᠠᠪᠠᠳᠤ), but these are unconfirmed.

Training Psionic Children

Regardless of the specific talent identified, the next step teaching the child in the accepted, correct and safe use of their abilities. This is a well-established process that was established in the early days of the Consulate and has persisted largely unchanged for nearly 6,000 years.

The **dlenchiepr** the child is assigned to assume responsibility for the care,

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health, and psionic training of the **dlenchieprzin**. They have other duties as well, which the child is introduced to over time, typically beginning at their fourth **teqozdij**.

Social play is encouraged at all ages. Young **dlenchieprzin** typically play with peers who share their same **dievl** talents, and as they grow and develop their skills they play in increasingly mixed groups - telepaths play alongside telekinetics, clairvoyants and others. The reason for this is simple - in adult life they will interact regularly with others of varying talents and ability levels and must know their own strengths and limitations as well as those of others. This is, after all, training for future leadership roles.

Mind Games

The kinds of activities children engage in psionically are, for the most part, similar to the games played by the **zhan'tad** children. Telekinetics play dodge ball or catch, tossing and blocking balls telekinetically. Clairvoyants play hide-and-seek, trying to find peers psychically, or have contests navigating dark mazes to see who can finish first. Telepaths play variants of sending messages one to the other and comparing the original to the result. Teleports play games of tag, using their abilities to flit away and avoid being caught.

As the children age, the games become more complex and varied,

integrating the psionic talents to a greater degree. The play becomes more competitive as well. Older children assume mentorship roles, encouraging them to stretch their abilities. In keeping with the Zhodani philosophy of **fliedl** (𐌺𐌹𐌳𐌻), psionic and physical activity are integrated.



Teaching a *pradrzin* to fly

koetsezad
ololiprasibr
zhatstlani
vrendametlosi

207と737
 050516712
 37と777
 7777777777

teleport tag
telekinetic dodge ball
telepathic “telephone”
maze running

Young children learn primarily through play (**chilitad**, 主入主入主入主入), and the education of children from their first **teqozdievl** to their third is mostly structured play with a minimum of classroom instruction.

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Shared Thoughts

From their third to fifth **tegozdij**, the **dlenchieprzin** training focuses increasingly on working with others who have different talents. In addition, because many **dlenchiepr** are able to use more than one psionic talent, such children are taught to use their skills in combination or complement to each other. For some, this is more natural - a **koetsnad** naturally requires foreknowledge of their destination, so one who is also a **petlanad** or *clairvoyant* can easily be taught to scan an area before teleporting there.

The play at this level becomes more competitive, encouraging team-based collaboration and limited, approved competition. As usual, the activities are monitored and approved by the adult **dlenchiepr** teachers.

Classroom instruction becomes more frequent at this stage, and is augmented by the telepathic skills of the teachers.

Integrating telepathy with teaching has made classroom teaching for all ages highly efficient, controllable, and individualized for the student. Through telepathy, **tlamachtrnad**, とんちんかん *instructors* can quickly assess a student's comprehension and understanding of a lesson, and make adjustments to the lesson or methodology *during the lesson* if needed.

Unlike most other human societies, which lack a clear understanding of how people learn, the Zhodani know exactly how each individual processes information and can tailor lessons to the needs of each student.



*Preparing a young **koetszin** for her first (intentional) jump*

Adult Life Preparation

The ultimate goal of any education is, naturally, preparation for adult professional life. From their fourth **tegozdij** until they become full **dlenchiepr** at their sixth, the fun and games become more focused on applying their skills and talents to real-world applications.

By this age, the child's non-psionic talents, aptitudes and interests are well known, and psionic training can be integrated with formal vocational instruction. A **pradrnad** with natural mechanical aptitude can be trained to manipulate engines and other machinery and be trained as an engineer; a **shadrnad** with good interpersonal skills can be taught *negotiation*

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(zhdrbjalad, 𐌵𐌹𐌳𐌺𐌵𐌹𐌳𐌹𐌳) and *diplomacy* (da'zhdashtiad, 𐌳𐌹𐌵𐌹𐌳𐌹𐌳𐌹𐌳𐌹𐌳); a **koetsnad** with tactical knowledge and possibly a secondary talent of **petlandievl** might be recruited to train teleportation commandoes for the military or employed in search-and-rescue operations. **Petlanad** with geological knowledge could be employed in mining (**etedesi**,



𐌸𐌺𐌸𐌳𐌸𐌹𐌳𐌹𐌳) or archeology (**ienshatlriem**, 𐌹𐌺𐌺𐌹𐌳𐌹𐌳𐌹𐌳𐌹𐌳) exploration and research.

The vocational training of future **dlenchiepr** mirrors that of **zhant'ad**, except that the students are being specially trained to assume leadership positions as part of the **zhobrdievl** nobility.

*Teaching a young **petlanzin** to scry*

zhdrbjalad
da'zhdashtiad
etedesi
ienshatlriem
tlamachtrnad

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negotiation
diplomacy
mining
archeology
teacher