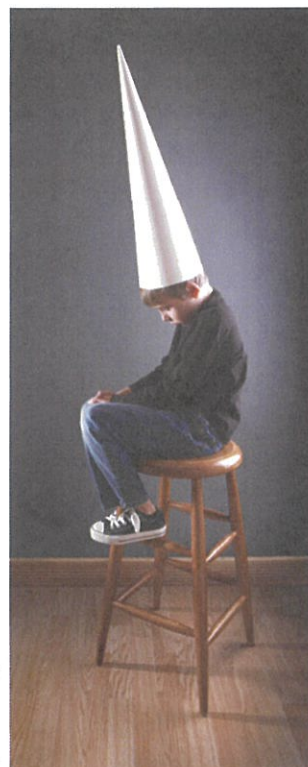




Beating the Dumb Lie

Why should such focus and persistence in the theory of mathematics, music, science or geography be expected of a child before ever their excitement and interest in learning has been stimulated or aroused? To do so is tantamount to provoking them unto wrath or at least a lifelong sense of inadequacy. If a child is focused in an area of interest **first cultivated**, how can they not excel? They will not fail. Do not betray their trust by beginning to teach an unknown topic, with unknown words, in an unknown direction, but lead a child gently from the known to the unknown, and they will not snap the line. And *certainly* do not teach them that intelligence is genetic - that they either are or they aren't, via the so-called IQ tests. That is to break their learning spine before they are old enough to know that their IQ testers are themselves mistakenly turning a description into a prescription. There is no such thing as an intelligence test. All intelligence tests rely on the use of concepts and faculties that are entirely the result of nurture and training, whether pictures, blocks, numbers, words or devices. These concepts are so assumed that the testers are themselves entirely unaware of their presence implicit in the questions, not because they lack intelligence, but because they lack ability at discovering their own subconscious assumptions. A child's suitability for formalised classroom learning (the original intention of the so called IQ test is of no use whatsoever in determining their overall intelligence.



Intelligence is the ability to make distinctions, process information and initiate something new, and all those skills are themselves largely the result of early nurture, mostly Mum's and Dad's.

1. I'm only as dumb as I believe. The fact is that this belief has now become the determining factor, not the degree of intelligence I was born with.
2. I can train my mind to stop discouraging me if I want to, but not if I have made friends with failing, feeling inadequate and mental lethargy.
3. I won't quit, even if I don't feel like I'm getting anywhere – because feeling like I'm hopeless, or that I'm making no progress comes automatically now, and needs to be opposed until it no longer comes so readily.
4. As long as I'm still learning something – anything useful and relevant - it's not yet the time to quit. Every re-try brings with it some learning.
5. I refuse to be scared of just feeling dumb any longer. Everybody has that feeling at some time or other, not just me, and my response to it alone determines my rate of progress.
6. First comes wise persistence, next comes success, not vice versa.
7. Of course it gets hard – why did I ever assume that it would be or should be easy?
8. If I persist, I'll graduate, and then the world opens up, but only I can decide whether or not the goal is worth the effort. First comes motivation, then technique is developed. First comes desire, then comes strategy for success.
9. Just feeling dumb isn't evidence that I am. It's only an out-of-date feeling and should be argued with until it gets the message that it's no longer in charge.

10. Even if Mum or Dad or the teacher wouldn't believe in me, I'm allowed to believe in myself now, and to give myself what they never gave me; patience, time and persistence.

11. I won't allow others to determine who I am or what I can accomplish any longer. I will determine myself now.

12. I need the progress and the qualification more than I need the social life and entertainment at this time of my life.

13. Watching TV doesn't help my intelligence; it actually lowers it by teaching my brain mental passivity.



14. If I can get the big picture in a diagram or chart to begin with, then I'll be able to see how it all fits together better, which in turn facilitates much faster learning.

15. The only way to learn is small steps from what I know to what I don't know, because we can only learn from the known to the unknown. 'Too ambitious' sets up failure down the track.

16. If I miss a step, it will be much harder to get the next one – so I'll back down a step and master it first if I have to; spelling, grammar, formulae and social skills.

17. The subject determines which memory method to use. Visual memory for some topics, auditory for others, and kinaesthetic also. We learn best by both seeing it, hearing it, and just doing it.

18. The use of memory hooks using the right memory type, plus graduated recall / revision over 7 days, are 2 keys to guarantee me examination success, every time. (Why won't I bother to remember that?)

19. The people that are passing with honours are not necessarily smarter than I, so what do they have that I don't, and how can I get it?

20. Where there is a will there is always a way, so what will it take to strengthen my will?

21. Why do I assume that I should be able to do this without coaching, counselling and all the extra help I can find? Nobody flies to the moon alone.

22. If I ask for help, the worst that can happen is they will say 'no', and how bad is that?

23. The only dumb question is the one I didn't ask 'cos I was much too afraid of shame and humiliation.

24. If I simply stop and think about it for a minute before I ask it, it can't be a dumb question.

25. This teacher isn't the same one as the teacher who used to yell at me or ridicule me. That was then, this is now. I refuse to stay stuck in the past, because of a fear of echoes.

26. Between me and my goal lies my unbearable feeling, waiting to be dealt with, and that's how it is for most people.

27. My brain can be reprogrammed to focus when I learn to remonstrate with myself consistently.

28. If a thing is worth doing, it's worth doing badly while I get better at it with patience.

29. My mind must learn to obey me, and I want it to focus and become more persistent.

30. Hanging out with friends will help my social skills, but social skills are not what's needed right now.

31. All beginnings are hard, but the next time I do it, or read it, it won't be so new to me, and the third time it will be all downhill.
32. Comparing myself is out of bounds to me now. How quickly they get it is utterly irrelevant to me.
33. Persistence is more important than intelligence as a determining factor in achieving my dream - my success, providing I persist with training, technique development and personal improvement. (And even *if* 10% of the population have an IQ of less than 83% - and the US army are forbidden to enlist anyone below that figure as being too difficult to train - it's essential to remember that low IQ does not equate to a complete lack of gifting; it merely puts their gifts outside the ability of an IQ test to pick them up. Any IQ test that requires you to pick up a pen to answer it has already revealed its biased assumptions.
34. There's very little learning to be had from inside a comfort zone. Asking questions helps cultivate curiosity, in order to learn faster. Push yourself to ask another question. Go on, *push yourself!*
35. If I need to know then I need to ask. Too bad if they think I'm stupid. I can't afford to leave my self-worth in their hands anyhow.
36. I will believe these truth-coaches no matter what it costs me because they are my future hope.
37. Yes I failed, but that doesn't make me a failure. I just had some beliefs that let me down.
38. Am I really stupid, or do I actually just quit far too soon?
39. If the teacher is incompetent then perhaps I can find a good book and teach myself, and just use them to answer questions.
40. It's no joke, to learn by rote. One more time, make it rhyme. I'll bet you my wage, you can learn a whole page. (Too big a task? Break it down. Hard by the yard but a cinch by the inch)
41. Failure isn't fatal, it's merely feedback on my study and revision technique. If it's not working, dump it and do something else.
42. Still reading words? That's for children. Now it's time to learn to read ideas. Got the idea now?

