



Poison #4

Hard Logic Versus 'Tough Love'

Only Logic And Reason Can Be Trusted To Tell The Difference

Any fool can talk and act tough. They might even believe they're some sort of tough guy. But the term 'tough love' is quite often thrown about gratuitously to excuse just being a jackass. It is often a vain, self indulgent, and self serving pretension, to serve as a self righteous excuse for acting out with one's own emotions against others. The fundamental premise of so called 'tough love,' is that one must be tough in delivering some necessary unpleasantness, if not a necessary evil, all in service to the better interests of someone you love, whether they like it or not, and whether they see it that way or not.

But the key distinguishing term in that premise, is the word 'necessary,' even more so than the word 'love.' Love is in the eye of the beholder. Whether or not anyone genuinely loves anyone else, is for the angels dancing on the head of pin to debate about, while they dance about. But the word 'necessary' is a creature of logic. It has a logical definition, and logical criterion for it's determination. Otherwise, it is just a meaningless excuse.

But then the question becomes 'necessary for what?' For something to be necessary, it must be absolutely indispensable in order to achieve some goal or benefit, whether by definition, or by practical utilitarian requirement as the cost of doing business, the necessities of life being of course the most necessary of all. They are necessities without which, there is no life to pursue any other aim. Short of serving the necessities of life, one would be hard pressed to rationalize 'tough love' as anything than emotional self indulgence with self righteous excuse making.





The quintessential example of 'tough love' in western civilization, is the common Christian admonition 'spare the rod... spoil the child!' Young children know nothing of the world. Newborn babies don't even know language or the meaning of basic words yet. All of this must be taught to them, especially the meaning of the word 'No!' Without even so much as a light slap on the wrist, it is impossible to convey the proper negative impact of the word, which serves as a primary means of correction, and of establishing boundaries against far harsher outcomes, even fatal ones. Children often have to learn that fire is hot the hard way, or the word hot has little or no meaning to them. These are harsh but necessary lessons for the sake of, and in the interests of the child's life. Thus it is more than qualified as genuine 'tough love.'

However, correction can be excessive and abusive, if delivered in the heat of passion without rational thought or reservation. It may feel like 'tough love.' But it is just self indulgent venting at the expense of the child. Only reason and logic can determine the difference. Because even genuinely loving parents can go too far in the heat of the moment without careful thought, leading to uneven and inconsistent treatment, seemingly arbitrary, providing no clear lessons as to what is supposed to be good behavior, in order to prevent bad behavior. Only the consistent application of logic and reason to the process can provide the consistency necessary for the child to learn the right lessons. Otherwise it is just the cruel and arbitrary behavior of unthinking parents indulging their own feelings at the expense of the child.

Coddled children grow up spoiled without any realistic appreciation or expectations for risk and reward, prone to self indulgent libertine behavior, demanding freedom without consequences, at other peoples expense. Abused children are effectively taught that rules and punishment are just arbitrary and without reason. And they disregard them as not having any meaning for legitimate application to themselves. And the abused will tend to become abusers themselves. Because they have been given effectively no basis for consistency in their own





treatment of their own kids. Abuse begets abuse, largely because irrational inconsistency begets irrational inconsistency.

Children from broken homes often have the most extreme problems of this nature. Because they may be dealing with an overwhelmed single parent who can't manage consistently by themselves. Or they may bounce back and forth between parents, and even get caught in between them as something to fight over, that the children themselves have nothing to do with, with no real coordination between the parents being possible, let alone logical consistency.

As they grow up, society becomes unavoidably filled with these sorts of people to some extent. Perfect consistency across the board is impossible. So you will get a mix of these sorts of miscreants together with the more well adjusted individuals. If the rational character and consistency of parenting decline significantly enough, society may become dominated by these miscreants, and complete societal break down is most likely not far behind then.

But the parents alone are no longer the sole factor involved, and haven't been so since the advent of the compulsory public education of the masses. The Prussian empire invented the first modern public school system, and they did so not for the sake of having an informed and enlightened electorate for the purposes of having a better democracy, as they were no such thing at the time. They wanted a more regimented and more grateful mass of potential conscripts, who would be more disciplined, more useful, and more gratefully obedient, all in service to the pursuit of greater empire (see Murray Rothbard's Education Free & Compulsory, 1979).

When people pursue education licenses, they will often have to take a class in school law of some kind. In it they will learn of the legal doctrine of in loco parentis, or 'in place of the parent.' Essentially, in the absence of the actual parent, the teacher acts in loco parentis, 'in place of the parent.' What is usually neglected in this treatment is that it is always on behalf of





the state, and the state interests, not the interests of the parents or the children. Nonetheless, they serve in the parenting role, but inconsistently with respect to the parenting of the actual parents. So that no matter how consistent and rational the parenting of the actual parents, the teachers are bound to be unavoidably different in the practice from them. And this is by design, because they serve an unavoidably different agenda.

The hand the rocks the cradle rules the world. Because the hand the rocks the cradle raises up the potential leaders of future society. And every would be tyrant in human history has coveted that power. It is written in the Communist Manifesto (1848) of the need to abolish the family. Largely because the family is a rival power when it comes to being the hand that rocks the cradle. But the agenda of the state has nothing to do with the hypothetical 'tough love' of the parents, necessary for the greater interests of the children in question, greater interests serving the necessities of life. It serves only the interests necessary to the life of the state, the interests of the children and everyone else in society being subservient to the allegedly greater interests of the state.

The interests of the state are a matter of politics. And politics is war by other means, like in Sun Tsu's Art of War (5th century BC). And likewise from the Art of War, all war is based on deception. It is fundamentally in the interests of the power and control of the state to deceive and manipulate the general public, for the sake of growing and maintaining that power and control. But simply lying to the public won't necessarily get the job done for them, as the public won't necessarily believe some of the more ridiculous lies with obvious contradictions. The public must be conditioned in such a way as to be susceptible to that sort of manipulation to begin with, softened up in the head as it were, to make a soft target out of an otherwise hard target.

Critical reasoning is the mind's only real defense against lying manipulation. So the capacity to reason critically must be weakened or destroyed for the sake of the successful





manipulation by the powers that be. To this end, the public school system of instruction has been designed to do this by the consistent systematic application of operant conditioning and indoctrination. Inherently contradictory doctrine is provided, along with consistent punishment and reward signals that reward mindless adherence to the contradictions, while punishing failure to accept this doctrine, or daring to question it.

Gradually one's sense of well being and self esteem are completely wedded to the adherence to the proscribed nonsensical programming, such that any critical assessment of doctrine may cause emotional distress, or even physical discomfort. Thus successful programming becomes self reinforcing, and lasting enthusiastic obedience is virtually assured. The suppression of critical reasoning to any extent must be considered a mild form of madness, madness by design. Of course some will be more susceptible to this process than others, like the coddled, the abused, and the children of broken homes. Some may only experience minor mental defects, such as neurotic conditions and/or pathological behaviors. While others may develop more extreme conditions and psychosis, up to and including suicidal and/or homicidal tendencies.

As these sorts of problems manifest themselves, and cause more and more disciplinary issues at the schools in question, increasingly children are being medicated to an alarming extent, largely to mask the side effects of their system of programming. These may include dangerous stimulants like Ritalin and Adderall, as well as powerful mind altering SSRI type antidepressants, known to cause psychotic episodes, black outs, and violent breaks with reality. Often children are even given combinations of these powerful drugs, with little to no concern about their potential drug interactions, turning mere children into ticking time bombs, as a matter of governmental expediency.

Of course, if any of these ticking time bombs go off in the schools themselves, this also serves their purposes, as the system itself is effectively martyred, and is thus politically





reinforced, as long as they can blame anything else but the system itself. And then they can use that for the justification of actions against their chosen scapegoats. Survivors of the various incidents will almost always act upon their programming, and reinforce the scapegoating of others for the benefit of their programmers, without ever realizing it, or being able to think critically about it, as a function of their own successful programming.

Products of this system will of course also be less able to provide a logically consistent program of 'tough love' with their own children, thus producing more vulnerable children to the system that programmed them in the first place. Generation after generation of this process have been progressing further and further down this rabbit hole, rendering each subsequent generation less and less stable, and less and less capable of functioning rationally and competently. The public schools are effectively government factories for the manufacture of madness, in service to government madness. It is only a matter of time before most of the general population can no longer function rationally at all. Past a certain unknown point of no return, society is doomed to a near complete, if not complete collapse, under the weight of it's own madness.

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That's All For Now Folks!

Feel Free To Make Noise Among Yourselves!

And May The Best Noise Win!

