

The MANY MODEL
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Many people came to America in many boats from many places at many times.

You have just read the mental image for the origins of American people. I call this image the Many Model. Through out the rest of this paper, I will use Many Model to mean many people came to America on many boats from many places at many times.

Before I write about the Many Model, let us understand mental images better. Our minds are full of images. (You will fall! The fire is hot! Blondes have more fun.)

Our images are created by: education, (Mother told you the stove is hot. Do not touch it,) experience, (You saw her touch the stove. You tested the stove yourself,) and evidence. (You learned that the fire is hot. The fire can make parts of the stove hot.)

Images are handy. (You look at the evidence every time you use the stove.) Images enable us to learn many things by education alone. We spend years in school learning images.

But images are sneaky and sticky. In 1992, David Stannard wrote about images in his book, *American Holocaust*. David wrote;

[An image or mental model] "is reflected in scholarly writings ...[that are] so complete and second nature to most Americans that it has passed into popular lore and common knowledge of the "every schoolboy knows" variety. No attempt to distort the truth is any longer necessary. All that is required, once a model is established, is the rote learning as [the knowledge] passes from one uncritical generation to the next."

If every schoolboy knows an image, there is no need to consider experience and evidence. If evidence contradicts the established image, the evidence must be a fake somehow.

Let me give you an example of images in action. Have you ever been within 300 miles of Tombouctou, Africa? No? Then that makes me the expert. I have had the experience and I have seen the animals there. I tell you I saw a polar bear near Tombouctou.

You may doubt what I have written. What is happening here? I am the expert. I had the experience. I saw the evidence. You are thinking that I lied. Why?

Because you have been educated via rote learning to the level of "what every schoolboy knows." You know that there are no polar bears on the way to Tombouctou. Yet, because you have a image passed on by rote, you are thinking that I, who has had the experience and seem the evidence, am a liar.

Well, I resemble that! I was illustrating the strength of your “every schoolboy knows” images. Your reaction is evidence of the power the image established by education alone.

I did not see a polar bear on the way to Tombouctou. Forget that I ever said so. Forget the polar bear. Have you completely forgotten the polar bear I saw near to Tombouctou?

No! You have not forgotten the polar bear, have you? I told you that images were sticky. The more I tell you to forget the polar bear, the longer the image remains in your mind.

How do I get you to forget an image? A woman once taught me how to forget a image. You must replace the old image with an another image. Once you do the replacement you never, ever, mention the old image again.

So, the animal I saw on the way to Tombouctou was an elephant. You may be satisfied with this image. Tombouctou is in Africa. Every schoolboy knows that Elephants live in Africa. Now I, the expert, appear to be writing the truth.

To maintain the elephant near to Tombouctou image I need to:

- 1) Always talk about the new image,**
- 2) Have many others experience the image, and**
- 3) Show evidence supporting the image often.**

If I follow those guidelines, and if I could use powerful media to reach into every school, then in two generations every schoolboy may know that elephants can be seen near Tombouctou.

If every school boy knows about elephants near Tombouctou, can you guess what will happen to my great-great grandson when he finally works up courage to stand up and say, “Teacher, I do not think Myron saw an elephant near Tombouctou? Elephants eat lots of grass. The land around Tombouctou has only lots of sand. I think he saw a camel.”

Poor kid.

But forget the elephant near Tombouctou. Oops! I apologize. I just mentioned the image I want you to forget. So, naturally your mind refreshes your memory, even if I told you the elephant near Tombouctou may not be the correct image. Please try to forget the elephant near Tombouctou by remembering that the image is not the Many Model!

Let us return to the Many Model. I hope those words, “Many Model” help you recall that many people came to Ancient America in many boats from many places at many times.

Ida Jane Gallagher and Fred Rydholm followed me with tales of the experiences and photos of evidence. The audience saw that both speakers have versions of the Many Model as their image for the origins of American people.

So, I distilled my presentation down to three pictures.

Look at this pottery vase made with a base similar to Chinese mother holding a child. Notice the eye slits, the pig tail, the hair knot, the full length dress with the repeated pattern. I may have picked this vase up in the shops of Hong Kong.

Actually, it was picked up in an archaeology dig near Bogata, Columbia about 225 miles from the Pacific shore.



I visited Senegal in Africa once. I had a day to kill in Dakar. Look at this jar with the black faced child with big eyes playing a flute and wrapped in a blanket resembling a peanut shell. Peanuts are a common food in Africa. Would you believe I found this delightful water jar in the shops of Dakar, Senegal?

The jar was found in a Moche archaeological site, southwest of Bogata.



An artist had a commission to illustrate the Gods. This image is the result of his work. See the jacket with the notched hemline. See the cape. See the long straight nose on a pale face. See the latest fashion in shoes. See the stretch leggings. See the long arrow for a long bow.

My wife thinks that the man in the image looks like one of Shakespeare's actors. Do you?

This drawing is of the Aztec God of War from a page in the Veitea Codex.



The three images are taken from the same book *America 1492*, a Facts on File publication.

These are pictures of three cultures in central and south Ancient America. They were found relatively close in a narrow land area. How did these objects of people from three cultures come to be in Ancient America?

The faces of those three cultures are still found in America. I see similar faces every time I ride on the rapid transit system in the bay area.

Today every school boy, who rides rapid transit, assumes that the ancestors of the faces in the rapid transit system came to America by boat, (or airplane). Every school boy, who rides rapid transit, continues to see evidence and have experiences that are best explained by the Many Model.

If every school boy thought these objects, shown above, were modern, their answer might be that the ancestors of the people represented came to America in boats, (or planes,) from those places some time ago.

There is evidence to support the Many Model in the meeting room. We all have examined more evidence in museums and much more via photographs in books. A few of us, similar to Ida Jane and Fred, have had thrill of the experience of finding evidence. Most of us have educated ourselves by reading.

Most of us believe in some form of the Many Model when we see the faces of the three cultures today. But we know that every school boy in America does not leave high school with the image that America was peopled according to the Many Model.

Why? Is the lack of evidence? No, there is, literally, tons of evidence. Is it the lack of experience? No, the schoolboys know that ancestors of people of other cultures came to America by boat or plane.

The reason is education. Every schoolboy's head does not have a Many Model for the origins of American people, because the Many Model is not part of his education. High school social studies teachers pass on the textbook origin of American people, which is covered by a few paragraphs of their social studies textbooks.

Through out the rest of this speech when I write "teachers" your image should be high school social studies teachers and when I write "textbooks" your image should be high school social studies textbooks.

Because of the teachers and the textbooks, that slice of education called "the origins of American people" gets passed from one uncritical generation to the next by rote learning. What history is learned in high school goes into the next generation of rote teaching. A recent study showed that the increased knowledge of history learned during a four year university course of study is 0.2%.

The textbook is in the class room because the textbook was selected by the local screening committee. The local screening committee selected the textbook from a few textbooks recommended by the state educational board. The state board reviewed publications from a few textbook publishers. The content in the textbook was written by editors who are sensitive to the mine set of the people doing the textbook selection.

I attended a working session of textbook editors. I found that they have to write text that will make it through the gauntlet of very opinionated people. Controversial changes may result in textbooks that do not sell. Most of those opinionated people are making decisions based on the images they learned in high school. Unfortunately most textbooks are written, published, selected, and taught by people who did not learn the Many Model when they passed through high school.

The teachers must also try to have their students pass the state and national standard tests to make it into the world. If there is a question about the origins of American people on the tests and if my grandsons answer based on their knowledge of the Many Model, then their chances of going to Stanford will take a hit.

What are the teachers to do? Do they prepare their students to get into an university or teach a understanding of the Many Model based on what every schoolboy sees in the rapid transit system? I hope they would be able to say to their students, "This is how you answer the questions on the standard tests, but here is this hypothesis, the Many Model, we should discuss.

The teachers are in the classroom mostly because they want to teach. As long as the textbook comes close to their own mind set they will teach from the book. After all, the origin of American people is less than a page or two and who uses the knowledge anyway?

The teachers reaffirmed their own mind set from university educators who taught mostly teaching methods. The teaching educators rely on other university researchers for correct images. The researchers do their job with a mind set already embedded in their head. That mind set, which came from a teacher of the last generation, is not the Many Model.

Consider the slides of the Haplogroup DNA distributions I showed last year. Those Haplogroup maps represent the pattern of movement of the original mothers in America.

With all their manipulation of technical knowledge not available when the researchers left high school, I was puzzled to read that they wasted many words of explanation without discussing some version of the Many Model. I think the evidence on those slides is best explained by the Many Model, especially the obvious penetrations in the southwest and northeast. I now realize that the researchers knew the latest technology but did not have the Many Model concepts to enable them to analyze the results to the simplest resolution.

The teachers are the people who pass on the mind set of the origins of American people. They pass on a mine set sanctioned by an interlocked educational system that reaffirms the mind set passed on by teachers of a one, two, or three decades ago. That mind set is not the Many Model.

If you agree with me that the Many Model more closely describes the origins of American people, let us find a way to pass the Many Model on to the teachers. I suggest that we devote time, energy and funds to make the Many Model become the image of teachers for the origins of American people.

But, honestly, I do not know how to pass the Many Model to teachers.

How can we insert the Many Model into that whole interlocked system of education?

We already have museums, and are planning for more. We have a magazine on the newsstands. We have web sites, articles, books, professional meetings, conference

proceedings, individual lectures, and more. But those efforts do not seem to reach the teachers, their text books, the standard tests, the educators and the researchers that reinforce each other's mind set that is not the Many Model.

I can think of a few more possible actions. One possibility is a Many Model subdomain on a web site. Another is the assembling of email lists of educators that deal with the origins of American people so they can be sent newsletters. From experience, I know that similar lists can be assembled, but it takes a long, long time, about fifteen minutes per university teacher, maybe twice as long for high school teachers. Maintaining email lists takes even more time. Someone must be exceptionally devoted or, better yet, paid to do the task.

Another action is to deliberately buy books for the regional libraries in your area. I have gotten books onto the shelves of two regional libraries. I have purchased new books with the deliberate knowledge that I will donate them to libraries.

In this age of email and CD-ROMs, a very effective method is still the hand written letter. I noticed that the man who got a bigger slice of my contribution money this year did it by writing two letters by hand. But that means we need to find a dedicated MANY MODEL letter writer for about every ten teachers.

So, I honestly do not know how to effectively insert the Many Model into the interlocked system of education. Yet, from my discussion of mind sets, most of you can visualize what will happen to our great grandkids if we do figure out how to change the mindset of the teacher. Do you want that vision?

Together we must be able to find a way to change a very small piece of the interlocked educational system. Think about it.

I conclude by reminding you that images are sneaky and sticky. Images can be changed only with a wise, determined effort and careful editing.

I talked about the Many Model, meaning that many people came to America in many boats from many places at many times. Pass it on early, often, especially to every teacher you can find.

Remember the Many Model.

[IMPORTANT. Please send an electronic or paper copy to every High School Social Studies teacher, university educator, and university researcher in Ancient America that you can find.]