

## **NOTE TO MY TRUSTING CLUB MEMBERS.**

**Last week when I had finished a most unusual “episode” which started out with how I felt about the 2012 reelection of Barrack Obama’s second term as what I thought was the best we could get to advance programs that would produce jobs. After finishing my usual adventurous life chasing thundereggs which was sprinkled throughout with political jabs, jokes, poems, cartoons against the “System” from which I was so fortunately alienated by the behavior of my piers. After 1955 I wandered around like a desert nomad pursuing a life my father condemned, but my divorced mother and her boyfriends encouraged my interests in rocks and seashells. They had me join the East Bay Gem and Mineral Society and took me on field trips, some as far as 150 miles from Oakland where I raised myself. My Mother showed me love and respect for who I was.**

**My father told me that I would amount to nothing chasing thundereggs, but might think of going to South America as a geologist for Standard Oil Company in South America and become an executive for them. His theory was based in the notion that oil was related to rocks. After showing no interested in that, he gave me a Geiger counter for Christmas thinking I might strike it rich and make an impression on his social upper-crust class. He graduated from Stanford University as a medical radiologist. But, fortunately, I was not interested in that. That would have been a disaster running around the deserts and mountains looking for uranium like a million others thinking they were going to strike it rich. It was, after all, the early 1950s when the uranium rush was on, but only a lucky few would make a fortune selling uranium to the government to make atomic bombs to threaten blowing up the Soviet Union. And I spared myself from exposure to radiation.**

**I already had bought some radioactive carnotite, pitchblend and Trinityite specimens from Minerals Unlimited ( see Pages 7 and 8 for August,2006) a mineral and rock shop dealer in Berkeley. A few years later I went back there to sell them some thundereggs. I reminded him about the dangers of radiation in those specimens and he was quick to say that a government crew dressed like a Level 4 team came in and cleaned every particle that was hot out of his shop. He apologized for selling me that, but I told him that I was keenly aware that none of us knew of the danger of that stuff. But now, let me explain the purpose of this note, then next month maybe we can get back to more adventures after picking up a new partner in 1975 and he is still with me after 38 years running our shop in Deming, New Mexico.**

**After I got ready to write the March, 2013 episode, I went back to the point I**

wanted to make about the 7 billion of us on this small planet. I was Googling around about overpopulation, I ran into a site with a whole lot of it. It was full of billionaires with their foundations for the poor. I looked through it quickly to get past anything not interesting, but I got slowed down immediately when I saw names of famous philanthropists and billionaires we all know well like Bill Gates, Ted Turner, Paul Erlich, T. Boone Pickens and a few other “good guys” being accused of eugenics like Hitler practiced. I thought I had enough wealthy people to show how we might solve the oil, alternative energy and population crises looming close over the horizon, but Google up Rob Ainsworth and you will be stunned about what he has to say about these ecologists, alternative energy and population concerns. Ainsworth’s article appeared in October, 2007 on a web site Larouchepub. by Lyndon LaRouch who is so far to the Right of the Tea Party, his followers would be found at the right edge of the universe!

It was so shocking I didn’t realize who had put this on the Internet until after I cross referenced these billionaires with Dr. Norman Livergood, Wikipedia and a few other sites from the Left to existential perspectives. At first reading, I almost got sucked in because I was past-ready to dump all billionaires into my circular file and give my CDs to a skeet shooter. I have all of Ainsworth’s article of which I was going to go through to throw out most of the unnecessary rants and save the juicy ones, but I got stopped dead in my tracks when I ran into another of Dr. Norman Livergood’s great books titled The Destruction of American Education. After reading that, I felt that there was nothing else I needed to write about politics, EVER AGAIN!

It is quite distressing to read something so good, it makes almost everything about American History that I felt good about, obsolete. On the other hand, I feel reinforced that I was right about the destruction of our planet, the brainwashing our children with TV ads, the violence and all the jokes, ditties and poems I have written about. I must warn you, a lot of persons you may have considered your peers or heroes will fall and shatter into oblivion. But you will have a treasure nobody can take from you, the truth in its single existential meaning: what is, is.

Things based on mathematics is.

Data based on scientific analyses is.

Gravity is

Religion as a personal belief is

The size of the Universe is a belief only science may one day answer.

But above all these its’s there is the most beautiful one we have the chance to learn,

experience and share, it is love. The heart is for pumping blood to the organ where love is found: The Brain. Your Self is your's if you know it is. If your Self is loving others as you would wish they would love you, and maybe follow you, it's goodness is. But often some only think they know what love is and it can be used to intimidate and coerce, e.g. "How can you love me if you do that? That is just the way it is." Now, I *is* done. After you read what I have attached, you will learn how to educate your children. They are for YOU alone to teach and love. I am going to try to attach Dr. Norman Livergood's wonderful and challenging book excerpts so you can learn how to teach your children well. It is about 2.7 megabytes, so I don't know if I can attach it to this email.

If the email can handle it all, you will see some beautiful art, sharp cartoons, quotes from famous Greek philosophers and updates. At the bottom are references to enough books to keep those of you who really love teaching children, busy for a long time. I was successful in getting the text from *The Destruction of American Educations and What we can do about*.

I, my Self, will continue writing my adventures after I met my shop partner, shovel meister and thunderegg wrangler Christopher Blackwell in 1975. He and Larry and a few others will be the vehicles for my true stories and our time machine I call Googlebug will get us there on time. I will devote a section to my poetry all together along with photos of where we were, and others of where nobody would want to be, but maybe you or somebody you know can help to do something about those.

I hope I have advanced the arts and sciences I love and Thank You for loving or tolerating me. I am dyslexic which is a nuisance for typing correctly, so if you see any errors, just give me the date, page number and paragraph it is in so I can correct it and give you the credits. ALERT! AH-OOGAH-AH-OOGAH- AH-OOGAH! The klaxon horn just went off. You will never guess what happened after I finished this. At the bottom of the Internet site, Dr. Livergood was so kind to give his Internet address. At the end, it said Please Email this: I did and got an email with his URL in it. All I had to do was copy and paste it in Google and it will appear. Click the site that is titled *The Destruction of American Education*.

[http://www.hermes-press/education\\_index.htm](http://www.hermes-press/education_index.htm)

I found a lot of words and names on the original site that will send you to added information when you aim your mouse and click it for explanations and other sites. I colored them red so you will know where they are, but they aren't active from my copy.

Robert "Paul Roderski" Colburn, *The Geode Kid*

# The Destruction of American Education And What We Must Do About It

By Dr. Norman D. Livergood

“We are not speaking of education in the narrower sense, but of that other education in virtue from youth upwards, which makes a man eagerly pursue the ideal perfection of citizenship, and teaches him how rightly to rule and how to obey. This is the only education which, upon our view, deserves the name; that other sort of training, which aims at the acquisition of wealth or bodily strength, or mere cleverness apart from intelligence and justice, is mean and illiberal, and is not worthy to be called education at all.” by Plato, Laws I, 643

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It might seem that the word "destruction" in the title of this essay is a bit over the top. But it's the only accurate description of what has happened and is happening in America today. The [capitalist cabal](#) that now controls the U.S. has systematically destroyed American education in general and is currently attacking each academic discipline. (From here down, all red colored words can be clicked in Dr. Livergood's original site to take you to explanations and/or other sites. Robert Paul Colburn)

Obama, the cabal puppet, has continued the Bush onslaught against public education and initiated a new attack through what he calls his "Race to the Top" initiative. Actually, it constitutes a race to the bottom for American students.

“The basic idea is to force state governments to compete for \$4.35 billion in federal assistance, with the money going to those states which do the most to promote charter schools, utilize standardized testing, and weaken workplace rules for teachers.

Essentially, the scheme sets up a bidding war among the states for desperately needed funds on the basis of an anti-public education agenda that has been promoted for decades by the right wing.

“Pairing the Democratic Party demagogue Sharpton with Gingrich is aimed at suggesting that a broad coalition has formed behind Obama's education agenda. "Sharpton's role is to defuse opposition in largely African-American urban schools that will be particularly devastated by Obama's policies.



Al Sharpton and Newt Gingrich "I'll scratch your back if you scratch mine."  
Comment by Robert Colburn. Photo from Dr. N. Livergood's book "Destruction of American Education."

Citing the 'achievement gap' that remains between black and white students, Sharpton now champions the same policies he opposed when they were put forward by the Bush administration.” 1

Under Bush II, the social sciences were attacked. Jeb Bush, during his tenure as Governor, turned Florida into a totalitarian state, perpetrating a monstrous vote-rigging fraud in 2000 which resulted in his brother being criminally appointed President by the Supreme Court.

Next, Jeb extended his dictatorship into the realm of education. Jeb and his henchmen assaulted the entire discipline of history by

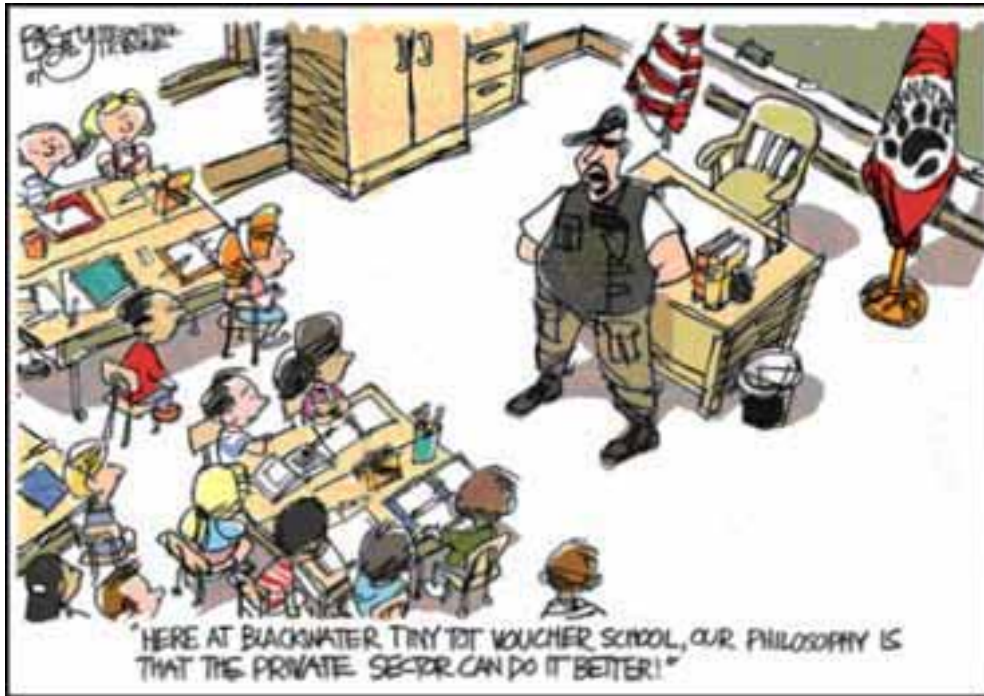


JEB BUSH CONGRATULATING HIS OLD MAN "DUBYA" AFTER THE COUP D' TAT IN FLORIDA, YEAR 2000. And so it goes . . . Robert Colburn. From Dr. N. Livergood.



redefining it as the teaching of "fact," not "construction." In other words, history in Florida was what Jeb and his cronies said it was, and any disagreement with their "facts" was not to be tolerated.

### **Austerity: the New Excuse for Destroying Education**



The capitalist cabal's new scam is to decry the debts of the federal, state, and municipal governments and to claim that AUSTERITY (reduction of jobs and services for workers) and PRIVATIZATION (selling of public properties and institutions to capitalists) are the only

legitimate solutions. The current fiscal crisis is the outcome of decades of tax cuts for the rich, expanded military spending, trillion dollar banker bailouts, and the 2008 economic crash caused by criminally-created bogus financial instruments and un-regulated speculation.

The capitalist cabal is destroying American public education by attacking its principles and infrastructure and also by brainwashing a dumbed-down American public to believe that the debt crisis demands that public schools be turned over (not necessarily sold) to private, free-market-oriented capitalist corporations.

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"The ruling class in the United States is intensifying its campaign to dismantle public education.

"With the new fiscal year that began yesterday [7/1/2011], states throughout the country are slashing education funding, leading to the layoff of tens of thousands of teachers and the closure of hundreds of schools.

"Both the Democratic and Republican parties are using the fiscal crisis--the

outcome of decades of tax cuts to the rich, the bailout of the banks, and an economic crash caused by rampant speculation--as an opportunity to undermine and eliminate public education.”

**Source:** [The assault on public education in America <wsws.org, 2 July 2011>](http://www.wsws.org)

### The Deliberate Creation of American Illiteracy

It's no accident that America's schools have slowly eroded and that the intelligence of the average American has become so debilitated. American learning has plummeted and public school performance has nose-dived ever since the middle of the twentieth century *because it was planned that way.*

Portrait of adult literacy in America Percent of adults in each prose literacy level, 2003			
<b>Below</b> <b>14%</b> <b>30 million</b> Able to perform no more than the most simple literacy activities	<b>Basic</b> <b>29%</b> <b>63 million</b> Simple activities such as understanding a pamphlet for prospective jurors	<b>Intermediate</b> <b>44%</b> <b>95 million</b> Moderately difficult activities such as finding information in reference materials	<b>Proficient</b> <b>13%</b> <b>28 million</b> Complex activities such as comparing viewpoints in two different editorials

Some thirty million adults in the U.S. do not have the skills to perform even the most basic tasks such as adding numbers on a bank slip, identifying a place on a map, or reading directions for taking a medication. Eleven million Americans are totally illiterate in English.

Only twenty-nine percent of Americans have basic reading and computing skills. One out of every twenty Americans lacks the ability to understand what is going on in the world or to develop an informed opinion for voting. Portrait of adult literacy in

Thinking American citizens must always be aware that what goes on in this society is the result of the planning of its rulers; they create precisely the social, psychological,

**economic, and ideological conditions which will realize their goal of obscene wealth for themselves and impoverishment, homelessness, and death for the working class. With an illiterate, uneducated American citizenry, unable to understand what's happening in the world, it's no wonder that a fascist cabal has been able to take over the United States.**

**A new report from the Organization for Economic Cooperation and Development (OECD) says the United States is now the only major economy in the world where the younger generation will not surpass the preceding generation in terms of schooling.**

**Andreas Schleicher, special adviser on education at the OECD, told the BBC News: "It's something of great significance because much of today's economic power of the United States rests on a very high degree of adult skill--and that is now at risk."**

## **The History of Education**

**Education, the development of understanding, must be distinguished from training, the development of skill. Education occurs through learning:**

- **Gaining knowledge or understanding of something by study, instruction, or experience**
- **The radical transformation of self**

**"I take significant learning to involve a change in the learner. It is a change in behavior, in interpretation, in autonomy or in creativity. Ordinarily we take in information, organize it, make whatever response, if any, seems advisable, and monitor the results in those comfortable and familiar ways that have become our second nature, our habit. How well we do this may be important but the immediate information does not produce learning. We respond to it as we have learned to in the past. It, in turn, leaves us unchanged in our ability to act, understand, and evaluate in the future. Education worthy of the name must lead to a different tomorrow."**

**Edward Cell, Learning to Learn from Experience**



The history of education began with the evolutionary appearance of homo sapiens, the first creatures who, through their development of language, were capable of understanding. Prior to homo sapiens, members of the homo habilis and homo erectus strains had trained themselves in such skills as fire-making, hunting, shelter-building, and food gathering. But to them, human experience was merely a series of events without long-term significance.



When homo sapiens tribes invented language, they represented events and objects by written and spoken signs and gestures, which they understood to have meaning, that is, they signified some entity such as a person, animal, plant, place, thing, substance, quality, idea, action, or state.

A sign, such as the word, "fire,"

could be communicated from one person to another. Now humans could not only see, feel, and make fire, for example, but understand its significance: warmth, cooking, protection from predators, sterilization, and destruction.

With the development of language, the communication of meaning began. Now, meanings could be transmitted from one person to another, one generation to another.

Helen Keller

Meaning is truly a magical element. Perhaps the best way to grasp the mystery of

meaning is by thoughtfully viewing the movie "The Miracle Worker," the story of the early life of Helen Keller.

As a young blind and deaf child, Helen lived much like an animal, rushing from one sensation to another. Within a month after becoming Helen's teacher, Anne Mansfield Sullivan was able to impart the gift of language to her. The awakening to meaning, as demonstrated in the film, was the event which made it possible for Helen to begin understanding instead of simply repeating what Anne was teaching her. Helen had been trained to repeat the word "water," but it wasn't until she combined the experience of feeling



water and trying to communicate the word "water" simultaneously, that Helen gained the magical gift of meaning--and hence language and understanding.

Up to that point, Helen had been like a well-trained animal, memorizing words, speaking them, and receiving praise from Anne. But now, suddenly, it came to her! The word "water" actually referred to, pointed to, meant this marvelous liquid reality that ran through her fingers.

### How Meanings Are Lost

In each culture, the public meanings, ideas, and skills transmitted through educational institutions (schools, academies, monasteries, universities) and through the media (newspapers, magazines, radio, TV, Internet) have always been determined by the small ruling elite (politicians, financiers, warriors, priests, scholars, scientists, corporations).



In most cultures, the "ruling ideas" have fostered violence and class warfare. In only a few instances in history, have the "ruling ideas" fostered the betterment of common people and society at large. One example of such a benevolent era was the eighteenth century Enlightenment, which encouraged humans to develop broad understanding in all fields of knowledge. Highly educated, intelligent groups in

Europe and America developed toward a democratic way of life, created constitutions, and founded institutions for public education.

Culture as a creation of humankind is a neutral element--it can be used for positive or negative ends. Through the process of acculturation, the process beginning at infancy by which human beings acquire the culture of their society, individuals are stamped with social norms. Oooh, ol' Rockefeller looks like he's been drinkin' formaldehyde!

Vested, moneyed interests have constantly sought to demolish the American traditions of democracy, plotting to destroy the enlightening "diffusion of knowledge and the free exercise of reason." Their method of rule is not by "consent of the governed" or rational discourse, but by arbitrary dictate of a tyrant's **fascistic** tactics.



As early as 1913, cabal leaders made it clear that they wanted American schools to produce compliant laborers, not "authors," "poets," or "men of letters."

"In our dream, we have limitless resources, and the people yield themselves with perfect docility to our molding hand. The present educational conventions fade from our minds; and, unhampered by tradition, we work our own good will upon a grateful and responsive folk. We shall not try to make these people or any of their children into philosophers or men of learning or science. We are not to raise up from among them authors, orators, poets, or men of letters. We shall not search for embryo great artists, painters, musicians. Nor will we cherish even the humbler ambition to raise up from among them lawyers, doctors, preachers, politicians, statesmen, of whom we now have ample supply."

Rockefeller Foundation Director of Charity, Frederick Gates, 1913

Predictably, the very people who place American presidents, senators, and representatives in power, through the use of their multi-billion dollar fortunes, are the same moneyed interests that have deliberately destroyed American education. The Rockefellers, Fords, Morgans, Browns, Harrimans, Du Ponts, and other ruling families want obedient, efficient workers, not thinkers.

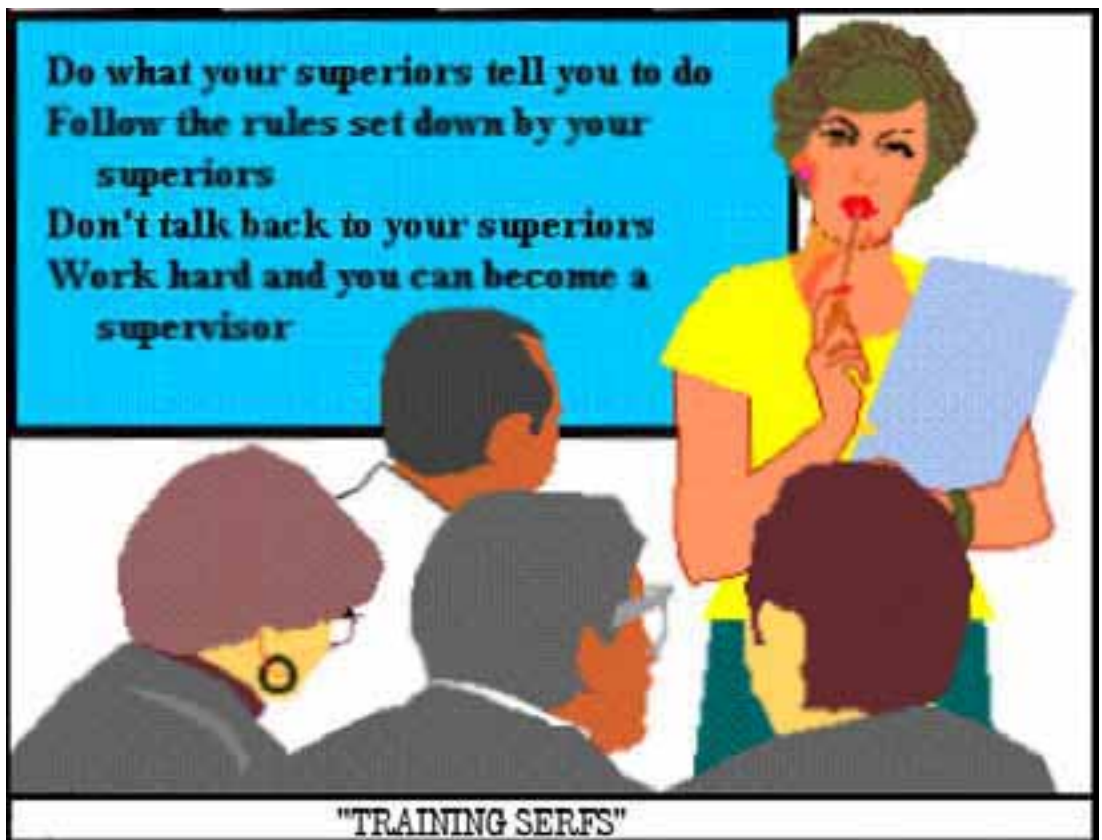
Clearly, the rulers not only did not want to make "philosophers" of the working class, they wanted them trained so they would not even think for themselves. So they have deliberately devastated the American mind through:

**1. Funding universities and scholars that carry out the devastation of the American public education system in particular and American intelligence in general.**

**2. Developing programming (brainwashing) strategies using all media types, but especially television**

**3. Imposing miseducation and brainwashing to destroy American citizens' ability to think for themselves**

**4. Subjecting American public education to a**



**series of failed experiments, from "look see" reading to the "new math"**

**5. Redefining key concepts so that the public school students no longer understand the fundamentals of a democratic society**

**6, Turning what is called "education" into nothing but training**

**7. Deluding Americans--especially the young people--into mistaking technological savvy for intelligence**

**“Yes, young Americans are energetic, ambitious, enterprising, and good, but their talents and interests and money thrust them not into books and ideas and history and civics, but into a whole other realm and other consciousness. A different social life and a different mental life have formed among them. Technology has bred it, but the result doesn't tally with the fulsome descriptions of digital empowerment, global awareness, and virtual communities. Instead of opening young American minds to the stores of civilization and science and politics, technology has contracted their horizon to themselves, to the social scene around them.**

**Young people have never been so intensely mindful of and present to one another, so enabled in adolescent contact. Teen images and songs, hot gossip and games, and youth-to-youth communications no longer limited by time or space wrap them up in a generational cocoon reaching all the way into their bedrooms.**

**The autonomy has a cost: the more they attend to themselves, the less they remember the past and envision the future. They have all the advantages of modernity and democracy, but when the gifts of life lead to social joys, not intellectual labor, the minds of the young plateau at 18. The fonts of knowledge are everywhere, but the rising generation is camped in the desert, passing stories, pictures, tunes, texts back and forth, living off the thrill of peer attention. Meanwhile their intellects refuse the cultural and civic inheritance that has made us what we are up to now.”**

**Mark Bauerlein, *The Dumbest Generation*, 2007**



Founders of the United States

**Democracy requires an electorate that understands what is actually happening in the world, beyond what the ruler-owned media tells us what's happening. If American citizens receive an effective education we learn to inform ourselves and can see through the propaganda, the dictatorial actions, and the outcomes of the non-constitutional acts of our rulers, “critical thinking,” etc.**

**Beginning in the early part of the twentieth century, American ruling groups began to create a pseudo-educational system which produces students no longer capable of understanding such key concepts and factors**



as “freedom,” “government of the people.”

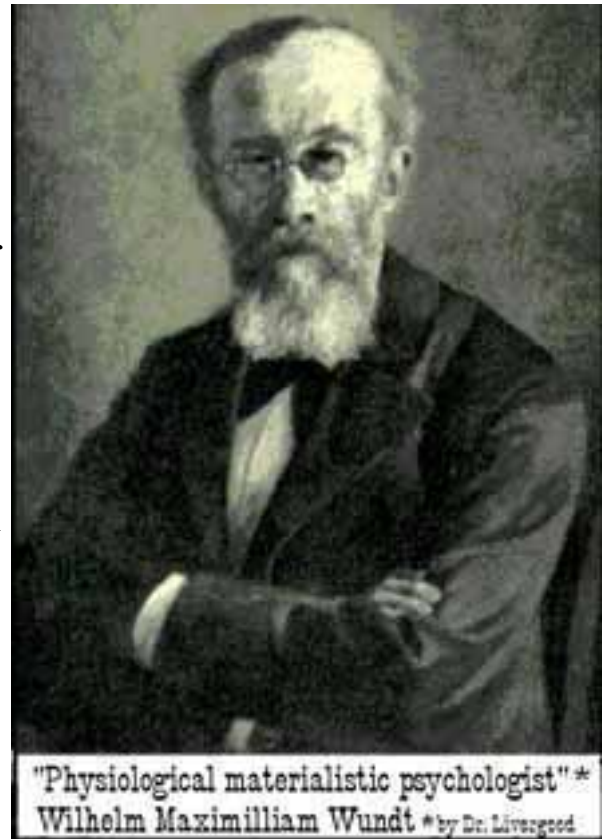
“The economic well-being of the nation depends on the presence of a large number of men who are content to labor hard all day long. Because men are naturally lazy they will not work unless forced by necessity to do so. The education of the poor threatens to rob the nation of their productivity. . . Every hour those poor people spend at their books is so much time lost to society. Going to school in comparison to working is idleness.”

Bernard de Mandeville, *The Fable of the Bees*, 1714  
(the book which Adam Smith used as the basis of his  
1776 *Wealth of Nations*, the capitalist Bible)

The plutocratic cabal wanted a working class that was merely trained to do a particular job, not think about social or political issues. They created an educational system focused on training instead of learning, which took its lead from such physiological, *\*materialistic “psychologists”* (I love that term, Robert Colburn). as Wilhelm Wundt, G. Stanley Hall, James McKeen Cattell, E. L. Thorndike, and others. The primary ideas and practices of this group included:

1. A thing makes sense and is worth pursuing only if it can be measured, quantified, and scientifically demonstrated
2. Psychology, accordingly, should concern itself exclusively with human behavior--not with non-demonstrable entities such as “mind,” “soul,” “thought,” etc.
3. Public education must limit itself to training working class students to carry out whatever task they are given to do and to accept the commands of their superiors

This ruler-imposed system, enhanced by anti-intellectual activities such as minority-group studies and multiculturalism, produces uneducated and programmed students who



understand almost nothing of what occurs beyond the propaganda and mythology of the political-financial leaders.

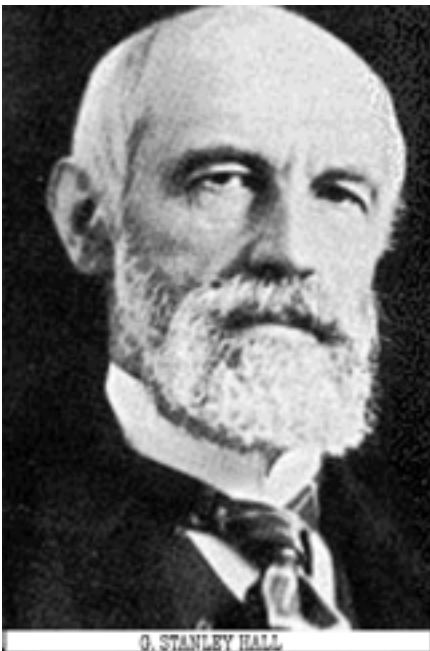
**“Wundt's theories had great appeal for the Rothschilds and . . . suited their plans for humanity perfectly. Wundt asserted that humans are devoid of spirit and self-determinism (and hence free will) and that man is just the sum of his experiences. This atheistic, materialist philosophy dominated his approach to study of the human psyche. Indeed in practical terms he virtually denied the existence of the psyche and this enabled him to reduce the study of 'man' to an external, physiological examination of stimulus and response. He said:**

**“The situation-response formula is adequate to cover learning of any sort, and the really influential factors in learning are readiness of the neurones, (sic) sequence in time, belongingness and satisfying consequences.”**

**Ron Chapman, “Dumbing Down US Education: Part II--  
Wundtian Psychology & Rockefeller Finance, Oct 29, 2009**

### **The First Casualties of the War Against the Mind**

**Wilhelm Maximilian Wundt had been a professor in philosophy and later rector at the University of Leipzig, in Germany, until his death in 1920. At the time, many Americans trained in Europe before returning to the United States to work in universities.**



**G. Stanley Hall was the first of Wundt's disciples to return from Leipzig in 1883.**

**Hall joined the faculty of Baltimore's new Johns Hopkins University, which was being established after the model of the German universities. Hall organized the psychology laboratory at Johns Hopkins and, in 1887, established the American Journal of Psychology. In 1889, when Clark University was established in Worcester, Massachusetts, Hall was chosen to be its first president.**

**In 1892 Hall played a leading role in founding the American Psychological Association. Hall became known for his studies of child development and in 1904 published his two-volume *Adolescence: Its Psychology and Its Relation***

*to Physiology, Anthropology, Sociology, Sex, Crime, Religion, and Education*, welding experimental psychology to child education.

We can get a clear idea of the new meaning of Wundtian-defined American education by examining Hall's definition of educational practice.

“We must overcome the fetishism of the alphabet, of the multiplication tables, of grammars, of scales, and of bibliolatry . . . *it would be no serious loss if a child never llearned to read.*” (emphasis added)

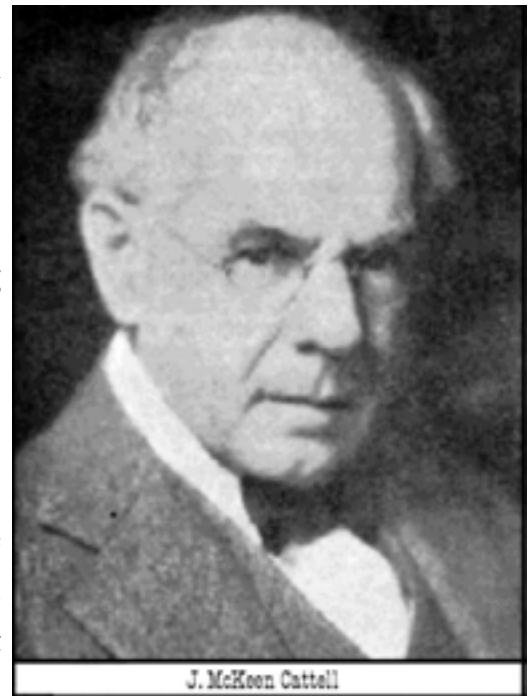
“Secret knowledge is the basis of all power. Your source of information depends upon who you are and what position you hold in society. Your source of information determines the reliability of what you know.”

Steven Jacobson, *Mind Control in the United States*

Hall considered American working-class children as a “great army of incapables, shading down to those who should be in schools for dullards or subnormal children, for those whose mental development heredity decrees a slow pace and an early arrest.”

J. McKeen Cattell served for three years as Wundt's lab assistant in Leipzig, receiving final approval for his Ph.D. from Wundt in 1886. Cattell's primary interests lay in mental testing and in individual differences in ability. While at Leipzig, Cattell carried out a series of experiments examining the manner in which a person sees the words he is reading.

Testing adults who already knew how to read, Cattell “discovered” they could recognize words without having to sound out the letters. “Eureka!” he said to himself. “Words are not understood by a recognition of the image or the sound of letters, but are perceived as 'total word pictures.’”



He jumped to the conclusion that you shouldn't teach a child the sounds of letters and phrases as the first step to being able to read. You teach children how to read by showing them words, and telling them what the words are. This “breakthrough” of Cattell's led to the adoption of a sight-reading method in many school systems

throughout the United States. The result ever since has been increased illiteracy, which has now become a national crisis.

Somewhat effective teaching occurred in the first half of the twentieth century in America, primarily because the nation was rapidly moving from an agricultural to an industrial culture and citizens respected and valued education. The Enlightenment ideal of an informed citizenry was still a powerful incentive, so high school civics classes taught the rudiments of what the American political system was *supposed to be* according to the state and federal constitutions.



However, except in a few instances, American students were never made aware of what was really going on in the world--in terms of the machinations of the predatory cabal. For example, the exposés of writers such as George Seldes or I. F. Stone would have been beyond the pale for most American schools. So Americans fought World War II ignorant of how U.S. companies had helped set up the Nazi regime in Germany and profited from its killing of Allied soldiers.

Beginning in the second half of the twentieth century, American education began its rapid and almost total decline. In the latter half of the twentieth and now the twenty-first century, "education" has almost entirely been turned into mere training. The very definition of "education" has been twisted to make it appear to be training. For example,

1. The New Century Dictionary of the English Language (1927) defined education as: "the drawing out of a person's innate talents and abilities by imparting the knowledge of languages, scientific reasoning, history, literature, rhetoric, etc.--the channels through which those abilities would flourish and serve."

2. Whereas, education was defined in *An Outline of Educational Psychology* in 1934 in these terms: “Learning is the result of modifiability in the paths of neural conduction. Explanation of even such forms of learning as abstraction and generalization demand of the neurones [sic] only growth, excitability, conductivity, and modifiability. The mind is the connection-system of man; and learning is the process of connecting. The situation-response formula is adequate to cover learning of any sort, and the really influential factors in learning are readiness of the neurones, sequence in time, belongingness, and satisfying consequences.”

By 1968, John Goodlad, one of the educational establishment's best known spokespersons, made it clear just what was important in “education.”

“The most controversial issues of the twenty-first century will pertain to the ends and means of modifying human behavior and who shall determine them. The first educational question will not be ‘what knowledge is of the most worth?’ but ‘what kinds of human beings do we wish to produce?’ The possibilities virtually defy our imagination.”

“Learning and Teaching in the Future,” *Today's Education*  
(journal of the National Education Association)

“Still another Times editorialist, Thomas Friedman, begins a column on the desperate state of American education by quoting Bill Gates. Gates, Friedman informs us, gave a ‘remarkable speech’ in which he declared that ‘American high schools are obsolete.’ . . . What do our kids need to know today? As far as Friedman is concerned, whatever will get them hired by Bill Gates.”

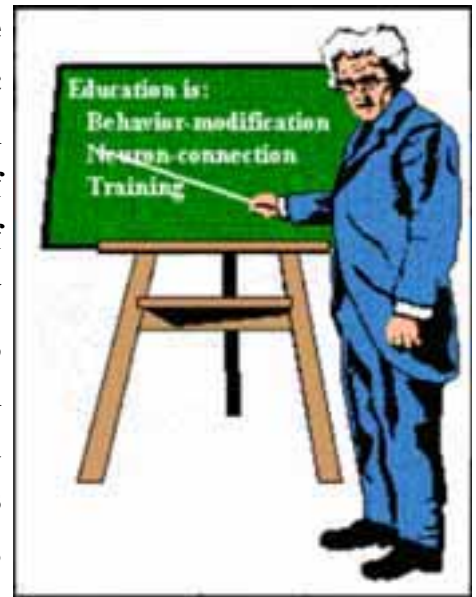
Mark Slouka, “Dehumanized: When Math and Science Rule the School,”  
Harper's, September, 2009

This reduction of “education” to training, neuron connection, and behavior modification has now been completed by the most recent crippling of “education” as “work/study.” An article defining this destruction of education appeared in *National Review* in 1993, with a revealing title: “The Competitiveness Illusion: Does our Country Need to Be Literate in Order to Be competitive? If Not, Why Read.”

“Technological society turns out to work in the opposite way from that usually supposed: namely, by actually requiring less rather than more education of its workers. This is because modern industry depends on reducing human error, which means



reducing dependence on the individual worker's expertise and judgment. In building or maintaining electronic devices, workers who once installed or rewired electrical circuits now plug in modular components consisting of machine-printed circuit boards. . . The future role of literacy in the workplace has been succinctly stated by Pierre Dogan, the president of Granite Communications, a company that is now 'developing software for hotel housekeeping.' It seems that 'so long as maids can read room numbers, they will be able to check off tasks completed or order supplies by simply touching pictures on the screen." Dogan points out that 'you can create a work program with prompting including iconic [picture] messages.' In fact, he logically concludes, 'you can use an illiterate workforce'"



A mindless mass follows it's dictator

Because of this twisting of “education” into training, as a university instructor I was faced with students who had never learned to read, write, or think. They were the wounded, deformed casualties of the criminal cabal's war against the mind. But the educational establishment doesn't even recognize the devastated condition of American education. Many university professors, even full professors, cannot write or speak sound English. A

department chair in a state university in California recently wrote a book, which he forced all students in the introductory class to buy, which contained over one hundred grammatical errors!

Quota hiring is rampant in higher education. Unfortunately, the ability to speak intelligible English is no longer required, and students suffer the consequences.



## Critical Consciousness

As education is subverted into mere training, three essentials of intelligence are being lost:

1. *Critical thinking*
2. *Self-awareness*
3. *Critical consciousness*

Critical consciousness is the ability to perceive social, political, and economic oppression and to take action against the oppressive elements of society, as delineated by the author's recently published book *Progressive Awareness*.

The concept of critical consciousness (conscientizacao) was developed by Paulo Freire primarily in his books:

1. *Pedagogy of the Oppressed*
2. *Education for Critical Consciousness*

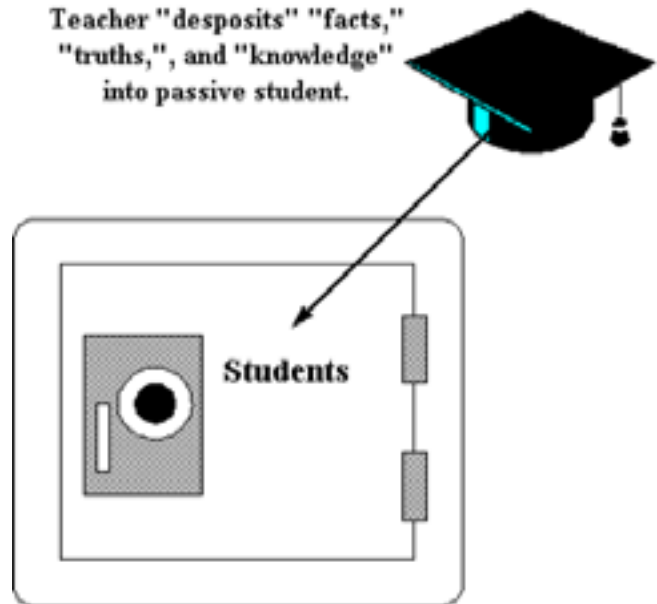
The tactics of critical consciousness and a pedagogy of the oppressed were first developed by Freire in his work with third-world people, helping them gain an awareness of world conditions while teaching them to read.

In the *Pedagogy of the Oppressed*, Paulo Freire exposed our educational system as one in which:

1. The teacher is the depositor, the students are the depositories
2. The teacher issues communiqués (instead of communicating) which students passively receive, memorize, and repeat
3. Knowledge becomes a gift bestowed by those who consider themselves knowledgeable upon those they consider to know nothing
4. Teachers and administrators choose the instructional program content and students adapt to it
5. “The more students work at storing the deposits entrusted to them, the less they develop the critical consciousness which would result from their intervention in the world as transformers of that world. The more completely they accept the passive role impressed on them, the more they tend simply to adapt to the world as it is and to the

### Banking Model of Teaching

Teacher "desposits" "facts," "truths," and "knowledge" into passive student.



fragmented view of reality deposited in them.”

If you examine graduate courses on Global Economy, for example, you'll not find a single mention of the terrible human costs: rising unemployment in the home economies, slave wages in the third world countries where manufacturing is relocated, runaway immigration, and a constant degradation of the environment.

Freire worked to help third-world

people overcome illiteracy. Today, his insights can be applied to two different kinds of illiterate people:

1. Those who cannot grasp the sense of letters or symbols
2. Those who can "read" (in the grammar school sense) but who cannot read: understand the meaning of the words they see

● There are those today, for example, who "read" about such things as worker layoffs and American corporations relocating their manufacturing plants in China or Indonesia, but who do not understand the meaning of what they "read."

● Another kind of modern-day "illiteracy" occurs as people "read" or "hear" the "news" in newspapers or on TV, and allow themselves to be taken in by the propaganda that such "news" involves.

### The War Against Intelligence

America today is a combat zone where the War Against Intelligence is constantly being waged. Unfortunately, the rulers are currently winning: Americans are

Though Freire worked with various educators throughout the world, the concept of critical consciousness never had significant impact on pedagogical practice. In our current narcissistic era, schools at all levels teach students to pursue money and self-interest. As Gekko, the tycoon, says in the movie Wall Street, "Greed is good." A critical awareness of what is happening in the world is decidedly not a part of the contemporary curriculum--from grade school to graduate school.

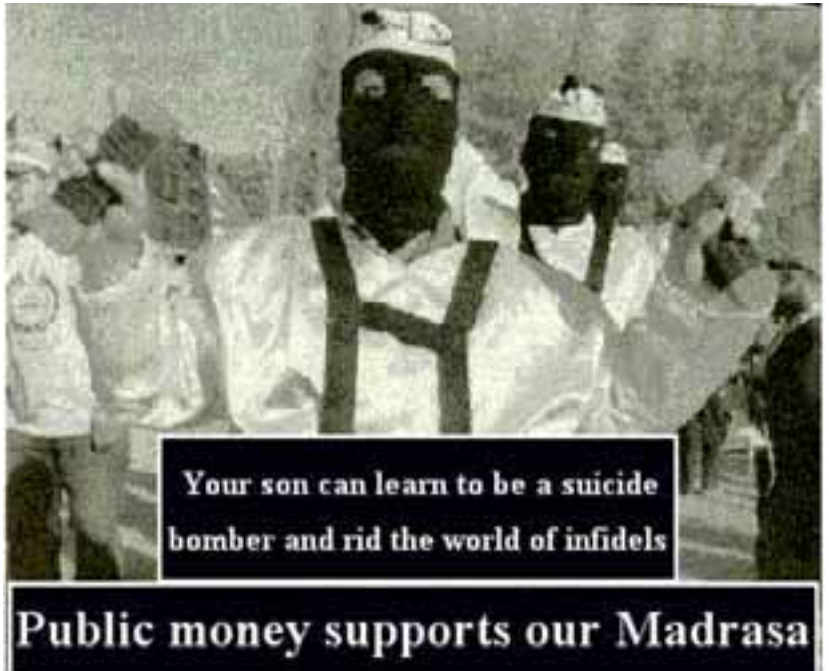




progressively losing their ability to understand what is happening in the world around them. Americans are unable to see that the cabal is using the pretext of the war against terrorism to destroy essential constitutional liberties. Billions of dollars have been stolen by the wealthy in the bailout scam, while the working class is devastated through unemployment and home foreclosures. A poor person is jailed for a \$20 theft, but a plutocrat is allowed to steal the pension fund of thousands of workers without penalty.

The cabal attacked American learning through the Education Bill signed into law by President Bush in January, 2002. The bill essentially equates education with training for high test scores. Those who benefit most from this new law are not students or teachers but the publishers of textbooks and companies that carry out testing: one of whom is Neil Bush, Dubya's brother. To see how these benefiting companies are directly tied to the Bush family, see [below](#). There must not be public funds for terrorists or extremists

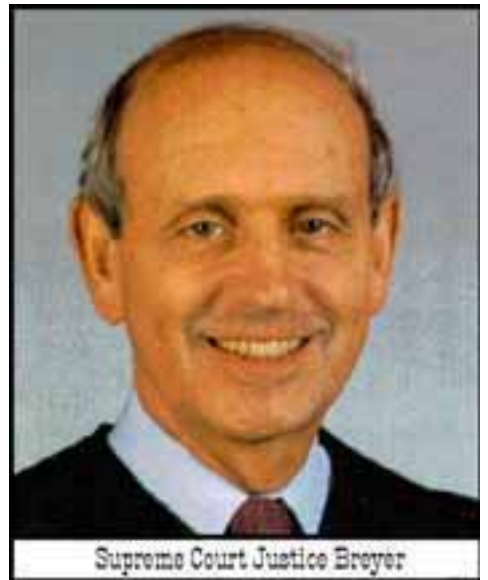
Now the Supreme Court has delivered the coup de grace to American education: on June 27, 2002, the Neanderthal majority in the court ruled that the government may give financial aid to parents so they can send their children to religious or private schools. Our tax dollars can now be used to fund training in any religious or political ideology imaginable. Granted, public funds since the 1950s have been used exclusively



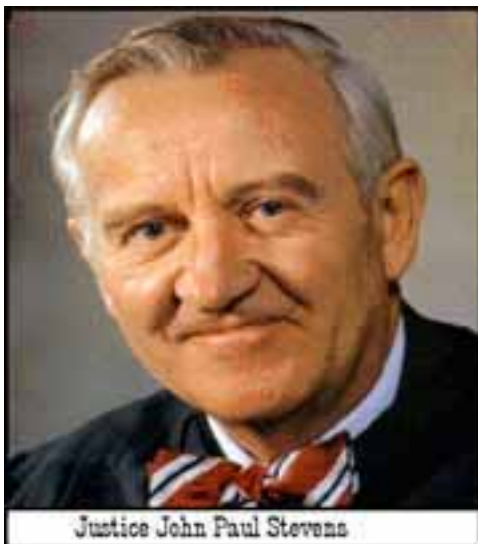
to dumb down America, but tax dollars did not go to support ideologically-based schools that were totally inimical to American values.

That's the difficulty; we've lost any effective understanding of what American values are. So now the fascist cabal is going to destroy any unity among Americans through this new educational anarchy. Obama and his controllers are funding primarily, if not exclusively, private Roman Catholic and Protestant fundamentalist schools that teach *unthinking obedience to authoritarian leaders*. That's their primary purpose for this catastrophic blow to American education. How they're going to disallow public funds for the extremist schools--the Islamic fundamentalist madrasa, the Jewish anti-Islamic school, the right wing militia school, or any other ideologically-based fanatical school--- remains to be seen.

Supreme Court Justice Breyer, who dissented from the 5-4 ruling, predicted that the decision would prove highly divisive in a country with "more than 55 different religious groups." He foresees many struggles, asking, "How will the public react to government funding for schools that take controversial religious positions on topics that are of current popular interest--say, the conflict in the Middle East



or the war on terrorism?" Precisely!



Justice John Paul Stevens, another one who dissented from the majority called the recent ruling "profoundly misguided." He wrote, "Whenever we remove a brick from the wall that was designed to separate religion and government, we increase the risk of religious strife and weaken the foundation of our democracy."

In Milwaukee, Wisconsin, where the Supreme Court in a 1998 ruling allowed their voucher system to stand, some 6,000 students make use of the vouchers, worth about \$5,000 apiece. This results in \$30 million being funneled from the budget of the Milwaukee school district into the coffers of the Catholic Church and other private schools. With this new ruling, the program can now be fully utilized, so that 15,000 students can leave the system,



cutting the funding of the public schools by \$75 million.

Republican supporters of the voucher hide the fact from the public that the crisis in the schools is largely the product of decades of federal, state and local spending cuts, tax breaks to big business and attacks on teachers' and other school employees' wages and working conditions.

Privately-run schools will continue to screen applicants and reject any student they deem unacceptable. While the language of most voucher programs prohibits discrimination based on race or national origin, these schools can reject students based on gender, sexual orientation, religion, language, ability to pay, behavioral issues or academic or physical ability. They would be under no financial pressure to provide help for students with special needs, since it is more costly to provide care for special education children, and most private schools are not staffed to handle them.



The newly-sanctioned voucher system will intensify class and social distinctions. The top schools will be reserved for the wealthiest layers of society who can pay to send their children to elite private schools and academies. Next below on the totem pole will be the private and for-profit schools for middle-class and working

class children, whose parents will have to work longer hours and go further into debt to scrape together thousands of dollars to pay tuition costs. At the very bottom will be the public schools, left for the poorest and most disadvantaged working class students.

Unable to do little to help working class youth develop learning skills, the role of these schools will be little more than training lower-class students for low-paying jobs.

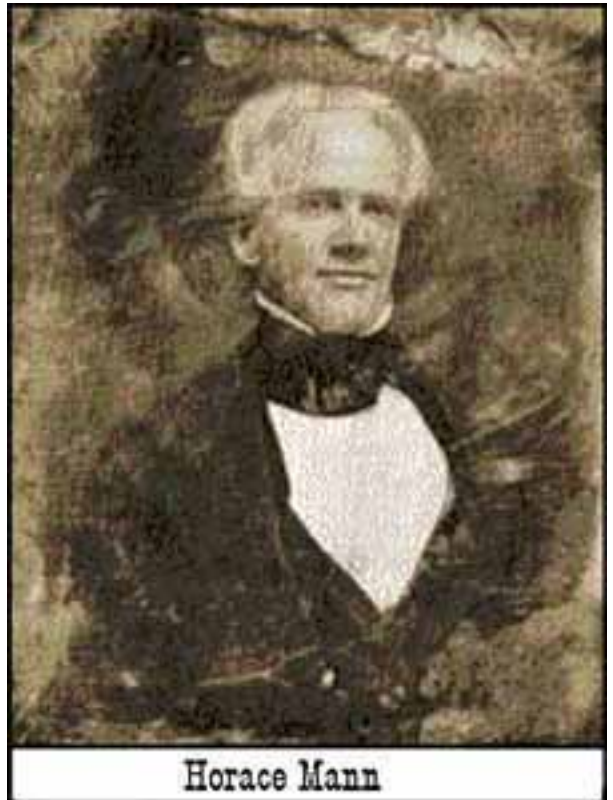
Beginning at the time of the American revolution, part of the genius of the nation has been the right to public education, based on the idea that all children, regardless of economic or social status, race, religion or ethnic background, be guaranteed government-paid, quality education. Founding fathers such as Jefferson favored the establishment of government-funded "free schools" in opposition to the aristocratic system in Europe, where education was limited to the wealthiest layers of society and largely overseen by the Church.

In the nineteenth century these democratic principles were advanced by such reformers as Horace Mann, who wrote in 1848:

*“If one class possesses all the wealth and the education, while the residue of society is ignorant and poor, it matters not by what name the relation between them may be called; the latter, in fact and in truth, will be the servile dependents and subjects of the former.”*

In the early part of the twentieth century, the working class took up the fight for public education, which was inseparable from the campaign against child labor. However it was only through the civil rights struggles, from the 1930s through 1960s, that universal access to the public schools was fully achieved.

Now, in the twenty-first century the right to sound public education for the working class has come into collision with the plans of the criminal cabal for a society primarily for the benefit of the wealthy. The rampant growth of class inequality has produced a state of affairs that is fundamentally incompatible with democratic “The whole issue of public money for ideologically-based schools will prove extremely divisive throughout the nation. The Republicans, the majority of whom support vouchers, will use the issue as a way to attack any Democrat who opposes vouchers as a tool of the teacher unions.

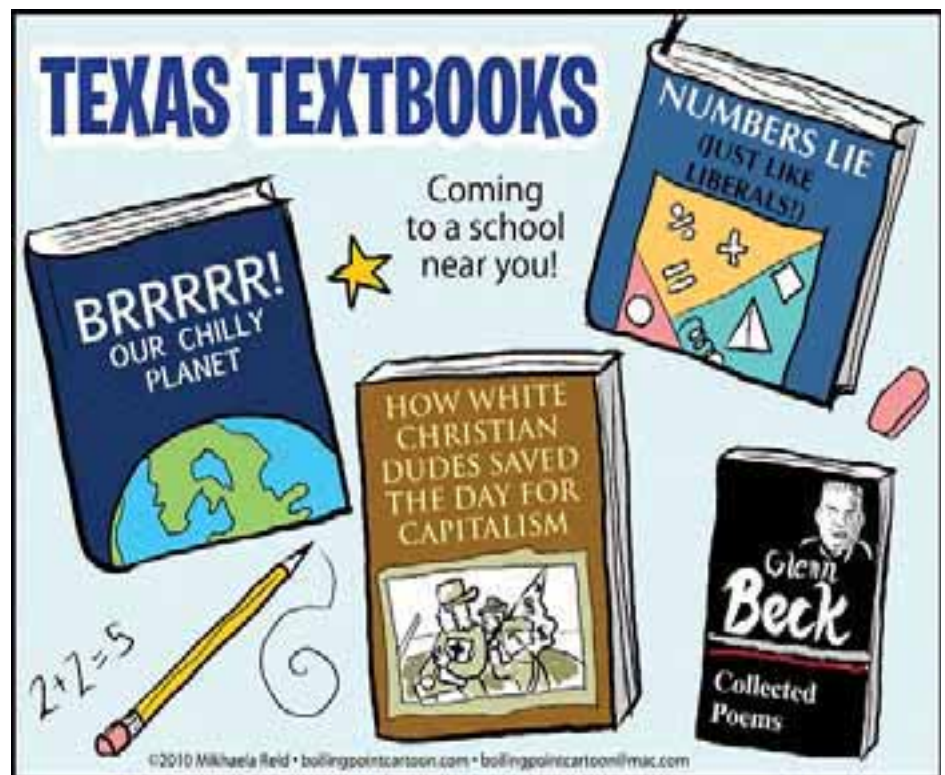


“[The Republican-dominated] Texas State Board of Education . . . filtered conservative ideology into many lessons, downplaying the importance of the civil rights movement while touting Newt Gingrich's 'Contract With America'; citing the "conservative resurgence of the 1980s and 1990s"; recognizing the roles played by Phyllis Schlafly, The Heritage Foundation, Moral Majority and the National Rifle Association; requiring students to read the speeches of Confederate President Jefferson Davis along with those of Abraham Lincoln; and recognizing country music as a significant cultural movement . . .”

Miguel Perez, “<Texas politicizing education>”(Web site) Creators Syndicate,

### A new birth of freedom

Americans are rapidly losing a sense of the traditional American values. Anti-intellectual, racist or right-wing multiculturalism has replaced education, bought-and-paid-for-politics has replaced democracy, funneling billions to the fat-cats has replaced statesmanship, and attacks on constitutional liberties has replaced political and judicial oversight.



### Teacher/Student Evaluation

The federal No Child Left Behind law (NCLB), which went into effect in 2002, was the cabal's strategy to reduce learning to mere memorization of inert content in books published by cabal fellow travelers such as Neil Bush. NCLB allows ignoramuses pretending to be teachers and scholars to create spurious content and evaluation instruments that indoctrinate students in reactionary principles. The pretence is that this policy makes schools "accountable." What this actually means is focusing most of the teachers' and students' attention on state standardized testing and results: memorization.



The law requires all schools to test students in grades 2-12 in reading, math and science. Each state chooses its own test and standards of proficiency. Schools that don't show that students are making "adequate yearly progress" toward achieving proficiency are subject to federal sanctions, including loss of federal funds, providing free tutoring, allowing students to transfer to another school, and if all else fails, a complete restructuring of the school.



Evaluation of teachers and students must be based on a clear understanding of what genuine education is:

1. Radical change in a teacher's and a student's thought and behavior
2. Ability in critical thinking: thinking for oneself based on understanding of evidence as opposed to mere authoritarian assertion
3. Self-awareness: cognizance of one's beliefs, strengths, and weaknesses
4. Critical consciousness: awareness of the world

“Teachers, their unions under attack, are becoming as replaceable as minimum-wage employees at Burger King. We spurn real teachers--those with the capacity to inspire children to think, those who help the young discover their gifts and potential--and replace them with instructors who teach to narrow, standardized tests. These instructors obey. They teach children to obey. And that is the point.”

Chris Hedges, Why the United States Is Destroying Its Education System, [truthdig.org](http://truthdig.org), 4/10/2011

## The College Scam and the **Student Loan Scam**

(Active video is in Dr. Livergood's web-site when you click the red above)

The cabal has destroyed American education and the U.S. economy, resulting in the Great American College Scam and the Student Loan Scam. The College Scam ---- Student Loan Scam

## National Inflation Association Point of View What We Must Do

The ravages that the fascist cabal has wreaked on the public school system are so fundamental that we cannot rejuvenate it. We must create our own private “commonwealth schools” (*All underlined between quotes below activates web-site info*) within a cooperative commonwealth community, to help us regain our sense, our ability to see what's happening, our intelligence. When our nation was founded, education was carried on primarily through just such private home schools where Americans learned the values of a democratic way of life.

As some are warning, any government system--public schools or voucher-based private schools--carries government control with it. Since the demonic cabal is using the voucher system to gain total ideological control of private schools, we must create private **“commonwealth schools”** within cooperative communities without resorting to vouchers.

Americans are currently in such a debilitated state of *ignorance* and *egomania* that our only hope is creating a small, experimental community in which to:

1. Educate our young people in *progressive awareness*
2. *Work toward a commonwealth*
3. *Develop a Saving Remnant*

Education must become the transmission of true human understanding to future generations. This will require a group of people assisting others to see that current "politics" and "education" are actually counterfeits of real social values, and developing *cooperative communities* which will create genuine educational institutions that will provide students insight into what is actually occurring in the world.

Notes:

**1 Obama's public education race to the bottom**

**2 To test for genuine understanding--beyond mere memorization--a test must go beyond the True or False or Multiple Choice formats. Authentic understanding of ideas can be evaluated using Agree or Disagree tests. The student does not merely indicate whether an answer is true or false or delineate what she takes to be the "right" answer. The student is asked whether a statement agrees or disagrees with a particular reading, which tests her understanding of the material. Examples of such tests:**

**Fromm essay**

**Stewardship essay**

**Recommended Reading**

**Barry, John M., The Ambition and the Power**

**Bentkowski: **The Destruction of Math****

**Eakman, Beverly, The Cloning of the American Mind**

**Gatto, John Taylor, **The Six-Lesson Schoolteacher****

**Gatto, John Taylor, **Gato Website****

**Gatto, John Taylor, Dumbing Us Down: the Hidden Curriculum of Compulsory Schooling**

**Green, Fitzhugh, Bush and Gold, Looking Forward**

**Hirsch, E.D., The Schools We Need**

**Iserbyt, Charlotte, The Deliberate Dumbing Down of America**

****The Subversion of Education in America****

**Jones, Kenneth J., The Enemy Within**

**Lionni, Paolo, The Leipzig Connection**

**Peter Sacks, Standardized Minds: The High Price of America's Testing Culture**

****The Rabid Right Attacks Education****

****The Drugging of School Children in America****

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Updates:

**1/7/2013: **Charter School Scams****

**10/15/2012: **Schools Are Breeding Ground for Passive Compliance****

**9/22/2012: **Chicago Teachers Target of Capitalist Austerity****

**5/23/2012: **Bill Gates Dictating Education Policy****

**4/9/2012: **Education for Social Control****



**2/26/2012: Successful Venezuelan Education**  
**12/5/2011: Gates Foundation Supports Education Privatization**  
**8/8/2011: Right-Wing Billionaires Invest in Wisconsin's Recall Elections to Save School Privatization Agenda**  
**7/28/2011: Public Money to Private Schools**  
**7/11/2011: Reactionary Schools**  
**7/9/2011: The Finland Phenomenon**  
**6/6/2011: New Privatization Fund**  
**6/3/2011: DOE "Rules" For For-Profit Degree Mills a Sham**  
**6/2/2011: DOE Warns Diploma Mills Such as the University of Phoenix**  
**6/2/2011: Indiana Voucher Nightmare**  
**5/12/2011: Koch Brother Buys Right to Interfere in Faculty Hiring at Florida State University Video**  
**5/12/2011: Scott Walker's Voucher Over-Reach**  
**5/3/2011: Teachers As Educational Products Delivery Systems**  
**4/21/2011: Reactionaries Push Voucher Systems**  
**4/10/2011: Why Capitalists Are Destroying America's Education System**  
**4/6/2011: Charter Schools: Brainwashing Agencies**  
**4/5/2011: Capitalists Controlling Education**  
**3/26/2011: Idaho's Republican Superintendent of Public Education**  
**The Dumbing Down of US Education**  
**Winter, 2011: How Billionaires Control American Education**  
**1/6/2011: LA Leaders Advocate Capitalist Control of Education**  
**12/11/2010: Finland's Educational Strategies; Reagan's Decimation of American Education**  
**11/10/2010: Privatizing Education**  
**10/5/2010: The for-profit university scam**  
**9/28/2010: Why Testing Fails Our Schools**  
**2010: Are Our "Schools" Concentration Camps for Mind-Destruction?**  
**4/1/2010: Reactionaries are rewriting history**  
**3/31/2010: Obama education plan boosts privatization, victimizes teachers**  
**3/13/2010: Obama spearheads nationwide assault on public schools**  
**3/4/2010: Obama's Assault on Teachers and Working Class As a Whole**

**3/2/2010: Obama Kills Rhode Island School  
School-to-Prison Pipeline**  
**1/12/2010: School As Institutionalization**  
**January, 2010: Texas Conservatives Rewriting School Textbooks**  
**12/24/09: Obama's Assault on Public Education**  
**11/23/09: The Higher Education Fiscal Crisis Protects the Wealthy**  
**September, 09: 9/11 Indoctrination Propaganda**  
**September, 09: Mark Slouka, "Dehumanized: When Math and Science Rule the School,"  
Harper's**  
**August, 09: Toyota's Dominance Over Public Education**  
**8/13/09: Education "Miracles" Don't Survive Scrutiny**  
**7/26/08: Literacy Debilitates Katrina Victims**  
**3/5/07: Textbook Propaganda**  
**8/22/06: Bush Family Profits from "No Child" Act**  
**12/16/05: Even persons who have college and graduate degrees are illiterate!**  
**3/1/05: Bush Cuts Education Funds for Poor, Disabled & Immigrant Students**  
**1/25/05: Bush Family Loots U.S. Education Funds**  
**8/13/02: US "school reform" throws students into the street**  
**7/6/02: Vouchers and Government Control**  
**7/1/02: US Supreme Court authorizes school vouchers: a simultaneous assault on  
freedom of thought and public education**  
**5/10/02: The Bush administration's proposal for single-sex schools is a giant step  
backward in the struggle for girls' and women's equality**  
**1/11/02: "Reading Between the Lines:" The New Education Law is a Victory for Bush  
-- And for His Corporate Allies**

***Email This Article***

**[http://www.hermes-press/education\\_index.htm](http://www.hermes-press/education_index.htm)**

When you click this at the bottom of his web-site, a blank Email will appear. You can send this to a friend or lots of friends. I am going to attempt to email this to as many of My Club Members as I can. You can copy this URL and paste it to an email and send it to friends. As you see above, he offers web-sites of his references. The latest ones begin at the top. Notice that the latest one was finished this year and goes back as far as

**1/11/02. The best site on Google will be the second one down. Then you will get the original real thing with all kinds of active words you can click. No matter what you are interested in, you will find it and you can get lost in there. He has given us the Existential Universe.**

**Well Folks, what else can anybody say about politics after this. All I will say is that future adventure stories will be limited to poems, cartoons and anything political will be limited to caustic jokes. We must all learn how to find our original interests and go do them. It is sad to see what we perceived as our heroes exploded, but we now have the truth and can proceed more correctly forward.**

**For my club members, I will be going to places where good rocks are and I have 75 thunderegg locations in my CD. Have I earned the rights to be vulgar enough to plug my CD? Its scientifically researched and The True Adventures of the Geode Kid is now about 1350 pages long with more that 600 color photos, maps, diagrams and graphs. It is still \$47.00 I pay the postage. For those who love traditional books, I have my scientific Formation of Thundereggs with color photos which are expensive to publish and it is \$125.00. The True Adventures of the Geode Kid comes in 4 volumes and each 200 page Volume with color photos and scanned topographic maps is \$47.00 postage paid by me.**

**See you next month where we will have a Mafia-type experience I was forced into and lived to tell about it. And lets see what happens when I try to send DR. Livergood's book excerpts directly to you with all the marvelous photos and cartoons.**

**I don't sell thundereggs over my web site, but you can find some of mine and a lot from my school teacher mining partner Loren Sing's site. To Google him, just print [lorenthundereggs.com](http://lorenthundereggs.com)**

**and you will see some so good only the Germans are buying them. But there are very fine ones there too from about \$20.00 to \$300.00 a pair. If you own a bank or oil company, I got a few pairs for \$2000.00!**

**R. Paul Colburn  
6235 Stirrup Rd. S.E.  
Deming NM 88030**

**The page below will be the month and year if you find any references in future episodes I may write: 000 (Page 32 for February, 2013) All pages in this episode automatically numbered, but you will still be able to find any future references. See you next month,**

**Paul the Geode Kid**