

THE TRUMAN PROPHECY



***RISE OF THE
INDEPENDENTS***

**State Schools' Remediation
Preview Package**

BRIAN R. WRIGHT

The Truman Prophecy

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FORENOTES AND ACKNOWLEDGMENTS

An advantage of writing one's first novel at standard retirement age, after decades of railing for righteous causes, is it provides the perfect occasion for 'lightening up.' Which isn't to say *The Truman Prophecy* deals with light or trifling issues, more that we should keep the Ice Ball Theory¹ in mind.

So please do not take anything herein too personally... or too, well, *seriously*. Only personally and seriously enough. My characters are clearly carrying on a grand polemic drama that implores the reader toward a grand individual decision. True or false? Independent or drone? Free or slave?

Red pill or blue pill?

... bringing up a major point: The Prophecy often tries to simplify its message via several longstanding cultural symbols—mainly movies and books—with which it assumes most readers are familiar. The red pill/blue pill choice comes from the 1999 movie, The Matrix; the book title itself relates to The Truman Show (1998) movie.

Other key symbols that show up at various times: Movie: The Wizard of Oz (1939); movie: Invasion of the Body Snatchers (1955); novel and movie: The Fountainhead (1943, 1949), by Ayn Rand; short story: The Emperor's New Suit (1837).

The latter piece by Hans Christian Andersen is the most apropos to the political thrust of the *Prophecy*. Which boils down to the Little Boy pointing out the obvious Big Lies of the royal entourage, while polite society recoils in disbelief... that anyone *dares* to question the King's official phantasm(s).

So easy does it. My Little Boy's stating the obvious will be unfamiliar, uncomfortable territory for readers still under Big Brother Media sway. I only ask that they (you) set your own eyes on the reality, think, and not look away.

¹ Ice Ball Theory: In a billion years or so, Earth will be an inanimate sphere of ice (or lava, or rock, etc.) and what we're doing, ourselves, in the next several thousand years probably won't mean much in the material world.

Remember, truthers only know that official stories are bunk; truth is determined by trial jury after grand jury indictment.

What's the difference between a prophecy and merely a story portraying a struggle for truth, justice, and liberty? Well, a prophecy asserts something of the result of the struggle; *this Prophecy*, frankly, conveys that the struggle will be successful. People will come to an awareness, an Independent Being consciousness—and declare themselves accordingly—in time to avert any Cosmic Bad News Scenario.

Note, too, that actual prophecies—of which the Truman is one (tongue in cheek)—are typically formed vaguely or nonliterally enough to admit a fair amount of deviation without being discarded. 'The Prophet' is fairly specific on events throughout 2016, and I (qua ghost writer) do envision them occurring (and will work diligently with others to see that they do). But if they don't happen exactly that way or of that scale, please don't slit your wrists or insist that I slit mine.

Let's content ourselves, in the case of nonliteral success, with having created a benevolent Virtual World—a vision to encourage subsequent iterations.

Some construction comments:

The novel includes plenty of journalistic reality. But characters to whom I've attributed actions germane to Prophecy Fulfillment I have tended to give fictional names.

In the table of contents, I draw attention to distinct, standalone segments of 'code' that help to illustrate the narrative or supply key lists [like the Threat Matrix (p. 24)]. Two of these recurring segments given special bolded headings are the '**10 Easy Pieces**' (ten pertinent facts that are not disputed by either side of an issue) and the '**Interlodes**' (page-length connective narrative, often lighter and character-driven).

ACKNOWLEDGMENTS

To the brave souls carrying on the fight for truth, justice, and liberty, and people who have helped me; sorry to miss anyone. No special order: David Lonier; Shane Trejo; Dennis Marburger; Pete, Doreen, Katie, and TJ Hendrickson; Rose Wright; Arleen Kuehn; Richard Kennedy; Dave Hooper; Randy Szabla; Pat Heller; Jim Dodson; George Meegan; Ayumi Woodman; James Lee Valentine; Dr. Tanya Dejkunchorn; Claudio Marty; Michael Atkinson; Dale Haviland; Gordon Bird; Brett Elkins; Rip MacKenzie; Jason Brandenburg; Jon Rappoport; Brother Karl Jackson; Dean Hazel; Daniel Simon; Dane Wigington; John Taylor Gatto; Josh del Sol; Barbara Loe Fisher; Jim Babka; L. Neil Smith.

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CURTAIN 7: 'BOTTING'²⁷ JUNIOR

Independent study, community service, adventures in experience, large doses of privacy and solitude, a thousand different apprenticeships, the one-day variety or longer: these are all powerful, cheap and effective ways to start a real reform of schooling. — John Taylor Gatto

4th Quarter 2015

With a reluctance bred of long familiarity, yet firmly, Troy Barlow came on board. He realized that TV and compulsory state schooling were the 1-2 sacred-cow PUNCH designed by the Men of the Power Sickness to knock out the last hopes of Independent humanity.

Troy, standing on the shoulders of giants of reform John Taylor Gatto and George 'Longwalker' Meegan, saw that the days of forced factory schooling for 'the masses' were coming to an end. Or... if not, the human race surely *would*.

Barlow—what most people called him—also had the insider knowledge of American so-called public education, here in the Lansing area where he had been high school physics and chemistry teacher, then principal, then district board member, finally being kicked upstairs to administration at the Michigan Department of Education (MDE).

Each position opening his eyes successively more.

The thing that struck you—even as a longtime compulsory schooling advocate-apologist—was the impenetrable bureaucracy of the beast. According to budget numbers you can find on the Web, the State of Michigan budgets about \$12 billion for K-12 schools and another \$0.5 billion to higher education—which numbers include the administrative costs incurred at Lansing MDE headquarters.

²⁷ Meaning turning into a 'bot,' an Internet Age term for an entity that performs a special automated function in cyberspace. Also simply short for robot.

All Troy could say was good luck in trying to find out exactly where all these \$billions actually go, to whom and for what. It's all shrouded in mazes and mystery.

He could see it first hand all along his career path, initially as a physics and chemistry teacher. It was his experience that people who became government school teachers—say, as opposed to private school, home school, or even Montessori School teachers—found the regimentation comforting: Lesson plans, facilities, class lectures, homework, scheduled breaks, even sports were all pretty much decided for you on high and filtered down without deviation.

To be candid, Troy, himself, found the regimentation soothing... heck, it cut down on real work, all you needed to do was follow a script. At the same time, despite the general tendency to take the easy way out, he often liked to branch off into his own line of thinking.

Prompted in the classroom, typically, by someone asking a stimulating or topical question that was off script. As in the movie *Pleasantville*, where someone might pipe up:

"What's at the end of Main Street?"

"Why do mom and dad sleep in separate beds?"

...typically, by someone asking a stimulating or topical question that was off script. As in the movie Pleasantville, where someone might pipe up:

- "What's at the end of Main Street?"
- "Why do mom and dad sleep in separate beds?"

The material for physics and chemistry tended to be fully orthodoxed in stone by now. Funny, though, how new ideas still were always cropping up challenging old paradigms, such as the concepts of Free Energy or crop circles and more evidence of other intelligent beings (OIBs).

... or in formal medicine the exposure of the AMA cartel and

suppressed cures for cancer and infectious disease... or the cartel's push for mandatory vaccination, despite overwhelming evidence of damage and ineffectiveness... or benefits of cannabis as pain reliever and cancer stopper. Etc., etc.

What Troy noticed, as he did his own independent research on the Web and alternative science sites, is virtually all the questions of standard conventional views bore directly on the issue of psychological independence.

Freedom of the mind... and political freedom of the body.

Inquisitive by nature and upbringing, Barlow also became increasingly curious about the process that created the scientific consensus in classrooms. It had to go through thousands, if not tens of thousands, of the proper authorities... countrywide.

Like manna from the High Priests and Yahweh itself, every educational bureaucrat from the federal department of education—annual budget ~\$100 billion (!!)—to the MDE in Lansing, to the local school boards and textbook selection committees. Barlow did not even want to *know* the true cost of the process... or how much real wealth was squandered or paid under (or over) the table to people doing jack, while building showy, pretend lives on the backs of the productive class.

Never have the people paid so much for so little.

You could make the argument that, because of local control through elected school boards, the government school system is responsive to the needs of actual parents and children. Yeah, right.

[Virtually all candidates for school boards are part of the 'education' aristocracy, who don't advance or enjoy six-figure salaries unless they play ball with the mind molding machinery. Moreover, all the big decisions about what gets into the classroom are socialized through that state bureaucracy and increasingly the federales.]

Like any compulsory service, the 'school racket,' Barlow quickly learned, is just that—the biggest con, possibly, in human history. Brainwashing 102 completing the mission of Brainwashing 101: the altruistic mantra that “we're from the government and we're here to help *the children*.”

Or else!

You don't get an analog opt out for the government schools... well, you do, you can pay for the teaching of your own children, but you still have to pay for sending everyone else's kids into the fodder-manufacturing mausoleum fed by the yellow busses. Choice? Not for most people.

But hold on! It gets worse:

The waste and sloth and mind control stand to become *federalized* very shortly, via a federal-corporate sponsored brainmoldology called Common Core (Collectivist Collapse, CC). CC is compulsory education on steroids; it makes the agenda crystal clear: nation-state Big Brother orthodoxy.

INTERLODE: "SOME OF MY BEST FRIENDS ARE ZOMBIES." [!]

In the peak years of the Ayn Rand movement—when her then intellectual heir Nathaniel Branden was in good graces and writing for *The Objectivist* newsletter—he came up with a concept 'social metaphysics.' Chance remembers the detailed definition to this day:

social metaphysics: the psychological syndrome where an individual holds the consciousnesses of other men, NOT objective reality as his ultimate psycho-epistemological frame of reference.

Informal *zombie* = automaton, acting on orders from external forces. IOW, social metaphysician... run by the consciousnesses of authoritarian others.

The social reality most of us have grown up is driven by conformity... to what our parents, teachers, ministers, media (esp. TV) tell us is true. It's on a visceral level; we're conditioned with images to respond emotionally in ways that the pathocracy dictates. As the pioneer of modern mind control technology put it:

"The conscious and intelligent manipulation of the organized habits and opinions of the masses is an important element in democratic society. Those who manipulate this unseen mechanism of society constitute an invisible government, which is the true ruling power of our country." — Edward J. Bernays, *Propaganda* (1928)

[Note that the book uses the term/concept 'neurarchy' to denote those 'who manipulate this unseen mechanism.'] Further, because what the masses have been conditioned to believe is so base and *emotional*, they react violently vs. any individual person who brings factual evidence, conceptual argument, or logic to question their high-class zombie image/feeling response syndrome.

"How DARE YOU question <insert any of ~50 official story perceptions>?!"

"YOU are disgusting, always going off on tangents, a conspiracy whacko! YOU must be insane! YOU are evil and a terrorist sympathizer! YOU are a danger to America and must be put away, drugged into submission, silenced!"

Why? Because YOU doubt their bundles of approved perception (APBs).

Unstated is the premise that mainstream media conveys actual news.

Further, TV has changed our mental world fundamentally. Per McLuhan:

The whole tendency of modern communication [TV]... is towards participation in a process, rather than apprehension of concepts.

Chance saw, particularly when the *Thrive* video came along in 2011, that Independent human consciousnesses in the spiritual (also rigorously conceptual) truth and justice movements were turning the tide against consensus-reality trance-infecting mind control. Even though disturbingly large numbers of our respectable peer zombies continued to be stuck in Big Brother Media APBs.

The Solomon Asch conformity experiments of 1951 gave Chance an epiphany: They showed that many test subjects would assert obvious lies if confederate stooge test subjects did .AND. subsequent research revealed that the test subjects' actual perceptions *actually changed* to fit the lie. Leading to the insight:

If social metaphysics alters perceptions in order to conform, it can be applied—as enhanced by the Prophecy—to render most 'zombies' into Independents.

[!] Not to be taken literally. Zombie reads better than social metaphysician.

Probably the *best* attribute of CC is that to fulfill its *worst* attribute (i.e. creation of obedient cannon fodder and consumers for the Fatherland) will require MUCH MORE MONEY. In other words, "You ain't seen nothin' yet, homey!"

As Yogi Berra says, "You can look it up!"

Barlow saw all this coming a decade ago.

That's when he walked outside the box and read John Taylor Gatto's magnum opus, *The Underground History of American Education...* which laid out the radical vision of decoupling the teaching and learning of children from the state... especially removing any *force or coercion* of the equation. Also, presenting a unique set of ideas for full flowering of the average child's mind, consistent with many of Maria Montessori's innovations... only more so.

He tried to apply Gatto's insights—in fact, Montessori's, too—as best he could to his own Hinterland schooling circumstances. Gatto, himself, was thrice Teacher of the Year in New York City, then twice Teacher of the Year for New York State. And the students began to respond to 'Dr. Barlow,' as they called him... because, mainly, he challenged them and, so, well-fit the archetype of caring, knowledgeable educator (from *educare*: to draw out).

As a consequence of his special efforts, Barlow won the highly coveted Teacher of the Year Award for Central Michigan. But he knew, in this case especially, the exception proved the rule: all his applied virtue and the value it engendered for a lucky few individuals were accomplished *despite* the system, not because of it.

Hard lesson: The precious lives and learning of 99.9% of the remaining 1.5 million Michigan government school students would be restored and advanced immensely with a second grand act of Abolition. Once and for all, ending the monstrosity of universal mind-slavery called compulsory state education.

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Note: As a transition, the government might keep a handful of 'schools of last resort' for kids whose parents cannot afford for them to be minimally educated.

Abolition is not all that big a pill to swallow.

Especially, when you consider that by the MDE's own records, the percentage of Michigan state school attendees grades 3 thru 8 with proficiency in math and reading for 2014-15 is a whopping 38.5%. [On an optimistic note: up 0.7% from the previous year.]

What really troubled Barlow was not the dry stats, but the destruction of minds and even souls. What the system seemed calculated to do was deliver to any parent-child combination forced to walk through its doors the message: "Abandon all hope ye who enter here!"

"All in all, you're just another brick in the wall." — Pink Floyd

Yet the propaganda machine behind so manifestly dire an institution was so well oiled! When Barlow first took aim at the symptoms from the inside, he had to be very careful. [Troy's situation reminded him of the scene from that Woody Allen movie, *Stardust Memories* (1980), where Allen's character approaches a group of aliens with some deep philosophical inquiries. To which they reply in a monotone, in unison:

"These are not the right questions!"

Thus, for the most part, Barlow had to stay on the QT, keep his opinions to himself. Even when he won the school-board position, eight years after, the politics would never have enabled him to declare his vision to remove the state from public schools.

For the past two years, Barlow had been well-employed as a lead analyst with the Career and College Readiness project. Candidly, another government fiefdom where good ideas and people are sacrificed to the lowest common denominator of any government enterprise: petty squabbles over authority.

"THERE IS NO WAY TO FIX THIS!" he wanted to scream.

"BLOW IT UP AND START OVER," of course if he'd said anything like *that*, here in Snyderville, Michigan, there'd be hell to pay: "Hi, Maria," [call to wife], "yes, I'm being detained for 'danger speech,' and have no idea where I am or where they're taking me. They won't take the hood off... and keep dunking me in water... from Flint."

So he laid low. Bided his time. Barlow loved to teach and to learn. He was certain the new voluntary education system would sprout wings and come a callin' for solid talent like his. Until then, he would work with Toto Worldwide and help Hiram Chance—Chance, who years ago had married Troy's wife's sister, Arianna, was like extended family—to found and build the Healthy Minds Toto Affiliate and 1st Chapter.

Thus, Barlow, having read and appreciated Chance's *After 9/11 Truth* activist book (and also the Toto Worldwide prospectus), was reasonably well versed in the Toto concept and process. He knew the four basic elements of the Toto truth:

1. the short explanatory booklet
2. the personal letter of persuasion
3. the list of obvious official story contradictions
4. the questionnaire of 10 easy pieces

Great source material existed for them all, and Barlow knew that Chance was on board and ready to help launch. As for Item #1, Barlow had read both Gatto's major work (*Underground History*), then more recently, in the past two years, he became aware (through Chance who published the work) of an equally culture-bearing book by a native Englishman named George Meegan, *Democracy Reaches the Kids!*

George Meegan, a sailor in the British merchant marine, between 1977 and 1983 walked the entire length of the South American/North American continents—from Tierra del Fuego to Point Barrow, Alaska (more than 19,000 miles, the longest unbroken walk of all recorded history). He is the holder of Eight Guinness World Records!

Meegan wrote the book, *The Longest Walk*—latest edition published 2014. A pure, transcendent masterpiece epitomizing the modern world adventurer.

What Barlow wanted to do in preparation for his meeting with Chance and production of the initial letter of persuasion and questionnaire was to lay out some of the key observations of both men: John Taylor Gatto (who precociously lays out the general *problem* with modern schooling) and George Meegan, who presents a remarkably specific, while expansive, world-wide *solution...* in *Democracy Reaches the Kids!*

Barlow then recorded some characteristic work of the consummate New York Teacher of the Year, JT Gatto, from a recent presentation as follows:

ADVICE FROM HARVARD: 10 SKILLS FOR SUCCESS IN THE
GLOBAL ECONOMY, BY JOHN TAYLOR GATTO

As I have often said, and proved with documentation, forced institutional schooling was never a home-grown American phenomenon, but from the beginning was an importation from a socialist European military state by our industrial leadership, an import imposed by force on our population which, in many locations reacted violently to what was widely seen as a coup by financial interests, a coup intended to prepare our future citizen base to abandon its dream of independent livelihoods in favor of competing for "good" corporate "jobs," employment subservient to managers.

It was a transformation noted with horror by Abraham Lincoln, who thought it signified a re-assertion of the British social class system on our shores, brought back by British bankers financing the westward expansion of the U.S., in the middle 19th century, men made uneasy by the voice given by America to ordinary families and working class individuals; men determined to end popular interference in management by infiltrating, and weakening the minds of future citizens.

According to a brilliant American scholar, Anthony Sutton, writing in a book I highly recommend, entitled, "America's Secret Establishment," schooling was inserted into America by an elite German secret society, working through Yale University and Johns Hopkins to gradually infiltrate every institution, directing all policy toward the end of American sovereignty. Sutton supplies chapter and verse of this sophisticated conspiracy, tracking it through its inception at the University of Berlin and the Prussia of Von Bismarck and following it through the thousands of American young from wealthy families studying in Prussia for the coveted PhD degree, granted only there in the 19th century, not in the states.

To achieve this ambitious goal of national domination, the common American population, according to the plan was to be converted from an independent citizenry into a proletariat, a landless, lightly-rooted ignorant rabble, one freed from religious faith, an inactive, indifferent mass, one content to be taken care of by a paternalistic government, one stripped of religion and traditions of liberty, independence, self-sufficiency, family ties, and concern for politics, content to cede all such matters to bankers, lawyers, business interests and the American counterpart to Britain and Germany's upper classes.

A mass man dedicated to the proposition that a person got ahead in life by pleasing higher authorities, and by surrendering any personal principles disfavored by one's superiors. These are the core principles taught by mass institutional schooling, habits drummed in by 12 years of confinement.

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If they were serviceable, according to what history shows to be America's unique genius—invention and innovation, this coup might not be so objectionable, but obviously they directly contradict what earned us our wealth and leadership position among nations—ingenuity, inventiveness and common ambition.

The children I taught had been deliberately infected with the delusion that an entity called “mass man” actually exists, that human individuality is largely a reflection of economic and social class, and it can be scientifically engineered by bureaucracies linked with one another—the great socialistic fantasy, an ultimate statement of materialism.

Socialist politics rejects individual enterprise as an enemy of collectivism; socialism holds that all human beings are the same at the core, without any proper claim to individualized treatment in preparation for maturity. In such a reality, only the political state can direct the training of young people. But because state prescriptions are too rigid to fit everyone, children rebel, listen less and less; their disobedience is a natural defense of their unique spirits.

The delusion that people can be treated as a mass leads inevitably to types of organization and procedure which drive people literally insane because it bleeds significance from everyday choices, makes a mockery of free will; this mental distress is a legacy

of bureaucratic schooling, a byproduct of efficiency engineer Frederick Taylor's notion that societies can be “scientifically managed” as if they were factories or coal mines, not much different than machinery.

But crucial differences exist, whether one believes in divine destiny or not; machinery can only be improved by interventions from outside while education only happens when much of the directing force is generated from inside the student; people only improve in limited ways from outside interventions. Individual growth has to be struggled for, to be taken. *Nobody can do it for you.* A few years back, the School of Government at Harvard issued advice to those planning a career in the future global economy; it said school credentials will be devalued compared to real world skills acquired by experience; it identified 10 qualities to meet the changing standards, none of which are usually found stressed by public schooling:

The delusion that people can be treated as a mass leads inevitably to types of organization and procedure which drive people literally insane because it bleeds significance from everyday choices and makes a mockery of free will.

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1. Ability to define problems without a guide.
2. Ability to ask questions that challenge common assumptions.
3. Ability to work without guidance.
4. Ability to work absolutely alone.
5. Ability to persuade others that yours is the right course.
6. Ability to debate issues and techniques in public.
7. Ability to re-organize information into new patterns.
8. Ability to discard irrelevant information.
9. Ability to think dialectically.
10. Ability to think inductively, deductively, and heuristically.

How could schools even function if children were encouraged to challenge prevailing assumptions? If you want your kids to follow Harvard's advice, you'll have to arrange a work plan by yourself, expect no help from your school district.

A math book common in the northeast U.S. in the 1830's was *The Self-Taught Mathematician*, the story of an 18 year old boy who taught himself geometry, Latin, and physics, having learned to read at the age of 8, after which, one by one, he acquired scholar textbooks, and by asking questions of adults, self-taught a college-level curriculum. The message was that if he could do it, so could you. And if Harvard is right about its 10 precepts, so had you better.

One final sign of educational deterioration is to examine the first three subjects George Washington studied, without a school to assist him. They were: 1) geometry 2) trigonometry, and 3) surveying. By age 11 he was official surveyor for Culpepper County, Virginia, earning the contemporary equivalent of \$100,000 a year, a base from which he built the largest fortune in the colonies.

Force-feeding young minds with stimulating intellectual challenges is part of the time-honored formula of classical education repudiated by institutional forced compulsion schooling that seeks a different end-result than traditional educational purposes that lead to an active citizenry-- the last thing wanted in a socialist state.

The philosophical debate between warring visions of the best future society should be understood by anybody seeking education because the reality of both sides in the debate must be dealt with by anyone growing to adulthood in societies divided against themselves; a price must be paid by those who deviate from the leadership point of view, and that must be weighed in decision-making.

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Educated men and women understand every side of an argument and are careful to stay away from one-sided presentations which customarily distort half of every issue. Mastering all points on the political/social compass demands toleration of perspectives one may not like much, but which must be confronted.

If you can successfully predict what your source of data is going to say, that is cause enough to dismiss it as accurate or fair-minded--which is why CNN, FOX News, and partisan talk radio commentators are held in low regard by educated people. Some years ago, a famous satire in Harper's Magazine by its editor, Lewis Lapham, reported at length on the Republican Party political convention without even attending it! That was a flagrant example of so relentlessly broadcasting a biased point of view that one's message is discredited in advance of being heard.

For devotees of television serial dramas like "Law and Order" and "CSI Miami" or followers of genre fiction like westerns, horror movies or science fiction, the formulas followed are so rigid that artistic insights into the human condition are unlikely and even unwelcome, so any educational value is strictly limited. Once a commercial formula for storytelling is established, the tendency of financial investors in "popular culture" projects is to demand repetition of what worked in the past, making mass entertainment in movies, music, and drama virtually devoid of artistic insights and thus of educational value, reducing their value to time-killers.

For these reasons, and because time to learn is limited, prudent seekers of intellectual development often focus their investigations to time-tested "classics," acknowledged by respected critics to contain artistic value. This is to illustrate the Harvard principle that the best minds screen irrelevant material from their attention, principle number eight on the list above; of course, in institutional schooling one attends to what is ordered by superiors, no selectivity is allowed to students.

Merely disliking material is insufficient reason to avoid it, a case proving its irrelevancy must be mounted and accepted by authorities, Harvard principle number five in action. Finding ways to practice all 10 of these assertions will be a useful tool for all your students to use in demonstrating an educated command of mind.

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So there you are, an eloquent statement of the problem of public and higher education. Here's a little more specific history from Mr. Meegan himself in *Democracy*:

PRUSSIA'S VICTORY AND THE END OF THINKING

By the 1800s educational authority had in some places seeped to the People. Well, not really the People, but anyway at least those who used (actually high-jacked) the People's name, namely the various forming bureaucracies of the time. The teaching 'profession' counts as its roots Paris's *Ecole Normale*, 1794. It was reserved for men, of course. Modern schooling as we know it goes back to 1819 *exactly* and owes its birth in the modern form to Prussia's latest military defeat.

After its debacle at the Battle of Jena (1806) the Prussian royalty came to the conclusion that in order to start winning wars again it must get "back to basics." (Heard that expression anywhere before?) The then king, Frederick the Great—also (helpfully) known as *Grave Digger*—knew precisely how they were going to deal with this: in a word, schooling. (Categorized by Kagan as 'splendid educational system,' *Origins of War*.) The purpose, the goal, was brazenly stated in 1819 and in these graceful terms:

- 1) Obedient soldiers to the army
- 2) Obedient workers to the mines
- 3) Well subordinated civil servants to the government
- 4) Well subordinated civil servants to industry
- 5) Citizens who (all) thought alike on (all) major issues

"When is the last time you spent time with people who are exactly as you are?" So there it is, School. We can thank again Prussia for this borrowed technique.

Importantly, this Germanic way of education reached the USA via new fangled German educated Ph.D.s, such as G. Stanley Hall and even the famous John Dewey—though I understand Dewey believed in real democracy as a way of life. These cohorts, anyway, carried the seeds of the above into Great Democracy USA, resulting in a massive piece of social engineering. For example, during the early part of the 19th century, some Massachusetts mill owners set up schools for themselves with these stated goals:

- the teaching of 'literacy'
- the teaching of 'obedience'

All the better of course to produce the docile factory fodder, then needed for the burgeoning industrialization of the region.

Laying out the foundations of social control of the masses—the molding of minds into one common framework of perception, willing to march to the tune of the Fatherland.

THE 'PROGRAM' OF *DEMOCRACY*

Barlow wasn't sure whether anyone had summarized the program of general K-12 and subsequent education proposed by Mr. Meegan... perhaps because the style of *Democracy* is sprinkled Alvin Toffler²⁸ like with flowing observations and quick morsels of insight (i.e. not written in a boring textbook style). So Barlow thinks he'll have a go at the main 'solutions' proposed.

The long and short of 'the Democracy Program,'²⁹ if that's what you want to call it, are two subprograms pertaining to a) what we would refer to as K-12 education in the States, and then b) college education through the typical four years leading to a bachelor's degree.

Meegan's designations for a) and b) are as follows:

a) **The Basic Requirement (B Req)**—corresponding to the high school graduation marker. The B Req consists of the following six 'Requirements:'

i. *Number 1 Requirement—Communication.*

Fluency in one's mother tongue, language; communication training should be intense, saturation, and a higher standard than is common today.

ii. *Number 2 Requirement—Computer Literacy.*

Self-explanatory. Also be wary of too much use of computers, as in the degeneration of social life into video games and texting.

iii. *Number 3 Requirement—Environment.*

As the climate engineering high-crime and less intentional factors exhaust planet earth's ability to sustain life, start children off with local awareness, such as:

- following the origins of tap water
- discovering nearby river ecology
- chatting with zoo workers

²⁸ Alvin Toffler: author of culture-bending *Future Shock* (1970)

²⁹ Meegan refers to the whole enchilada as Education 2000.

- taking a look at factory farming
- studying the disposal of garbage.

iv. *Number 4 Requirement—Culture.*

Local and the world. Culture ~ the way individuals do things traditionally in community—esp. tied to native language. High points for preservation and advancement of.

v. *Number 5 Requirement—The Physical.*

“Our youth, we all, should touch as many sports and pursuits as possible. Why should just the jocks alone become heroes, why not everybody? Education 2000—physical (with its cultural overtones) would become a perfect place to restore the zillions of lost or dying sports....”

vi. *Number 6 Requirement—Social.*

“Social’ is the place of many things, anything from public speaking to social manners (which fork to use), courtesy in speech, that sort of thing.... Manners save the world!”

Moving parts in rubbing contact require lubrication to avoid excessive wear. [Good manners, consideration] ... and formal politeness provide the lubrication where people rub together. Often the very young, the untraveled, the naive, the unsophisticated deplore these formalities as 'empty,' 'meaningless,' or 'dishonest,' and scorn to use them. No matter how 'pure' their motives, they thereby throw sand into machinery that does not work too well at best. — From the 'Sayings of Lazarus Long,' Time Enough for Love, by Robert Heinlein

To keep correspondence to the current high school graduation, some minimal competence will need to be demonstrated using a point system, details to be worked out as the market develops. [Hint: it will be far more rigorous than current public high school graduation requirements, at the same time individualized across the board (and across all ages, ethnicities, economic status, what have you).]

- b) **The Basic Personal Graduation (BPG)**—Meegan's idea for advanced education, where a bachelor's degree corresponds to so many points. (George suggests 2000, in tribute to the new century.)

The BPG is George Meegan's ultimate vision for higher learning, and with it some marvelous innovations, such as a life learning scroll replacing the static diploma.

It must be stated immediately that the cost to 'society' of the Democracy Program is *zero*... while the benefit is astronomical. Rates for teaching are decided by negotiation in the marketplace. In essence, humanity gets a fresh start, almost immediately. The entire world becomes teachers and learners, simultaneously... and each person becomes both.

Next stop, Mars and the moons of Jupiter.

WRAPUP: HEALTHY MINDS TOTO AFFILIATE/CHAPTER BUILD

So Barlow and Chance would be working together on this most critical founding, early in the next year. Because the government's school system was so solidly rooted in the West, and in the US particularly, as universal classic mind control, it was doubly difficult for the non-Independents to see it as a core problem. That would change.

Barlow was stoked about the Prophecy when it came to teach-learn... even after all the decades of mind control from the Prussian model of schooling, followed by Edward Bernays and his sophisticated tools for manufacturing consent in the early 20th century (through the 1950s), and *then* supercharged by TV—the scourge of the literary, conceptual faculty.

The Independents would rise.

No more botting junior or anyone else.

The first tentative questionnaire they devised appears below. One can make the case that the conscious subjugation of great numbers of individual human minds is one of the highest crimes against humanity imaginable.

But those who perpetrated the original Grand Crime are long dead. **Perhaps we can grand jury the current lot** of manipulators who are using tax money to perpetrate Common Core and other atrocities on our captive children...

10 EASY PIECES – ROTTING BRAINS, PRUSSIAN STYLE

Do you know...

[Drawn mostly from a presentation³⁰ of John Taylor Gatto—NY City Teacher of the Year and NY State Teacher of the Year, author of *The Underground History of American Education*.]

1) We live in a time of great school crisis?

Our children rank at the bottom of nineteen industrial nations in reading, writing and arithmetic. At the very bottom.

2) Our form of compulsory schooling is an invention of the state of Massachusetts around 1850?

It was resisted - sometimes with guns - by an estimated eighty per cent of the Massachusetts population. The last outpost was in Barnstable on Cape Cod not surrendering its children until the 1880s when the area was seized by the state's military and children marched to school under guard.

3) Before compulsory education the state literacy rate was 98%?

After compulsory education the figure never again reached above 91% (where it stood in 1990).

4) The homeschooling movement has quietly grown to a size where 1,500,000 young people (~2 million today) are being educated entirely by their own parents in community?

... the education press reported the amazing news that children schooled at home seem to be five or even ten years ahead of their formally trained peers in their ability to think.

5) Schools were designed by Horace Mann and some other men to be means for scientific management of a mass population?

Schools are intended to produce through the application of formulae, formulaic human beings whose behavior can be predicted and controlled.

6) Although teachers do care and do work very hard, the institution is psychopathic?

It has no conscience. It rings a bell and the young man in the middle of writing a poem must close his notebook and move to different cell where he must memorize that man and monkeys derive from a common ancestor.

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³⁰ Gatto accepting the NY City Teacher of the Year Award on January 31, 1990.

7) Well-schooled people are irrelevant?

They can sell film and razor blades, push paper and talk on the telephones, or sit mindlessly before a flickering computer terminal but as human beings they are useless. Useless to others and useless to themselves.

8) The daily misery around us is in large measure caused by the fact that we force children to grow up absurd?

Any reform in schooling has to deal with its absurdities:

- a) **It is absurd and anti-life to be part of a system that compels you to sit in confinement with people of exactly the same age and social class?**— That system effectively cuts you off from the immense diversity of life and the synergy of variety, indeed it cuts you off from your own part and future, scaling you to a continuous present much the same way television does.
- b) **It is absurd and anti-life to be part of a system that compels you to listen to a stranger reading poetry when you want to learn to construct buildings?** —...or to sit with a stranger discussing the construction of buildings when you want to read poetry.
- c) **It is absurd and anti-life to move from cell to cell at the sound of a gong for every day of your natural youth in an institution that allows you no privacy?**— ...and even follows you into the sanctuary of your home demanding that you do its 'homework.'

9) Two institutions at present control our children's lives - television and schooling, in that order?

Both of these reduce the real world of wisdom, fortitude, temperance, and justice to a neverending, nonstop abstraction.

In centuries past the time of a child and adolescent would be occupied in real work, real charity, real adventures, and the realistic search for mentors who might teach what they really wanted to learn. A great deal of time was spent in community pursuits, practicing affection, meeting and studying every level of the community, learning how to make a home, and dozens of other tasks necessary to become a whole man or woman.

10) Children attend school 30 hours a week, use about 6 hours getting ready, going and coming home, and spend an average of 7 hours a week in homework, a total of 45 hours + 55 hours watching TV (out of 112 waking hours)?

During that time, they are under constant surveillance, have no private time or private space, and are disciplined if they try to assert individuality in the use of time or space. That leaves 12 hours (9 if you allow for meals) a week out of which to create a unique consciousness.

The foundation of the Truman Prophecy and its fulfillment lies in the individuals who come together as a team to, first, reveal the truth (per Toto).

Those who volunteer in the Toto phase are heroes of the fulfillment, because like the little dog in the Wizard of Oz, they fearlessly pull back the curtain for all to see. Cheers and kudos to the hundreds and thousands of them that materialize.

But the followon justice aspect is what fulfills the Prophecy. The revelations and those doing the truth sharing support the Dorothy phase, which is where all the action lies.

'Dorothying up' at its core enables a common sense, First Principles-based grand jury process for evicting the high-criminals (revealed via Toto) from civil society... to send them to prison, to have them pay reparations, or to simply to require them to renounce their crimes and lies and be relegated to subsistence living, obscurity, with no further access to public affairs.

It also serves as the next stepping stone across the stream leading to Declaration Day and a full blown World Society of Independents.

Truth, Justice, Liberty.

Toto, Dorothy, Coming Home.