

REVEALING SCHOOL

Discover What School is Really Doing to Your Children...

and why.

BRITTON LATULIPPE

Revealing School:

SAMPLE BOOK

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BRITTON LATULIPPE
THE ART OF RAISING CHILDREN FOR GREATNESS:
REVEALING SCHOOL

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BRITTON LATULIPPE

No one understands education like Britton LaTulippe. This homeschooling father of seven is the author of more than 70 children's books and *The Art of Raising Children for Greatness* series, creator of several early-learning curriculum sets, and the founder and president of Blue Manor's Online Academy. Mixing personal stories from the ten schools he attended in six different states, together with history, politics, and psychology, he weaves together the frightening and fascinating tale of American education.

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Revealing School:

SAMPLE SECTIONS

More Blood

(Introduction, p.13-15)

It was late, and only a candle glowed. A little girl's mind was drifting now, wandering in and out, back and forth, blurring, and then struggling to focus. The end was near. Just hours ago, her eyes had been wild and determined, but now they were sunken and glassy. Death was hovering in the room.

"She is leaving us. Please save her!" her mother whimpered. Her father squeezed the doctor's arm.

"More blood! We just need more blood!" the old doctor demanded. "Hold her down."

And so, for what seemed like the hundredth time, the sobbing mother and helpless father grabbed their little girl's legs and arms, bracing themselves for a struggle. But there was no struggle this time. Their daughter had no fight left. Only her soft eyes flickered as the doctor made his incision. Again blood spilled out into the pan, and her rosy cheeks went pale.

Minutes later, the small child was gone—her blood pooled in saucers around the room. Hadn't her parents done all that was humanly possible? The doctor had bled her all night, but her fever was just too strong.

Yet they are haunted anyway, wondering if more could have been done. Perhaps if they had started bleeding her earlier and longer? The parents stand bitter and broken over their lifeless daughter, but oh what pain should they discover the truth—that it was not her illness, but the doctor’s cure that killed her.

For 2,000 years, parents just like these held their children down while “experts” bled them to death, never once suspecting the treatment. The practice of medical bloodletting has ended, but a new one has begun.

Schooling children is a modern form of bloodletting, a practice so widely accepted and endorsed by paid “experts” that parents don’t blink an eye as they hand their own children over. With enough schooling, the experts promise they can cure ignorance, poverty, and crime. Public schools have been in session for 200 years, and all those things have gotten much worse. Just as they did in the past, parents stand helplessly by as their children wither away before their eyes. And just as before, the experts chant, “More school! We just need more school!” And again, the sickness grows with the “cure.”

Revealing School is dedicated first to the children being bled by the public schools. I have been there too. I have experienced the frustration, boredom, mindless learning, and bullying. I feel your pain, and I’m trying to get you out. If I fail to convince your parents with this book, I am genuinely sorry. But don’t lose hope. School is hell, but it does end eventually, and then life can begin.

Secondly, this book is dedicated to parents. All parents, and most teachers, can sense that school is harmful, but they have been convinced by experts that it’s a necessary evil. But school is not necessary and only hurts children.

If you think I am being a little melodramatic, it is only because you have not finished this book yet. If after reading

this book (and you must read the whole book, especially Part III), you still think I'm an alarmist, then I cannot awaken you—school has already bled you to death!

CliffsNote Scholars

(Part 1, p.44-48)

History has savored few works so great that when the brains that fashioned them are dirt, their ideas reverberate for centuries. Reading the classics *IS* education, and the opposite is also true. Having never touched the classics, it would be hard to call yourself educated. Yet schools have utterly annihilated the classics, mutilating and twisting them into benign relics. This is another proof that school is not education, but an industrial impostor.

In 9th grade I believed I was reading Charles Dickens' *Great Expectations*. I was too stupid and too trusting to see the 30 page textbook excerpt for the obvious counterfeit that it was. Having never heard of the book, knowing little of the author and not even comprehending the word "abridged," I readily accepted the forgery.

It was the longest, most painful 30 pages I'd ever read. The plot was elusive, the conclusion foregone and the characters unmemorable. Each mini-chapter was followed by a barrage of short questions. Where did Pip first meet Estella? I had to think, what was Pip and who was Estella? The condensed chapter was a mere 5 pages and I couldn't remember! I'd flip back through, and OH YES, Pip was the main character... but who was Estella?

In truth, I never finished the reading. It was just too dull to endure. There were only a handful of students who did and, although I never discovered the source, one of them answered the questions and let others copy. I'm sure the answers I

copied outside the classroom door moments before the bell rung us in were merely a copy, of a copy, of a copy, of a copy. I was careful to mark a few answers wrong to throw off suspicion and in that way I cheated my way through that painfully boring text.

Years later I discovered the truth in a *Barnes and Noble*. I held up an unabridged *Great Expectations* and it was as thick as my balled-up fist. But instead of wondering what I had missed, I wondered how such a dreary book could stay in print. Who would buy it and who could read it to the end? Thirty pages had rubbed my mind raw; I shuddered to imagine the misery this unabridged original would inflict.

It was out of curiosity that I finally poked my nose into the classic just a few years ago. I really only meant to examine the book, to turn it over and thumb through a few sample pages. But eventually, I landed on the first page and took a small nibble. It was a bumpy and slow start, but *Great Expectations* soon had its talons in me. There were no cheap or perverse thrills; no sex, horror or gore as modern authors use to shock and hook youth today. Instead, I discovered why *Great Expectations* is a time-honored classic. The story was so deep and intriguing, not like a fantasy, but in a reality that readers could share. It is enough to say that the book is a *classic* that every educated man should read and reflect on.

Tremendous are the insults to these great free-thinking authors, whose works are read by children under compulsion. What should have been selected and treasured, read slowly, pondered in solitude, read again, and then reflected upon throughout the reader's entire life, is assigned reading of a dismembered corpse, that has nothing in common with the original.

It's bad enough that schools allow greasy, industrial publishing houses to shred 60%, 70% even 80% of these great

works. I suppose red-penned publishers consider themselves qualified to cut and mangle a greater man's work – as if they have a superior sense of what parts are worthy to remain. But then to scoop up the scraps, bind them, and stamp them with the same author's name and title so as to pass the work off as an original classic, instead of a fantastic forgery, is the great fraud of public education.

Of course, the classics are not the only casualties of government schooling. Every school subject is a grotesque perversion of the genius that should be reflected. Math is a code that binds and yet unravels the mysteries of the universe, that's brilliantly articulated by true mathematicians and scientists. Yet in school, math is a billion worksheets – a 13-year pounding of sheer repetition.

Behind math, history is the most loathed by school children. History is a flow of stories – powerful stories – about the people and events that transformed the world. However, school has gutted history, exchanging it for a force-feeding of stale lists of disconnected facts and dates. If a child could read Thucydides, Herodotus or Tacitus he'd develop a ravenous appetite. But I'd wager that less than 1% of high school graduates, even honor students, have even heard the names, much less touched the works of these brilliant historians.

And, I imagine, if Shakespeare himself had endured the lashing of grammar lessons as our children endure in modern schools, he might have shared the same distaste for writing. Or worse, he might have poisoned his great works by following the prescribed edicts of an unskilled English teacher, and as such, rendered his work "correct" but dismally boring and undesirable. Surely he would not have dared to invent over 1,700 new words by rearranging, connecting, misusing and concocting. Can you imagine him explaining this to his English teacher? Can you imagine what a poor letter grade

he'd receive for so carelessly disregarding the official rules of grammar?

School shelters students from the truly great works and great men and women who have, and are, shaping the world. In place of their inspiring genius, schools use textbooks. Textbooks are nothing more than glorified CliffsNotes. They are the scribbles of publishing houses, not the expounding of geniuses in their respective fields. Textbooks even share the same purpose of CliffsNotes, boiling great works of literature into little more than characters and plot outlines used to fill in standardized bubble sheets. Textbooks systematically wring subjects of every trace of passion, genius and inspiration that otherwise would have been discovered.

The handling of subjects in school is such that students endure what is assigned and never read a page further. So children do little more than ingest the CliffsNote perversions, skeletons and shadows of education and learning. This is a terrible school-inflicted wound, rendering the graduates nothing more than CliffsNote Scholars.

Cage Psychology
(Part 1, p.84-92)

Imagine that you see a wild parrot perched on a low tree branch. As you watch, the bird runs frantically back and forth, flapping its wings, but never taking flight. Then he begins violent head-bobbing and erratic swaying, followed by a squawking fit of rage. Next he runs to the tree trunk and bangs his head into it over and over and over. He stops, doesn't move, listens, then begins to rip at his feathers, plucking them until his skin is bare. But even then he doesn't stop tearing. The point of his hard beak gnaws at the flesh until it bleeds. Then, as he started the tantrum without cause, he ceases in the

same manner, suddenly and unpredictably; curling his head into his chest, he falls asleep.

On such an observance you'd rightfully conclude that the bird was diseased or mentally retarded. But if you saw the same behavior in a caged parrot, or if someone mentioned that the deranged parrot you'd observed was once caged, you'd draw very different conclusions. As Mira Tweti explained in her book, *Of Parrots and People*, unstable self-destructive behavior is common, even a natural derivative of caging these birds. She wrote¹:

Feather picking, along with screaming and biting, are the most common behavioral problems in parrots for which people seek veterinary help," Say Dr. Meehan... "It is not uncommon to hear of parrots being given antidepressants (Prozac was popular for parrots and people in the 1990's) and other drugs to control their dysfunctional behaviors.

Because feather plucking is never observed in wild parrots, it is considered an environmentally induced disorder. "They never pluck in the wild; what does that say?" asks Charles Munn, leading conservationist and one the world's experts on macaws. "I've seen hundreds of thousands of wild parrots, and I've never seen a plucked bird. Some can have a pretty good quality of life in captivity, but I think that it produces stresses on them in ways that are hard for us to understand.

Studies have noted that incarcerated parrots are prone to

tantrums, self-mutilation, obesity, laziness, aggression, erratic mood swings, idleness, dependency, timidity, fear and anxiety, loss of curiosity, obsessive compulsions, lack of focus, lack of intelligence, severe frustration and even depression.

The plight of caged parrots is shared by all caged animals. And although the ill effects of cage syndrome are uniquely displayed in different animals, scientists acknowledge that proper food, water, and shelter are not enough to sustain living creatures. We all need the freedom to choose, explore and care for ourselves. Animals shrivel up in cages; they defy their collars, leashes and tyrannical masters.

No one is certain what drives caged animals mad, but many attribute the condition to boredom. While we do not fully understand boredom³, or why it is so painful, we do know that animals starved of meaningful activities rapidly deteriorate psychologically.

It is the same with incarcerated people. In cages boredom is its own mode of torture. Starved of stimulating activities, prisoners are progressively debilitated.

And like prison, school is its own cage. Before you protest, let me ask you: Aren't schools run by the government? And are children not compelled to attend school? And isn't their sentence 13 years? Are they not dictated a daily routine? Are they not told when to eat, when to come and when to go? And aren't they confined to a specific room and even a specific seat? Aren't unauthorized communications restricted for the greater part of their day? Are they not forced to complete assigned work and participate in assigned activities? So isn't school just a more specific name for child incarceration? And if not, what else would you call such a place?

If you still refuse to see the comparison, let me ask you how you would feel if tomorrow Congress passed a law requiring adults to undergo additional schooling. Imagine you

were then forced to report to a government facility for the next 13 years, incarcerated for 6 to 8 hours a day, assigned further work to complete at home, all without pay, and noncompliance was systematically punished! You see, if they schooled you as an adult, you'd quickly recognize your incarceration. It would be unbearable to you, yet you have little sympathy for your children who are less able to cope?

Of course, I'm not saying that children shouldn't obey rules or be disciplined or restricted in any way, but there is a vast difference between the discipline and direction in a loving home and the extreme subjection and tyranny of government incarceration in schools.

Now, there are a few distinctions between prison and school that I should mention. Before going any further let me draw out the peculiarities that do exist.

For starters, prisoners have been convicted of a crime and there is little delusion that they are intended to suffer, that their freedom is intentionally suspended in jail. On the other hand, school children are incarcerated against their wills though they have committed no crime.

And while school children maintain a semblance of freedom, in that they may visit home on nights, weekends and holidays, the school children suffer perhaps greater injuries during their incarceration. Prisoners are confined to a specific location just like school children, but they are free to think, communicate and sleep throughout the day. Incarcerated school children are rushed from class to class, made to sit still and forbidden to talk or even pass notes.

Even school children's thoughts are oppressed as they are compelled to focus their attention solely on their wardens' ramblings about nothing of interest. And even when the lecture is concluded, talking is still forbidden. Students are assigned petty busywork and forced to complete it. Yes, the

incarceration of school is in many respects more severe than prison. The final distinction between prison and school is that prison is inflicted on adults, while school is the incarceration of children.

Now do you see why school children exhibit the same self-destructive behaviors as convicts? Do you understand why some seek reprieve from their boredom through quick-fix stimulants like sex, drugs and violence? Students are prone to the same tantrums, self-mutilation, obesity, laziness, aggression, erratic mood swings, idleness, dependency, timidity, fear and anxiety, loss of curiosity, obsessive compulsions, lack of focus, lack of intelligence, severe frustration and depression, as all caged animals.

Nor can parents expect these destructive behaviors to simply vanish upon graduation. After dutifully serving their 13-year sentence, graduates will continue to suffer from the psychological aftereffects of their lengthy incarceration because they are now so utterly institutionalized.

In *The Psychological Effects of Incarceration: On the Nature of Institutionalization*, Craig Haney of the University of California explained the lingering effects of institutionalization. He wrote²:

It is important to emphasize that these are the natural and normal adaptations made by prisoners in response to the unnatural and abnormal conditions of prisoner life. The dysfunctionality of these adaptations is not "pathological" in nature (even though, in practical terms, they may be destructive in effect). They are "normal" reactions to a set of pathological conditions that become problematic when they are taken

to extreme lengths, or become chronic and deeply internalized (so that, even though the conditions of one's life have changed, many of the once-functional but now counterproductive patterns remain)...

However, in the course of becoming institutionalized, a transformation begins. Persons gradually become more accustomed to the restrictions that institutional life imposes. The various psychological mechanisms that must be employed to adjust (and, in some harsh and dangerous correctional environments, to survive) become increasingly "natural," second nature, and, to a degree, internalized. To be sure, the process of institutionalization can be subtle and difficult to discern as it occurs. Thus, prisoners do not "choose" to succumb to it or not, and few people who have become institutionalized are aware that it has happened to them. Fewer still consciously decide that they are going to willingly allow the transformation to occur..

The process of institutionalization is facilitated in cases in which persons enter institutional settings at an early age, before they have formed the ability and expectation to control their own life choices. Because there is less tension between the demands of the institution and the autonomy of a mature adult, institutionalization proceeds more quickly and less problematically with

at least some younger inmates. Moreover, younger inmates have little in the way of already developed independent judgment, so they have little if anything to revert to or rely upon if and when the institutional structure is removed. And the longer someone remains in an institution, the greater the likelihood that the process will transform them...

Among other things, the process of institutionalization (or "prisonization") includes some or all of the following psychological adaptations:

A. Dependence on institutional structure and contingencies.

B. Hypervigilance, interpersonal distrust, and suspicion.

C. Emotional over-control, alienation, and psychological distancing.

D. Social withdrawal and isolation.

E. Incorporation of exploitative norms of prison culture.

F. Diminished sense of self-worth and personal value.

G. Post-traumatic stress reactions to the pains of imprisonment.

Thus, institutionalization or prisonization renders some people so dependent on external constraints that they gradually lose the capacity to rely on internal organization and self-imposed personal limits to guide their actions and restrain their conduct. If and when this external structure is taken away, severely institutionalized persons may find

that they no longer know how to do things on their own, or how to refrain from doing those things that are ultimately harmful or self-destructive.

While Craig Haney is addressing the institutionalizing defects of incarcerated adults, nearly every characteristic on his list is seen in school children. The effects vary between students, depending on their unique experience, ability to cope and where they fit into school's social hierarchy. Obviously an F student will have a slightly different experience than an A student, and bullies will exhibit different symptoms of institutionalization than the victims they bully. Yet, all carry the dysfunction of the institution of school in some way. And if graduates do not actively seek to break the habits formed during their incarceration, they will suffer for the rest of their lives.

The plight of caged children is largely ignored because parents have come to accept that school is a natural stage of development so that when they see their children suffering through their incarceration, the suffering is illegitimized – written off as immaturity, hormones or adolescent upheaval.

Only the sane can be driven mad, yet the irony is that schools drive children crazy and then punish them for the idiosyncrasies they have provoked. Instead of removing or reforming the artificial school environment to meet the natural needs of children, it is children who are reformed, treated and even drugged to meet the needs of school! But there is nothing wrong with the students. The dysfunction observed in them is the natural response to the abnormal conditions of school incarceration.

Leading the Blind

(Part 2, p.199-202)

Education is power. Those who have an education can see things that are invisible to others. Like a crystal ball, education illuminates the world, unravels its mysteries, and allows men to see what has past and what is yet to come. With this enhanced sight, the educated become the natural leaders of humankind.

For most of history, books and tutors were so expensive that common men could not afford them. And among the wealthy and powerful, knowledge was treasured as gold. It was guarded and kept secret. A conquering king was as likely to pillage his enemy's library, as he was his treasure and harem. And before he was conquered, a defeated king would hide his own books in caves, bury or burn them, rather than let powerful knowledge fall into his enemies' hands.

Of course, the ancient kings understood: it is not how much you know that makes you powerful, but how much *more* you know. If all men possessed all knowledge, knowledge would lose all its power. That is why Alexander the Great became so angry with his famous tutor, Aristotle. Aristotle gave Alexander an elite education, but then he went on to publish books for other wealthy men to read and buy—men who might one day be Alexander's rivals. Alexander wrote a letter to rebuke his former tutor:

Alexander to Aristotle, greeting. You have not done well to publish your books of oral doctrine; for what is there now that we excel others in, if those things which we have been particularly instructed in be laid open to all? For my part, I assure you, I had rather excel

*others in the knowledge of what is excellent,
than in the extent of my power and dominion.
Farewell.*

According to Plutarch, Aristotle reassured his powerful pupil that although he had published these books, Alexander's education was still valuable because the "*books on metaphysics were written in a style which makes them useless for ordinary teaching, and instructive only, in the way of memoranda, for those who have been already conversant in that sort of learning.*" This must have pleased Alexander, who understood all too well, his power lied not only in his armies and gold but in his greater wisdom and understanding.

However, the education game changed forever in the mid-1800s. The rotary press was invented, making the mass production of books possible. Suddenly, the power of education was within the grasp of common men.

The elites might have lost their grip on power if they had not so quickly invented modern public schooling. This was not an act of egalitarian kindness, but of cruel sabotage. To the masses, public schooling appears as free education, but it is a false and worthless education for three reasons:

1. Common Knowledge: All children are required to learn the exact same things at the same time, making their education common. And as Alexander understood 2,300 years ago, there is no power in knowing what all men know.
2. Misinformation: Public schools teach children misinformation so that the more they learn, the less they really know. This

misinformation is a mixture of truths, half-truths, and lies designed to create a mindset among the masses that serves the purposes of the ruling classes.

3. Misdirection: Public schools do not teach the lessons of greatness that Aristotle taught Alexander but teach children how to be common—dependable, middle-class workers for the elites to exploit.

This has allowed the elites to increase the knowledge gap in a digital age when information is as free and abundant as the air we breathe. All the things children learn in public schools are to the advantage of the wealthy ruling classes. They have sabotaged your children's learning, while their children are in private, elite prep schools getting a proper education. When these children graduate from an elite prep school, they receive a diploma that signifies their enhanced vision. But the diplomas handed out to public school graduates are certificates of blindness. From a distance, it might appear every child in America has an equal opportunity, but as a little boy led mighty Samson after the Philistines plucked his eyes out, so the elites easily control the blind masses that they have schooled.

The Men of Steel and Power

(Part 2, p.240-248)

The History Channel recently produced a documentary called *The Men Who Built America*. This, of course, was not a film about our Founding Fathers or Presidents. It was a documentary about super titans in American business – men

who acquired so much money they make Warren Buffet and Bill Gates look like chumps. The film shows how these men ruthlessly eliminated their rivals, brutalized their workers and bought their politicians.

Then the documentary ends rather abruptly, with the narrators explaining that, having spent their entire lives building an empire on the backs of working men, Andrew Carnegie and John Rockefeller suddenly had a change of heart and devoted the rest of their lives and fortunes to making the world a better place. The narrators could only speculate as to what caused such a drastic change in these ruthless men, because caring for others was so uncharacteristic of them. Their speculations were vague and doubtful, leaving us all still wondering why these industrial slave-drivers suddenly embraced the common man and wanted to help him.

Before we answer that, let's understand who these men were prior to their radical conversions. Both Andrew Carnegie and John Rockefeller came from very humble beginnings. They were dirt poor and without inheritance. At almost any other time in history, their fate would have been set, but this was America and they came of age just as America began to emerge as the world's supreme hegemony.

America was expanding rapidly and the few men who were able to keep up with production amassed a king's fortune over night. A country as large as America must be connected or its growth would stall and fracture. Carnegie was the man who united the United States from coast to coast. He invented steel, maintained an absolute monopoly, and connected every major U.S. city with his steel railroad tracks. Rockefeller's story is nearly identical, only instead of providing the materials to grow America, he provided the power. These men weren't part of the industrial revolution, they were the Industrial Revolution!

Then a threat emerged and nearly crippled both men's empires. It had nothing to do with oil or steel and the two men could hardly have seen it coming. While Carnegie and Rockefeller were living their American Dream, they were creating an American Nightmare for their laborers.

Working conditions in Carnegie's and Rockefeller's factories were unbearable. In Carnegie's steel mills the death rates were climbing. And while Carnegie had to start his own bank just to store his vast fortune, his workers were breaking their backs 12 hours a day, 7 days a week for a mere \$2.50 a day. Eventually the workers united and called a strike.

The public Carnegie was in favor of unions and labor rights, yet the private Carnegie would spill blood before giving his workers a penny more. This is important to note as it will help us make sense of Carnegie's paradoxical shift to philanthropy later in life. Like most powerful people, what he said and what he did were two entirely different things.

And so the man who believed in universal peace and prosperity for all locked his striking workers out of his factory. The workers countered by refusing to allow their replacements to enter the mill. Carnegie countered by hiring Pinkerton men (guns for hire) who came armed with rifles and ready for battle. The workers gave it to them, firing at the Pinkertons' boats in all out war. Eventually, the Pinkerton men were forced to surrender and the strikers beat them senseless and imprisoned them. Finally, Carnegie called in a favor from the governor of Pennsylvania, a man Carnegie had helped elect. A few days later, 4,000 Pennsylvania state militia surrounded the mill and ended the Homestead Strike of 1892.

This was just the tip of the iceberg. Americans were growing tired of robber-barons running their lives. There was no democracy as long as these "kings" could buy politicians. Carnegie sold his steel company just in time, to safely watch

from the side lines as the American people waged war on his fellow titans of industry.

While Rockefeller sipped champagne on golden beaches, a tsunami of negative press engulfed him. Americans demanded that his Standard Oil monopoly be broken up. In 1911, they took Rockefeller to court and won. Rockefeller's Standard Oil was broken into smaller companies like Exxon Mobil and Chevron.

In a moment, the robber-barons watched the empires that they'd pulled out of thin air begin to dissipate. From the business side of things they had covered every angle, but, once again, the trouble came from common men growing tired of building another man's empire. The future of America was low-wage industrialism, but American workers weren't getting on board.

This is where the story of Rockefeller and Carnegie takes a strange twist. Having been sacrificed on the altar of public opinion, Carnegie and Rockefeller suddenly agree to roll over and volunteered to donate huge chunks of their fortunes to charity – or so it seemed.

Here are the facts: In the early 1900s Carnegie and Rockefeller dumped tons of their money into existing schools and established new educational enterprises. For example, Rockefeller founded the General Education Board, whose mission was to promote all levels of education in the United States. Carnegie funded The Carnegie Foundation for the Advancement of Teaching, which invented new ways to rank and standardize American schools and universities.

Was this philanthropy or another case of tyrants turning to schools to subordinate the population? Well, if you believe that the purpose of school is to better mankind, then you have to believe that Carnegie and Rockefeller suddenly repented of their greedy ways and embraced the masses who they had

abused for so long.

However, if you agree with U.S. Commissioner of Education, William Torrey Harris, who triumphantly announced, “Our schools have been scientifically designed to prevent over-education from happening. The average citizen should be content with their humble role in life,” then you might conclude as I have, that these industrial titans were actually avenging themselves against the unruly workers who busted up their monopolies.

To help you make up your mind, here is The Rockefeller General Education Board in their own words¹:

In our dreams...people yield themselves with perfect docility to our molding hands. The present educational conventions [intellectual and character education] 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 men of science. We have not to raise up from among them authors, educators, poets or men of letters. We shall not search for embryo great artists, painters, musicians nor lawyers, doctors, preachers, politicians, statesmen, of whom we have ample supply. The task we set before ourselves is very simple...we will organize children...and teach them to do in a perfect way the things their fathers and mothers were doing in an imperfect way. - The Rockefeller General Education Board, Occasional Letter No.1, 1906.

This, of course, was much more than just revenge. Rockefeller and Carnegie weren't just lamenting their own injuries, but a greater injury to mankind. They believed in Darwinism—survival of the fittest. This is the religion of all elitists and you will find that their central gripe, going all the way back to Socrates and Plato, is that the unfit are always messing up the progress of the fit. Take Rockefeller and Carnegie, for example. Here were two men who had the tenacity and vision to build America into an industrial superpower only to be toppled by the “jealous” masses. The refusal of the unfit to make way for the fit is a central dilemma of social Darwinism. If the unfit would just get out of the way, the elites could create Utopia and standards would improve, even for the minions.

John D. Rockefeller preached²:

The growth of a large business is merely a survival of the fittest. The American Beauty rose can be produced in the splendor and fragrance which brings cheer to its beholder only by sacrificing the early buds which grow up around it. This is not an evil tendency in business. It is merely the working out of a law of nature and a law of God.

Just as they had formed steel and refined oil, Carnegie and Rockefeller spent the final years of their lives forming and refining the common man, believing that his subjugation was the natural order. With religious fervor they pumped money into schools hoping to condition a mindless man – eager to please, quick to obey, technically free yet willing to behave like a slave just the same, grateful just to have a job. These new workers would never strike and would “be content with

their humble role in life.” While the strikers bent the will of Rockefeller and Carnegie, the Men of Steel and Power used school to break their children’s backs forever.

So Rockefeller and Carnegie joined the ranks of the social elites, calling for more school and the scientific management of society. They were going to help the common man, by the same means Planned Parenthood helps poor babies – putting them out of their misery! Under the guise of furthering science and education, Carnegie, and especially Rockefeller, funded the expansion of schools, as well as the growing eugenic sciences that put Nazis on trial in Nuremberg.

While not every penny was used in a diabolical scheme, most of it was. The Rockefeller Foundation funded scientific studies on medicine, health and hygiene. These all sound charitable until you scratch the surface and discover that medicine means eugenics, health means abortion and hygiene means condoms. Why population control is so important to socialists will be explained later, but for now understand that it is, and that a large portion of Carnegie and Rockefeller’s “charitable” giving was used to support it.

Let me give you one example. The Rockefeller Foundation funded a man named Alfred Kinsey; a man who believed³, “The only unnatural sex act is that which you cannot perform.” If schools hadn’t rewritten history, you’d know Kinsey as one of the greatest sexual deviants. This pervert (to put it nicely) is esteemed by socialists as single-handedly ushering in the Sexual Revolution. The sicko studied every sexual perversion down to the molestation of infants, and his genius was, that he sold his perverted “findings” as normal to a largely Christian nation!

What he peddled as normal sexual activity could only be swallowed by a schooled population. When he said babies as young as 5 months old were capable of multiple orgasms,

everyone seemed to go, “Wow, how scientific!” Where was the outrage?! Who stopped the man and asked how he confirmed such a scientific prognostication? You don’t have to have a PhD to pick this man’s research apart.

Most of his surveys were conducted on prisoners and male prostitutes. The experts tell us that fact is irrelevant and in no way skewed Kinsey’s findings.⁴ Really? Kinsey, a homosexual himself, claimed that 10% of the adult population was homosexual and his research was used to ram homosexuality down the throats of school children. He wanted us to believe that incarcerated men who had no access to normal, healthy sex were a reflection of normal desires, and the sexuality of male prostitutes was comparable to that of everyday moms.

In fairness, Kinsey probably would have loved to research the sexual activities of normal housewives. But then what respectable woman would share intimate details about her sex life with a perv like Kinsey? And who, but the most deviant, would allow themselves to be filmed having sex with random members of Kinsey’s staff – even for the greater good of science? No, any rational adult can see at a glance that Kinsey’s research was a collection of fantasies from American deviants. Yet Kinsey’s findings were sold as science and if science proved that perversity is normal, who is God and what is the Bible to contradict it?

Understand that the sexual revolution was a branch of population control, just like abortion, and school is the umbrella organization where students learn the brave new world of social engineering. And when people cheer that the robber-barons turned over a new leaf and gave their vast wealth away, you can bet that they are suffering from the delusions taught in Carnegie and Rockefeller’s industrial schools.

Carnegie and Rockefeller’s philanthropy was nothing more than repackaged elitism. They were buying a share into

American schools in order to manufacture a new monopoly in public opinion and human capital.

Drooling Dogs
(Part 3, p.267-268)

Let me draw your attention back to that wonderful German philosopher, Fichte, who said¹:

The social psychologist of the future will have a number of classes of school children on whom they will try different methods of producing an unshakable conviction that snow is black. When the technique has been perfected, every government that has been in charge of education for more than one generation will be able to control its subjects securely without the need of armies or policemen.

Did you catch that part about social psychologists? Fichte said that social psychologists would perfect a method of teaching that would be used against children in such a way as to destroy their intelligence and free will.

When I studied education in college, one of my first classes was “Educational Psychology.” My first case study was Ivan Pavlov’s famous experiment. Nearly every American has heard about Pavlov and his drooling dogs, but just as I did not understand the implications back in college, I assume that most people don’t.

Pavlov presented his dogs with food and rang a bell at the same time. He did this over and over. In the beginning, the dogs salivated for the food and the food alone – the bell

was irrelevant. However, because the sound of the bell was always accompanied with food, eventually Pavlov was able to remove the food (the initial stimulant) and the bell itself would still stimulate salivation.

In college, it never occurred to me, nor was it ever explained, why Pavlov's dog experiment was in my Educational Psychology book. I mean, what does a drooling dog have to do with schooling kids? The answer is – everything!

What Pavlov had really discovered was that natural stimulants could be used to manipulate and provoke unnatural reactions – *classical conditioning*. Though unnatural and irrational, the dogs could not control their drooling impulse when they heard the bell ring; it was now a conditioned response. Educational psychologists were super-excited, not by what they could condition dogs to do, but by what they dreamed they could do to children. If they could only figure out the perfect formula, the right stimuli, they could do just as Fichte said², “fashion the person, and fashion him in such a way that he simply cannot will otherwise than what you wish him to will.”

Revealing School:

SAMPLE BOOK

We hope you found these sample sections from *Revealing School* enlightening. You can find the rest of *Revealing School* on Amazon or at BlueManorEducation.com.