

## HOUR ONE

JTG: Hi I'm John Taylor Gatto and this is "*What You've Been Missing*."

RG: Awesome. You know for pushing that button you get camera credit. I don't even know that we'll need the slides necessarily... I mean, we can start by talking about that (*Shield of the Trivium* graphic on screen).

JTG: Father, Son and the Holy Ghost.

RG: Grammar, logic, and rhetoric. So grammar is the Son, logic is the Father, and the Holy Ghost is rhetoric, and God is the consciousness. And so, the Christian (version of the) Trivium came from the Greek Trivium, but they used a metaphor to encode it. Now my question to you is, is a metaphor a lie or is a metaphor something else?

JTG: I think we better start a little less abstract (laughter). One of the things a fatigued old brain . . . I Actually, I arrive at abstraction by arguing with myself through writing, so everything I write goes through about 20 drafts. And since I handwrite, it is quite painful to read and throw it out but I don't really know what I say--or what I'm going to say or what I believe until I actually argue with what I think I believe. So...

RG: What do you think you believe about schooling?

I think I believe that the metaphor of schooling clearly tells you what it is expected to deliver. We only use the expression one other way commonly and that's the "school of fish". And they are wonderful to watch, when one fin moves, thousands of fins move and they're instantly receptive to what the group wishes. I don't know who gives the original signal, but education is diametrically opposite to that. It starts with the assumption that we get from a fingerprint or from DNA, that no two people are alike and that the ultimate realization of yourself is to find the uniqueness where your apparent physical resemblance to everybody else sort of dissolves as an allusion, and you stand absolutely alone or you can select when you want to be part of the larger group. It seems clear to me that the business of schooling has done what Orwell clearly saw that you do or what Walter Lippmann said you do better back in 1920s. You steal the key language of the person or group you want to overthrow and you redefine it and people then become confused. It's "newspeak" in 1984. So, the schooling transformation occurs when they see that the language of education is highly regarded, is highly respected even in people who don't participate. There is an urge in that direction. So you simply take the concepts and you claim that that's why people are being ritualized. Yeah, so there...

RG: So you describe that individual beings, when in groups, kind of subvert their own individual thinking power. And the law of identity--none of us can change who we are and we have to be ourselves—and that is constant throughout life. So it's about figuring out how to remain individually self-reliant and self-sufficient while going through the systems that are trying to change us and make us less self-reliant and more...

JTG: Very much so and I think the awareness of these contrary dynamics is what gives rise to the theories of dialectic. I mean, Aristotle all the way through history, there's a variety of them, but they participate in the same way as essentially asking you for your own self-defense, not to assume that what anyone says, especially as they climb the authority ladder, is the truth. Often the misinformation comes from innocent self-delusion, but just as often as you move up the power pyramid it comes from a malign intent towards your own individuality.

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RG: So it's like a betrayal of truth that occurs--a belief in something you know, authority structure that you want to believe in is true, and little by little you realize that that's not necessarily how it might have been presented to you?

JTG: Right! Even in your own individual inner life and consciousness, and before the cameras rolled I said the way I learned what I'm thinking is to write something down that I think I believe and I argue with it and it never survives. How about that? And now what scares me is that when I go back to it year after year, most of it doesn't survive. I mean it takes years before I get to a core and I say I'm not personally capable of moving beyond this thing. So that we're so well-conditioned from infancy not to see the truth or relate the truth, but to shave it. And the first step in reaching for an education, I think, is to mistrust what you most are certain of. To mistrust that... now it may survive, but it needs tested not once but until you're exhausted from testing it.

RG: Is the school system designed to get kids to grow into a thriving self-reliant adult, or is it to whittle away curiosity and to kind of stop them from thinking for themselves?

JTG: It's certainly not the former, in any way, for the simple reason that the route history management doesn't know how to manage independent units, even partially independent units. Why shouldn't we ask, and any school people watching your film should begin immediately to ask politely why are we doing this? It's a question you never hear because it's heresy. I mean the beleaguered classroom teacher doesn't know why he or she is doing this. They are told to do it! Maybe they can give it 5% personal spin, that's why they're doing it. Does it make sense for this particular life? It is asking the question. You don't know, if you started to care, the logic of schooling would dissolve. No one is able. You can answer the question for yourself. I used to say to my classes, and over the course of 30 years teaching I taught kids from the Gold Coast of the Upper West side of Manhattan, and I thought kids from the center of Harlem and Spanish Harlem, and I would say to all of them, you have a right to any time--you've got to be polite though--I'm just human... to say, why are we doing this? And if I can't produce an answer that convinces you that I believe it, then you have a right to opt out and do something else as long as you don't run wild and bring the whole house down. It helped me grow year after year, not that they asked very often because they're conditioned not to do that. But enough did ask that I was put on my own mantle and they say, "why am I doing this?". It was a continual expansion of my own insight until politically I couldn't do it any longer. The school oddly enough made me so internally famous that it drew extra attention and my system couldn't survive under the scrutiny, because they would see the disparity between what I was doing and what the protocols were. So... so there.

RG: So it sounds like--if I'm trying to get to the root cause of why your teaching career ended--it sounds like you started asking questions, John. It sounded like the questions started with why with a question mark, and then maybe you were asking some others like the 5 Ws, plus how, that you were actually getting the observed knowledge...

JTG: I was constantly asking myself questions and forcing my classes to ask me questions and themselves questions, and eventually the productive output of my classes was so great inadvertently; I didn't care how the school measured production, but it was so great that I would get visiting delegations sometimes on a daily basis for months, and they would leave baffled because they wouldn't see the drama unfolding that they understood as schooling. And they were right! It was less and less schooling and eventually the pressure became impossible since I set out at the beginning of the year with an inner intention--if I had 120 kids, to have 120 individually written curricula. I never succeeded totally, but I got close enough that when the principal would drop by and only find nine people in class each day, "where are the rest," that I ran out of strategies to explain where the rest were. So, yeah I couldn't operate, I couldn't function any longer because my physical strength wasn't up to it. So...

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RG: How did part of the strength of your actual teaching come from releasing children from the classroom and letting them go out the world and actually gain some useful experience?

JTG: Oh, huge amounts came from releasing any one who had an independent course to follow, becoming that boy or girl's assistant. Always with the mother's permission because they couldn't deal with that kind of additional political pressure. So what they would learn and bring back would be like food for me, like I was 120 people simultaneously. Well I learned much more than I learned at the two Ivy League colleges I attended. I just say to my wife, and it sounds fanciful as though, oh he must love children, which is not true. I love people. And people can be five years old but people who suck their thumbs and rattle and extend childhood... School's intention is to artificially extend childhood. And there really is no practical terminance for that, if they can extend it through graduate school, postgraduate...

RG: What is the actual reason that their childhoods are being extended?

JTG: I think what we never discuss, or that the extreme left is preempted to discuss so they marginalize themselves, is the intimate inner relationships between the economy and the way we train the young. To the extent that we once had a wildly variegated economy; I'm quoting Abraham Lincoln in 1859, a famous speech to the Wisconsin Agricultural Association. Lincoln said--I call this mud sill theory because he used that term. Lincoln said that the British are financing the whole western movement and they're attempting to reinstall their class system. And so they send their young sons over to make sure that not a whole lot of attention is paid ordinary people--people who live in simple homes that have mud sills. He said they're not, according to the British thinking, they're not worth training or worrying about because there's no way they can possibly improve. Lincoln said, look around you, three quarters of our population has an independent livelihood and the quarter who doesn't works to put a little stake together to set up on their own and write their own script in life. He said, as a consequence we don't have proletariat as they do in Britain and Germany in the European nations and we aren't able to have a factory system. Where it exists in this country, which is in New England in the textile industries, a factory will have 30 or 40 employees. They will usually be young women awaiting marriage. They will be served tea at their machines, and they'll be offer performance of stage just to keep them at the machine. Because these independent livelihoods lead to totally private independent systems of value. So the British are wrong but of course the Civil War changed that. We're told that it was a great crusade against slavery, by the school system. The major historians who have turned their attention toward that say, I mean to a person, that slavery was already dead. It was staggering through its last couple of generations, not because of a moral transformation on the part of plantation owners, but because the wives of the plantation owners were scratching their heads and saying, "you know the boss, my husband, vanishes for a couple of days; we have all these new slaves and they are not black anymore. They are various shades of brown." So they, I'm thinking right now of Vern Parrington, but a number of historians 50 years ago said slavery was on its last leg because the southern womanhood wouldn't stand for it any longer. Russia, I believe, had freed the surfs; Britain and the continent had done this thing; we were going to do it too. But it gave a nobility to the necessity to get rid of the Southern politicians who were trained in dialectical thinking, in rhetoric, and could run circles around the Northern politicians in Congress. They could produce the most compelling arguments for this or that. And so, the South had to be gotten rid of.

RG: From my understanding, those dry goods, like cotton from the South, that were produced by slaves were then going to factories in the north. And the factory owners in the north figured out that the slave owners were paying too much overhead. It costs a lot to keep a whole family fed, etc. and there were letters exchanged and they actually discovered it was cheaper... Why not make everyone a slave who doesn't know they're a slave...

JTG: A wage slave!

RG: Right, right...

JTG: And think only about the welfare idea. If you have a plantation family and you require harmony; even though some people are very subordinate; somebody gets sick or too old to work, you can't in fact do that Simon Lagree bit and get rid of them--or what happens if morale collapses? So you have to care for them. The discussions on the highest level among northern industrialists-- why should we have to support deadwood here? And we could do that if they were wage slaves. Yeah, yeah. And furthermore people like Count Tolstoy who was well aware of the hardcore underneath the romantic arguments (and so were a number of other people), but the public was dependent upon media and pulpits which were subsidized by the owners. They couldn't find a zone where they could think clearly or someone would say, yeah here's the truth--think about it.

RG: Earlier forms of mass media or propaganda from the pulpit or newspaper...

JTG: Well the Chautauqua's, oh absolutely, the Chautauqua's were put together by intent...the family that began Harper's publishers and had the very prestigious journal of the time, *Harper's Weekly*...

RG: Lewis Lapham? The Lapham Family? Well Lapham's a very latter day...his grandfather was in charge of Harper's though and was the mayor of San Francisco I believe...

JTG: Yes he was. When the UN came in, he told me his boyhood was filled with foreign dignitaries in the home as houseguests. They were throwing back glasses of wine. So, you can actually trace the small number of families behind the Chautauqua's, which were the most compelling mass media of the day and you'd hear about what was going on in Boston and Cincinnati, and you'd want that. And selectively ideas and ways of thinking were introduced to the best people and they used it to their local prestige and to make sure that...you know, it's a natural process. So what we got was a second American Revolution between, oh I don't know, 1865 and about 1910. This time the British won! Again, they didn't win by force of arms but by force of insight into the way opinion is created. And when the skilled workers who had intense pride and really were the key to the prosperity of early industrial operation, commercial operations, when the skilled workers understood their power, then industry and commerce were mechanized intensely and you wiped out the need for skilled labor. You took less quality but now you had less contention, less argument. Carnegie was instrumental in eliminating the influence of skilled labor and it continued right to the 20th century.

RG: What influence did the Rockefellers have on organized labor, skilled labor, education?

JTG: The Rockefeller family can actually be traced way back in Dutch history. There is an ancestor of the Rockefellers who set up a rather detailed plan for global government. Hundreds and hundreds of years ago it had one of these flowcharts that showed how you are to do that or not. But the great irony, of course, is that Rockefeller and Carnegie families were fringe people in the United States. But using their brilliant insight into leverage and how it works, both were able to take nothing and pyramid it into quite a bit. Rockefeller actually, his father I believe, but it may have been his grandfather, fled a rape charge sort of like Strauss Khan is, up in Bainbridge, New York. He had been charged with rape with a maid and fled. The Rockefellers threw their weight behind, this is emblematic of how they work, behind Horatio Alger who had also been charged with rape up here in Connecticut in the news boys' lodging house. And if you read a wonderful book that exists, a limited edition but it is kept continuously in print called The Rise of the Dangerous Classes in New York City by the creator of American adoption. When I started to research school, I kept running into the same people who put the adoption institution together and the school institute. One much more important than the other but still the same names float in and out of one another. Charles Loring Brace--I believe his father was the publisher of the Hartford Currant. I'm almost

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sure. And in his early diaries says, "I must find a way to become nationally famous." I mean, Yale--he wrote this! He didn't have any idea how he was going to do that but finally it occurred to him that these masses of immigrants being brought in to break the Irish labor monopoly in the mines and the mills, that the easiest way to lower the unit cost of labor was to bring the husband and wife into the labor force. You double the size of the labor force; you cut the unit value of the labor in half. But you couldn't do that as long as they were worried about their kids. So now you have the impetus to enlarge the social work industry, to corrupt the legislatures to give it the power to break families apart, and what you do with the kids? Well, the expression "put up for adoption tells you." You don't want them anywhere in the neighborhood. You want them far away. So you put them in boxcars; this great secret monstrous event in American history that goes on for 40 or 50 years. Boxcars full of the children of the labor sent West. They started upstate New York but that was too close. They kept going farther and farther west then they'd stop at whistle stop and a platform would be brought out, the boxcar would open and the children would be put up for adoption. They had a preference for who they wanted to adopt. They wanted Lutherans to adopt because they had the episcopal idea of hierarchy. But they were just dumb farmers, they couldn't think clearly. Here was free labor, hey. And that will end the future career of these immigrants. What stopped putting children up for adoption was the police chiefs of the West. I think the year was 1888 but give me a few years either way. They wrote a stinging attack on this practice, not on moral grounds but they said crime is everywhere in the West. And if you go to the psychological abstracts you will find that an enormous number of adopted children, for example 6 out of 10 leading mass murderers in American history, but all forms of crime because when you break the bond with a natural parent; you can't put substitutes in place. You cannot morally...there's a recent physiological theory called mirror neurons--that you learn to use your own biological equipment by watching people who have the same or nearly identical biological equipment. When you remove that, even if the family that you're transferred to has money and *savoir faire* (a French noun phrase that means being adaptable, graceful and adroit) and are more civil, it doesn't matter. You're actually imitating things that your physiology can't accommodate. As a consequence it gets incrementally more and more crazed inside and angry. One of the things, of course, school does is it prevents these kind of connections between different areas from occurring. That's what the short answer test is about, and Oxford and Cambridge got rid of it a hundred years ago. One hundred years ago! Because they said, people who do well on short answer tests memorized bits of information, but they don't connect the bits of information. But when they seem to be able to connect the bits of information it's because they've memorized someone else's connections! The better the school, the more sets of connections you memorize but you can't do that for yourself. You know, it's like these machines, you all are probably too young to remember, they used to sell machines that would relieve the stress of lifting weights. You put the weight in your hand but the machine would lift your arm and the weight. The only trouble was your muscle knew the difference. The people buying the machine didn't! Well, it's exactly the same. Anyway, put me back on course here.

RG: Is there any connection between frustration and aggression? And what effect does schooling have on that?

JTG: Well, you answer your own question by asking it. The connection is intimate. School removes your volition in all important ways, even who you speak to. Are not they arts of association as valuable or more valuable than anything else you learn when you're young? I read how executive hiring is done and it almost never has to do with your training in whatever you're been hired for. I'm thinking of Apple now, I believe. Is this the person we'd like to have around three years from now, bend an elbow with, or play golf with or just talk with? And that's why you're passed from set of executives, to set of executives. So they can sign off, yeah he's ok, you know... We don't tell kids that. It's people who have the highest grade point average in the highest SAT scores. Well I spent an hour, not so long ago, within 10 years, with the admissions officer of Harvard College and, about 30 years ago an hour with the admissions

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director at Princeton. And let me tell you their polite dismissal of grades and SAT scores was intimidating to listen to. As if you'd have to be crazy to let somebody in. Let me see if I can condense how you get into Harvard or Princeton. Of course, you can get into both by donating a building but how do other people get in? They are being analyzed on the basis of their ability to either become wealthy or famous. Either one will work. Fame is like wearing a billboard saying I went to Princeton. There's that actress Jodie Foster, "I went to Princeton". Look at where the rest of the actors and directors went, they didn't go anywhere (laughter). But Jodie did so that's one we hear about. The Harvard lady said, "we look for a record of excellence and what this excellence consists of." It's sometime in the first 18 years of your life, figuring out how to add value to the people around you. She didn't say this in a way that catches public attention, so you might walk across the United States or bicycle the perimeter of the country or row across the Atlantic Ocean, as a physical way. You might start a little charity or set up some weather service or some pollution monitoring around Hartford. There are a substantial number, a small fraction but a substantial number, of kids doing this as we sit here. They're writing a record of being able to add value to the community around them. And then the other fellow, the Princeton guy said the same thing in different words. I asked him in 1968 roughly, asked him what part of a resume submitted to you do you look at first. The answer metaphorically caused my jaw to open. "Hobbies," he said. I said, "I've been taught all my life to leave that off because it's not germane." He said, "on the contrary it's the only honest information you're likely to get." How did someone spend their time when it's their free choice to spend? He said "it's a window into their mind and their heart". I said what kind of hobbies? He said, "well ideally someone would have a physical hobby, an intellectual hobby and a social hobby". That would show they are exploring these large... well, physical hobbies you mean football, baseball? Well, he said "it's better than nothing but we would prefer not to see team sports". I said I'd been told all my life that team sports identify your ability to work in a team. He said what happens in a team sport is if you decide to dog it, it's very hard to tell which guy on the line has dogged it or not, or which running back has gone down quicker than he should have gone down. He said we prefer solo hobbies that involve physical danger. You mean you want kids to put their necks at risk? For example, what? He said well horseback riding is a dead giveaway. The horse weighs a half ton or more. If you do trail riding and you don't know what you're doing, your head gets caught on the branch and you're the headless horseman. If the horse doesn't like you it'll roll over on top of you. I know immediately because the last time I rode a horse was down in Veracruz, Mexico and the horse didn't like me and took me out on the main highway with crazed Mexican drivers going a hundred miles an hour in 18 wheelers. And it laid down on top of me. I was terrified! I could see these trucks coming. I didn't like it and it's the last time I rode. So he said you have to actually know what you're doing. You can't say is this an A job, or a B job. If you live in are intact, it is. Then he said, "sailing a small boat". These little 12 footers outside of land. If you don't know what you're doing you wind up in the middle of the Atlantic, you know. Or if wind comes up you can't see landmarks because of the waves. I said, but those things are associated with the prosperous classes. What can somebody in ordinary circumstances do? He says well, we just let somebody in and this is probably one of the nicest factoids in my mind, in my life. We just let someone in who invented his own sport and kept records competing against himself, his past performance, his present performance. It was--get ready for this, visualize this--seat-less unicycle riding over broken terrain. If I had 10 lifetimes the plot of doing that wouldn't occur to me. Aside from getting on a unicycle, let alone without a seat, let alone riding it over broken terrain. So they let him in because they knew he was on the fast track. So we tell these lies and, of course, many of the people who tell the lie, believe the lie. Well surely they're going to take valedictorians. Well, last year Harvard turned down eight out of every ten valedictorians who applied. And the two they took in, they didn't take in because they were valedictorians. So by removing this component from the student imaginations you can control to some extent who even applies to Harvard and then who gets in. Because they don't know what they're doing. What's the IT... "garbage in garbage out".

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So, what I would do is I would examine... I have a friend who started a tutoring service called the Princeton Review and 20 years ago they were charging \$300 an hour; I have no idea what they charge now. What they did was crack the code of the questions on standardized tests. Adam Robinson was his name, and Adam took his money and left the Princeton Review to his partner. But Adam has written a book, well worth, I think, your group looking up, called What Smart Students Know, Random House. What smart students know. Adam was certain that you could pass standardized tests without having any knowledge of the subject as long as you understood the constraints, the tests, the question architects were under. For example, two of the four answers offered are always so absurd that if you know that, now you're left with a 50-50 guess. I figured out when I was in high school that if you had some way to measure the angles on the little geometric figures on the tests, that you didn't need to know. You could arrive at the answer simply by simplistic means. The evidence that all of us know standardized tests don't measure what they claim they measure is that nobody, I mean nobody, that you encounter on the upper reaches of society would dream of hiring somebody on the basis of those tests or grade point averages. You'd be playing Russian roulette because they measure nothing. The grades largely measure that you memorize what you are told to memorize. I mean, there are a few other things but that's the heart of it. So now you know you have somebody who's obedient, and probably for a clerk that is a good measure. Not for someone who has to adapt to changing circumstances, you know, by the natural selection process of reality. It's fairly easy without being a wise guy or very learned as long as you retained the ability to think independently from the data in front of you, to penetrate the masks, the contentions that don't conform to everyday reality. So no one will hire you as a CEO and ask you what your... but if you examine the data that's available about big-time politicians. Now we have, and I don't think it would surprise anybody, that George Bush, the most recent one was a C average high school/prep school and a C average at Yale. What does surprise people is that the candidate he ran against was a C average in prep school, in the C average at Yale, and the lower C average than George Bush. Kerry of Massachusetts. The best evidence that the nation has been schooled to the point of extinction is that they were fraternity brothers at Yale and I'll skip its interesting reputation; it only has 15 members. And they were fraternity brothers at Yale. There's 308 million of us! I mean, mathematically I wouldn't know how to set the odds but they would be stupendous. No one mentioned it, or if they did it was to quickly get over that. That should have been headlines of the New York Times and the Washington Post. "Fraternity Brothers at Yale Run for President!" You wouldn't need to mention that it was the Skull and Bones fraternity. So when the skew from sanity is of that magnitude you should not expect much to come from the watchdogs of our liberty and our best interests. How could that happen unless--there's this Jewish expression, hutzpah--unless this feeling of contempt for ordinary people was very dramatic. I'm sure someone in the Council who allowed this to happen said maybe someone will notice? To dismiss that, shows you how powerless...to believe. For example, that the recent banking crisis, the real estate bubble is an oddity in American banking--there have been five such since 1961; savings and loan, technology bubble... there've been five of those and the central player in all five is a City Bank of New York. Sometimes it's called First National, that's back in 61, then it becomes Citibank, then it merges with another huge corporation and becomes Citigroup. But the mentality loose on that level shows utter contempt for the safeguards built into the founding documents or built into tradition as ordinary people and that includes upper-middle-class ordinary people, expected to be. It doesn't exist. Now what we've run into is a people infinitely more sophisticated than us with a 5000 year civilization who are even more amoral than we are and look at starving 3 million people to death, as they did 20 years ago...is there any shortage of people? I mean, they're already running circles around... I've spoken in China a half-dozen times for various groups and the Chinese government is a little bit worried, not a lot, that their system of schooling, very like ours except more disciplined, seems to constrain the inventive imagination. The reason they're not worried is they don't recognize copyright law or patent law so they have access to anything. But they will not accept, (they keep asking me back), they will not accept that the system they're applying to the young minds is guaranteed to foreclose the imagination that produces invention. So I'm happy to take their

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money and get a chance to see Xian, Shanghai and Beijing but they will follow the course we follow, it'll just take a little bit longer that's all. Your turn...

RG: In China they have the outcome based education system but they're seeking to tweak it so they can kind of improve it. They say we want to keep our people under control but we want them to be more creative and productive and efficient and happy while they're doing it, right? Now, the question is if America has become more incoherent would that be a function of the Prussian education system, outcome based education being used to control the workers and make more profits and now it's just run its course.

JTG: Of course! It's run its course, we're exhausted now. Our schooling is exhausted, the national vitality's been exhausted. I'm glad you used the term incoherence. About three or four years ago the *Financial Times of London* on the editorial page accused us of being--you have read the same piece I did --an incoherent society, that we lost a reason to be a nation at all. Because subsidizing bankers and drug companies wasn't a sufficient reason to proceed in history. Yeah, we're incoherent. Nation comes from the root, family, and we no longer have a concern other than a rhetorical concern with one another. I mean obviously there are many individual exceptions to that, but the government clearly has no such concern. We have evolved an economy that depends upon constant warfare and even though it was stretching it in Iraq and Afghanistan, when those are over we must have another conflict. We're going to have to stretch it even further--maybe attack small islands, Fiji maybe--because they represent a menace. Being a child of World War II, the idea of calling something a war where the enemy has no army, navy, air force, intelligence service and they blow up their feet and their underwear, it just stretches the bounds of the ridiculous to call it a war. But we got an object lesson from a television comedian who said "when you fly planes into a building it certainly shows you have courage," and that was temporarily the end of his career. You do not speak in opposition to the main force that's driving events. Yeah, yeah, no. To look at America between, let me roughly say 1800 and 1865, and then for momentum right up to the first world war, there is this explosion of invention and it comes from the unlikeliest places. It does not come from the university trained inventors. It comes from everywhere. It's the way people saw the world around them, they saw the elements, the raw material. They processed in a slightly different way and then they had the expanse, the rhetorical capacity to say "hey look, there's a better way to do this". It was happening so frequently that a crisis occurred in capitalism. And without understanding this crisis you really can't understand why our schools are the product of the Rockefeller family, the Carnegie family, the Astor family, the Vanderbilt family, the great capitalist families. They understood that the real problem in successful capitalism is assembling capital, getting people to give you their savings on the promise that you'll give them more back. But if you have people in an inventive matrix who can look at the way the expensive business is doing things, open up across the street and either do it cheaper, or better or simply open up somewhere else where no one is doing it, capital is always a great risk. Oddly enough, and I don't want to claim credit for what really is a brilliant insight, but I want to claim credit... It was openly discussed, let me say from 1880 to 1900, we were being forcibly converted from an economy of small farmers, small engineers, entrepreneurs into a corporate economy and these men doing it, they weren't intellectual dumkoffs. They could see that as long as the American inventiveness was loose like a wild beast, they were going to have a lot of trouble pulling capital. Someone would say, and I saw Jack any went belly up, so... Prussian schooling which had for a different reason been out to destroy the imagination--and let me say to anyone listening to this--when someone makes a reckless statement like that, you make sure they can document it, and I will document it is long as you're willing to walk to your local public library. Because in every public library worth its salt in the United States, and every college library, you will find a collection of essays by Prussian philosopher Johann Fichte who was the immediate heir to the University of Berlin's Philosophy Department which had been under Immanuel Kant. Fichte wrote a series, it was over a dozen public essays to the Prussian King from 1808 to about 1818. They're

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called addresses to the German nation and the provocative event except the first one off was the Prussian army, which was the Prussian economy, renting soldiers, stealing other people's stuff, had been whipped by Napoleon's amateur army at the Battle of Jena in 1806 and Fichte said it was because this demon imagination was loose among ordinary soldiers and in situations they would override the orders from headquarters about what to do and that's why we lost. Now what should fascinate anyone listening is, that's exactly what the so-called liberal philosopher Spinoza, in Holland, said in 1690 in a book called Tractatus Religico-Politicos (Tractatus Theologico-Politicus) Spinoza said that the ordinary population was so psychologically diseased, murderously so there was no way to heal it. Just as Fichte said 125 years later, he said there was no way to heal the disobedience gene in people who thought for themselves. Fichte said we have to set up a system of forced schooling, universal forced schooling in which we destroy the imagination. Bells, ordered lessons, constant testing, ranking... Now, if it were only those two major figures, but you now can go back a few hundred years in history to John Calvin's Institutes of the Christian Religion, which is this thick, tiny print, but if you ever go mad and actually force yourself to read it, rather than to read what an encyclopedia tells you it says, you'll find that Calvin says that the saved are saved before they are born, the damned, who are 19 to 1, are damned before they're born and no amount of good works or behavior can save the damned. And no amount of evil behavior can damn the saved. The expression that used to be pretty common but it's vanished, I think on purpose, is justified sinners. The saved are justified sinners who can do anything, they can carpet bomb civilian populations whether they're Nazis or Americans. You know, you've done no harm according to Calvin. Calvin said the only way the elect, he called the saved, the elect will ever be safe because they are outnumbered so heavily, is to set up a system of universal compulsion schooling with the intention of destroying the imagination and filling the head with garbage. Spinoza said the same thing, Fichte said the same thing...

RG: I think we just ran out of tape... that what happened? But it has no mic? Alright, we're going to take a 10 minute break.

Oh good.

We're going to change the tape, turn all these lights out, turn the AC back on and cool you off. If you want to get up and move around... use the bathroom...

**The end Hour 1 transcription**

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## HOOR 2

JTG: Major minds with a lot of influence who...

RG: Hold that thought...

JTG: Oh, sure

RG: All right roll camera....See this is what happens when you got real talent... four cameras rolling. Red dots everybody? Cool!

JTG: So we have this ominous continuity among major minds with a lot of influence, including trans-Atlantic influence on the states. We have, prior to the break, Fichte in Prussia, Spinoza in Holland, and Calvin really beginning in Geneva and spreading all over where his theology spread. But the father of this, at least in the form of written documentation that's easily available, has to be Plato. The Greek aristocrat who speaks through the mouth of Socrates and writes two influential utopias. One well-known, "The Republic" and one not so well known, "The Laws" which is the product of his mature reflections on what needs to be done. And all four of these men, and we could if we had time do 40, but these four major names spanning European history agreed that the ordinary population is a very dangerous to the social order if it learns how to think and if it's imagination remains intact. And furthermore we have this corollary; there is no way to improve this. And what I've left out is the killer app that occurs in the middle to the end of the 19th century, from one of the wealthiest families on planet Earth. The family of Charles Darwin and their former Anglican minister trained son Charles, who in his second major publication [The Descent of Man](#) says that the evolutionary retarded are fatally dangerous to the physical integrity of the human race, the advance of civilization because of the few evolutionary advance like the Scandinavian blondes and the English blonde crossbreed, God forbid with the Irish or the Spanish, evolution will march backwards into the swirling mist of the dawn-less past and nothing can change that! Maybe a few million years might change it, certainly nothing that current generations can do. Darwin of courses in every school including every elementary school in the United States, probably the world. And no one bothers to mention that he doesn't say the human race is evolving. There is a few! A fraction are evolving. Now put yourself, if you're watching this in the position of a responsible person who learns that. As someone who's made worldly success, as a little bit of time on their hands and resources and now you know that if these ordinary people walking around in the American democracy, if they happened... if they happened to crossbreed with your daughter evolution is going to march backwards. You now have a justification, beginning in 1871, second to none. You can argue with Calvin, you can argue with Spinoza, you can argue with Plato, you can argue with Fichte. This is science and mathematics. And furthermore, and in an unknown connection that has for some reason escaped the attention of the Darwinians, Darwin's earlier cousin, Thomas Malthus had said there is no way mathematically to feed the poor. Because if you feed them,

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they'll reproduce more successfully and then there will be twice as many, and four times as many. That population expands geometrically, but food only arithmetically. And of course in Darwin's diary, he said that his pursuit of the secrets of biology are stimulated by the work of his cousin Malthus. Now we have, after Darwin's two blockbusters... the second of which...

RG: I'm going to raise my hand from now on... What's the full name of our Darwin's origin of species?

JTG: The Progress of the Favored Races, and he does not use the term race the way we do. He recognizes about 57 separate races of which the Irish are on the very bottom. Thank goodness he said that because a respectable percentage of every audience I speak to... you'd otherwise be reluctant to say these things to them. Anybody here derived from or partial Irish background... (laughter) you know, he said the Irish are hopeless! There is no hope for the Irish. Of course what's left out is simply relating what Darwin said is his training as an Anglican minister, and if you happen to pick up the Anglican Book of Common Prayer, (which is) hundreds and hundreds of years preceding Darwin, you find that God's will is to divide all the living creatures and plants into an infinite number of layers and to attempt to leave the layer you're place in is the worst sacrilege of all. So that Darwin's theory fully explicated is the Anglican Homily of Obedience. The Homily of Obedience says exactly what Darwin says hundreds of years ago. Don't try to get out of your biological category, because it's hopeless! And prior to that your spiritual category, because it's hopeless. There's a great similarity between the two ideas. Now if you set out to find evidence that this is so... it's much easier than simply setting out to look at the, you know, the abundance of natural form. So the real actor in the piece... Darwin's a shy man, fantastically wealthy! That's been left out of all... fantastically wealthy! The high-tech, upper-class purchase of the day was Wedgewood Pottery and that's the source of the Darwin family wealth. So Darwin's first cousin is a man I was taught in high school, back in the early 1950s, is estimated to be the most intelligent single human being ever lived! I was told that over and over... his name Francis Galton. A world famous explorer, mathematician, inventing little statistical formulae to discriminate shades of quality that the schools were infested with. And he has, Mr. Galton, a worldwide following of Galton Clubs, including in the United States. He makes several pilgrimages to the US to spread the insight that a menace to the human race exists in 95% of the population and there has to be a way to put them, to render them harmless. School, recommended by Fichte, Spinoza, Calvin, and Plato. That's the way to do it! And we will defend this with precise mathematical science, we'll keep to ourselves the biological reasons. Meanwhile, we've got a find a way for the biologically advanced to breed with one another. If you will trace the founding years of the elite private boarding schools in the United States, with the exception of no more than six, you will discover that all of them, male and female, emerge in the 30 year,... including the women's colleges, the seven sisters, in the 30 years after The Descent of Man, which will be in every respectable library in the United States including overseas too. I urge you, especially if you're Irish to pick it up and read it. You will not be disappointed to find yourself at the bottom of all the races on earth. Just as the English without Darwin would've agreed! You know... (laughter)

JTG: Well, so anyway... this package of high-level evidences, contentions, is cap stoned with scientific mathematical evidence and the proselytizing of Francis Galton. Vigorous, rigorous. Out of that comes, in the period right after the American First World War a phenomenon in country affairs all over America called the Better Families Competitions. You set up the criteria for ranking and you know you present your daughters like prize heifers to be rated by the judges. So, we have a series of these reinforcements of Darwinian theory which is really a reinforcement of Anglican theology or Calvinist theology or Platonic philosophy, or Fichte-ian philosophy or if you want to go liberal, of Spinozan philosophy. Until finally we get to this capstone. Now the cap is off the tunnel to hell because not only are people justified in setting up a form of schooling that anti-educational, but they're doing either nature's work or the Lord's work. You decide, you want to go Calvin you're doing the Lord's work, you want to go nature you go...

RG: Spinoza!

JTG: Yeah, yeah... so... all of this wonderfully rich fabric of foundation is right on the surface, someone has to point your attention to it. Please, no one watching say, oh this fellow Gatto has spun off, you know this phenomenally interesting, but wacky theory. I didn't spin off anything, I took the dots and I connected them. And I said they are identical from 300 BC until post-Darwin Galton comes a German, a Prussian psycho-physicist named Wilhelm Wundt, who is the premier behavioral psychologist on earth. And now let me spring a bombshell on all of you. The only place in the world, for a long, long, time you could get a PhD degree was either Prussia, University of Berlin, Leipzig. These little nests of Germanic countries, so from all over the world came the sons of the most powerful families. Beginning in 1814 or 1816 in the United States, when a guy who later became the governor of Massachusetts went over to get his PhD degree. By the 1870s, 1880s, was a flood from Japan, from Russia, from everywhere and now they return to their home countries, not because they have a PhD degree or they made presidents of universities, heads of government bureaus, (but) because their families have clout and now that's become the ticket to intellectual management. That's how these Prussian ideas spread like wildfire. There's only one University in the United States who doesn't have a president with a Prussian PhD and he's close. I think he has a French PhD, because the French scrambled to try to get that degree too. That's Titchener at Cornell... All the heads of Psych departments have Prussian PhD's. So you now get this kernel of ideas, whether fanciful or scientific everywhere. From Japan, I mean everywhere the same ideas. The Japanese Constitution in 1868 is scrapped and the Prussian Constitution translated into Japanese! I mean we're talking here, the domination of ideas that's so interesting that what should make you suspicious is that no one ever heard of it. They've heard of this detail, this detail, why hasn't anyone joined them together? Well I'll tell you what a big shot professor at Columbia teachers College told me 12 years ago when I bearded him in his den. I said Doug, surely you know these things? Why is a junior high school teacher left to beat the drum? He looked at me and he said, "not a good way to get tenure". That's all he said and I knew, and I knew that financial finally prize or penalty is enough to control the way we all think. And these things have been studied since the collegia in ancient Rome. Armies have put together these insights; churches have put together these insights and passed them down in an unbroken strain to their sons usually. And, of course, the daughters "catch as catch can", but eventually to both!

RG: If I can notice the pattern you're describing it seems that people are irrational, they come up with ideas of utopias and then they, in order to get this utopia... compulsory schooling. And then they found a bunch of different ways, and the latest using science to make people think that this is how it has to be. But when you look at the real effects of Darwin in the form of you say, eugenics and the role it played in America...

JTG: That's Galton! Galton is the inventor. His first cousin is the inventor of eugenics and the chief global distributor. There is one major exception to this and people who claim to be a follower of the exception claim to have read his book like the Bible have never seen him say what I'm about to say. I'm talking about the so-called father of capitalism. The Wealth of Nations, Adam Smith, who in the first 15 pages says there is no difference between the Duke's son and the street sweeper's son, except early training. A dead giveaway that this idea was known to be highly dangerous and I don't think this has ever occurred in publishing that I know of before or since. In the 1809 reprint of Wealth of Nations, because it immediately became an international must-read, the publisher of the book, a man with the ironic name of William Playfair, an economist, takes his own author to task in the preface of the book. He said the social order would be destroyed by telling people that they were all capable of intellectual development. The only way we progressed through thousands of years of history is to make them think they depend on our good will, you know for their bread and butter let alone their safety and everything else. It's a scathing upbraid of his own immortal author Adam Smith. But Smith is as far as I can see, other than minor figures

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like Florence Nightingale and I'm not even sure about her, he's the only one who says what ought to be obvious on the face of it. It became obvious to me when I was given five classes a day to teach, in the middle of Manhattan's Gold Coast of the Upper West Side. So I taught the sons and daughters of the media darlings and the sons and daughters of the professoriate and the doctors and lawyers, but I also taught the kids from Spanish Harlem and from Black Harlem who had never eaten off the tablecloth in their life. Nor was I raised with a very democratic outlook. It wasn't an undemocratic outlook but it wasn't stressed. You can hardly call my family in modern terms liberal although I hope will discuss that's not a dirty word at all, it's what you ought to be aiming to be. And because my German Grandfather who cried out in the middle of the street in (inaudible) for German victory during the Second World War even though his son was an infantry commander at the Battle of the Bulge, but he was calling for German victory. Uh, let me see if I can tone down my enthusiasm for...

RG: Well, a large percentage of the population at that time was German...

JTG: Oh right now...

RG: There was a whole swing of pro-German up until 1913 and then all of a sudden the Germans were Huns and ad hominem attacks...

JTG: Adolf Hitler in Mein... The reason you don't find Mein Kampf ever isn't because it's a dull book. There's center section that's a tribute to the United States as the most pure Germanic country on earth. The 10 foot portrait of Henry Ford behind Hitler's desk and Sigmund Freud's nephew...

RG: Bernays!

JTG: (continuing...) Edward L. Bernays was the public relations man for Nazi Germany! That's why you don't find... that would disturb people to know. It's best they don't know that stuff... Anyway, partly out of a kind of natural egalitarianism that comes from a strong working-class population around Pittsburgh, who will break your nose if you insult them rather than beg for mercy. I decided, and partly because of laziness... I decided with my five classes a day to impose the same material on all five classes, the same quality of discourse, make no differentiation, it certainly made my life easier. But what I had done was throw away the assigned curriculum, which I believe was Jack London. And nothing wrong with Jack London, he's a lot of fun to read but if you want to exercise your mental muscles that's not the way to go. And I taken from Cornell in Columbia and Reed College in Oregon which are the major colleges I attended, I had taken a level of text fully equal to that, and what I discovered was, apart from cosmetic differences; maybe a little less grammatical, maybe shorter papers and stuff, but the level of intellect in the ghetto black populations and in the ghetto Hispanic populations was really quite equal to the others! There wasn't a political belief I wanted to impose. Let me give you one example; I had a little black kid named Gregory Smith. Gregory I hope somehow or another you're alive and you're listening to this. And I'm replacing Jack London with Moby Dick, the most difficult American novel ever written that explores all the great ideas of European history, of predestination and all the rest, and I'm holding forth on those ideas, at the same time we are reading a book that's way beyond anything in difficulty that they've ever read. And I hear a crash, I look and Gregory Smith has fallen asleep and crashed to the floor. While I'm fresh out of Pittsburgh and the way we deal with people like that is to kick them in the soles of their feet, they wake up real quick, that's the way the cops do to us we were making out under cars around Pittsburgh. If our feet stick out, they kick our feet. Anyway, then he wakes up and I'm very insulting and he said "I don't need to pay attention, I learned that stuff in third-grade!" We're in eighth grade now and I'm really insulting, but I say what you mean you learn that in third-grade? He said well "I learned that there are these sets of ladies who weave your future and you can't change it. Either the Norns in Scandinavia or the Fates in Greece" and I was reeling back from that cause he's made a connection that Cornell and

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Columbia never made for me, between predestination and these... and he said “and I learned there are these things from the visiting science teacher called genes and chromosomes and they dictate the color of your hair and how you scratch your nose, you can't change that! So I don't need to listen to you talk about predestination.” Well, at that minute, I mean at that exact second, I said “this kid has written a PhD thesis that'll become a book... you know, that'll make his living for the rest of his life, and he's Gregory Smith, the stupid kid!” You know, and then I completely opened my eyes and sure enough, behind the street idiom was active mentality, fresh ideas, it just had been treated with such disrespect for so many years it wasn't worth bothering to waste it on a schoolteacher. It revolutionized my teaching. But then over the balance of the..that was the first year I taught...of the 29 years I taught I decided to use the fresh eyes and perspectives of the so-called hopeless ghetto kids and huge benefits flowed to me, and I hope some to them too because I took what they wanted to do seriously. If Jamal Watson wanted to do nothing but draw comic books in the back of the class, I would go back and use my superior experience not intelligence to say,” listen Jamal, I used to read comic books, and if you want to do this seriously you're doing it wrong. And he'd get angry and say “I'm the best in the school”, I said “yeah, maybe” I said “but in a real comic book all the panels are the same size, looked at the one you're copying from, they're all different sizes to show movement and in real comic books the figures don't stay inside of the box. The head comes out, the first comes out”, I said “look you're copying and you don't see that.” Why don't you take a week out of school, go to the local public library. I'll cover for you, take down a stack of books on graphic arts and learn what you're doing. I mean, that's a worthwhile use of your time.” So, I found out that each person...one girl wanted to do nothing but swim and she snored in class and when I finally said to her what's going on, she said I've devoted my life to being an Olympic swimmer, she was 13. I said well why don't you do that for the rest of the year you can't do it in school, we don't have a swimming pool, but there are about 150 public swimming pools in New York City. Why don't you plot them out on a map with pins or stickers, visit every one of them, and set up a rating for these swimming pools. Concentration of chemicals in the water, depth of the pool, length of the lane and lighting, access, cost and you'll produce an information reference that'll make you somebody. Go around to the local public library and say you're doing it and could you be catalogued, cause who else has such a reference as this. Well she was... her life was transformed because I treated her time with respect, but meanwhile if you took any, I mean any of the subject areas you could find that she was developing muscles and each one of them. We got a call from *New York*, that's the city magazine in New York, about midway through the school year and they said they had heard about this and they wanted to buy the data and they would pay \$500 for it. I said you mean you want to publish her article... “Well no, we would put our own writers name on it”. This girl who I doubt if she'd ever seen a \$10 bill in her life, I'm offering her \$500 and she said “no it's mine, if they want to use it they'll put my name on it”, which they weren't willing to do, so.... I know that was the beginning of a transformation in her life. A famous American writer, somebody that the New York senator from Harvard, he had a fruity voice, what was his name...a very famous one... go back 10 years...

RG: Mario Cuomo?

No prior to that but he coincided with Cuomo. No he was a... he'd written books about the plight of poverty but they weren't sympathetic books, he was nationally famous and he was so florid as a public figure, that he was... in any case... I had a friend who flunked out of Cornell, I'm reluctant to mention his name because he is a nationally famous writer about assassinations. And this famous New York senator said publicly that he was the world's foremost assassination expert. Well, you now know that he was a flunkout from Cornell, so how did this happen? Because he had saw the Kennedy assassination, I'd driven him to Cornell and he was trying to plead his way back in and Kennedy was assassinated. We stayed up all night; we both agreed that if anything happened to the assassin that none of the information could be trusted. And then the next morning or afternoon, that was it for the assassin. So he went back to Cornell as a flunkout, talked a big-time professor, Andrew Hacker, whose dad started the general studies

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program at Columbia into giving him a PhD or the beginning of one, without ever going to class, he would spend all his time writing the book about not the Kennedy assassination, about the composition of the Warren Commission, which I thought was a very clever way to sidestep, you know, all the yellow journalism stuff. It became, Inquest it was called, it became a national bestseller, it led to an all expenses paid PhD at Harvard and then he wrote a book about the DeBeers diamond mines. They took him in, in South Africa as a houseguest for a long, long time and he wrote a book saying diamonds are essentially worthless, because they have thousands of years of flawless diamonds already put away. Then he talked his way into the NBC newsroom and wrote this magnificent investigative study called *News from Nowhere*, about how the news actually is selected for transmission. In other words, everything he touched was... this is a flunkout from college. So, all these anomalies, from the Harlem kids, Spanish Harlem kids, from my flunk out Cornell friend, finally shook my belief in what I had been taught. That it's an orderly universe, merit determines and I could begin to see around me all the narratives that were disconnected from reality. They hardly were hidden at all! You know, they were all weapons of mass destruction narratives and they occurred over and over and over again in every aspect, including in the world of medicine and nutrition. You know there seems to be no ethical or moral brake on what insiders were able to say and all the other insiders would agree with, so that when I turned to what obviously was wrong with school is that we were creating, I as a schoolteacher was creating the hideous discipline problems that we then said we must have money to relieve. It seemed like a closed universe in which one hand washed the other one. That all these horrible kids from horrible ghettos were perfectly able to rise into valuable contributors and it wasn't a very long distance to go. For example, I remember one... I started a school year with, they were trying to get rid of me as a teacher, they gave me their worst class on the eighth-grade. The kids were huge, they had no tradition of scholarship at all, but I determined to utterly ignore that and to say that we were going to start with Shakespeare's three most important plays and if they could master the parts, that I was willing to cut them loose from school for months and they could travel around to elementary schools, put these plays on and then talk about the problems of staging them, mastering the character, or something or another. And I'd say 10 days went by and it was as if I was in a Harvard seminar. All of a sudden some kid bursts out laughing in the middle of "O, that this too too solid flesh would melt, Thaw and resolve itself into a dew!" What are you laughing about? "Don't you know" he said "we're the dumb class?" You know and from that point on it was no longer easy because the other "dumb kids" had had the illusion, but it wasn't an illusion; broken, but we still got some good work done. We invent the problems that we then have to solve, that is what I think all experts do. I don't think, including brain surgery, that there's anything that human skill is capable of that is very hard to learn, it takes some time and you can benefit from prior experience, but it doesn't take anywhere near the time, expense...

RG : So the point is that individuals have an innate infinite potential and that we're not limited by genes or species, or race?

JTG: And who wants to? People wish to learn. It used to be called emulation, you're around somebody they can do something well, of course you watch how they do it. You know, we talked earlier about the disadvantage adopted kids have. When you watch your mother and father and you are 14 months old and have no language, you're still seeing how they deal with frustration, how they merge with one another, or not, contend with one another. You're seeing so many hundreds of skills that in fact you are biologically programmed to imitate. Later when the mind kicks in, you have some selection, which ones to and which ones to... but we don't allow that to happen because the very first thing schools do is strip the experience base away. The easiest way to turn your kids into geniuses, I mean by the time they are seven, is just to front load huge amounts of experience including dangerous experience. And my favorite story as Richard Branson's tells it in his autobiography. His mother who was an airline stewardess in 1946 flying the Atlantic, not exactly the safest thing to do, she was desperate that he wouldn't become a dependent and

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so when he was four years old, picture 48 months, she drove him miles from their London home in Chamblee Green and asked him if he thought he could find his way home from there. He said that he thought he could. Get out and do so, then she said and now he's... where is he... he doesn't even have many words, you know so eight or nine hours later, when he finds his way he said nothing in his life ever seemed hard for him to do again. He dropped out of high school, never goes to college, has his first million bucks by the time he's 19, by figuring out what people need and want and giving it to them cheaper or better than anyone will offer it. What would our society be if we put millions of people through the same experience? I think it would be closer to what colonial America was, and the early federal America when nobody wanted to work for somebody else, they wanted an independent livelihood. It would be closer to that than the corporate hell that we have now. But the corporations, following perfectly rational logic, have begun to need less and less people, but they have such political control over the legislatures and federal government that there's no way to arrest this progress. Furthermore, I spoke at General Motors about 10 years ago and a mid-level executive told me when I asked him, you know "you guys had the world, there wasn't any competition, what happened?" You know, I remember when Jap cars came in they had names like the Bluebird in the Fair Lady, I mean it was a joke! What happened? And he said what happened was this, that engineering which used to be the fast track to the executive suite and profit sharing and all of those things and good stuff, stopped being this fast-track. Finance became this fast track, taking these huge profits, speculating in variable rate mortgages, in foreign currencies... that became the road... the same way that happened with the steel industry in Pittsburgh; it wasn't moved out of Pittsburgh because any of them were losing a penny, they were making great profit. It's that the Harvard B-School boys said look you can take this money, make a lot more, and not work. Of course that would get rid of 100,000 Steelworkers and truck drivers, but who the hell cares about them? Didn't Darwin say they're not evolving? They're all Irish anyway...

RG: This is the juxtaposition between eugenics and that type of mentality where people are under control and someone like Branson who gets to go on walkabout, which is a rite of passage which was around at the founding of this country with high literacy rates... and so when we get a high entrepreneurship, self-reliance, literacy rates, people who had critical thinking and knew how to deal with problems on their own, because if not you might die...

JTG: Or other people think badly of you if you say you want a job for..... what do you want to do? Right, right... but these different compartments are intimately interlocked. So by studying one and the other as if you're going to pass the short answer tests, you're disabling your.....

RG: Fragmenting!

JTG: Yeah, yeah. ...the synthesizing power of your mind which is what enables you to strike out so that history doesn't infinitely repeat itself, but now that's been restricted to such a small fragment of the population that we are in desperate trouble internationally because the Chinese, the Japs, the Malaysians can do this brain paralysis much better than we can, because they have traditions that allow that and we still turn out on the Fourth of July and say home of the free, land of the brave, whatever....

JTG: So if someone were to walk away from this segment saying what did he say? It's that the bad things done in school have been intellectually justified and you're not going to change that set of mind. So all the effort you make to systematically change schooling is a huge waste of time energy and resources, because now the majority of the important people in the country make their living either directly from that

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or indirectly because you no longer have a critical mind. What is the definition of marketing, that when I took marketing at Columbia they taught me? Its overcoming sales resistance! Well, if there is no sales resistance, you know, you do that by juggling balls and dancing, there is a pretty girl, buy the product, you can have her... you know, it's quite a pickle that we're in. Our managers don't think they are in a pickle, but they are too, because the Chinese for example, are so much more well-versed in screwing rival power. We've only been around a few hundred years, they are reeling us in very nicely thank you. If they cashed in the bonds they hold right now, just forget that the dollar is paper. "Give us our money back"... (laughter)

RG: How are populations, kind of prepared, indoctrinated and conditioned into receiving such... they provide such low resistance to the Ponzi scheme mentality of the predators....?

JTG: Well, the interesting thing about leverage and it has been studied since ancient Rome is, you don't have to do everybody. You just have to do a few opinion makers, they do the rest. Here's how Andrew Carnegie did it with the Protestant churches of the United States. He simply in one fell swoop donated a brand-new organ to every church in the United States. This dyed in the wool atheist opened his purse and everybody got a new organ. Do you suppose there was much... that not anyone turned the organ down or that there was much resistance? Now, you accept the organ but, you grew up in the Christian tradition, don't you thank Mr. Carnegie for his organ? Don't you, being human, hope that something else will follow that organ? You bet you do! How did Carnegie and Rockefeller get a hold of the schools? There were no pensions for teachers, the government didn't set up the pension system. Rockefeller and Carnegie set up the pension system Out of their own pockets. And of course they didn't give it everybody. Your school had to conform with what they said was a balanced educational diet. Four credits of English, whatever they were, two credits of math, whatever they were. You could compete for the pensions if you followed the Carnegie Credit System. Is there any school in the country who didn't? I never heard of one. How could you? Because the local parents would say, "What are you nuts?" "You're not taking this free money? I mean, what you're doing isn't so great anyway, why don't you do it his way?" So this whole religion of leverage, (that has) accumulated over more than 2000 years is utterly unknown except to seminar courses at the most elite colleges. You know, you may have a rough idea what leverage means from a physics course and see how connections... but you don't have any idea how you can plan the future for an entire region or nation, or city, by using leverage. The Chautauqua's used the leverage. The best leverage available wasn't the newspapers, although it was good. It was the pulpits and so mixed in with the real things the Chautauqua wanted to teach, were traveling Christian ministers. The whole Harpers publishing empire is I think it's Methodist, but don't hold me to that maybe it's Baptist... and I think the Rockefellers are Baptist. But they're not Baptist like other... you know there's about 40 kinds of Baptist. There is one small fragment of Baptist who are like Episcopalians. I forget the name of it, but when I was studying the Quaker transformation from pious humble people to among the most powerful, certainly the most powerful small sect in the country. There's only 100,000 Quakers and they've had two American Presidencies out of 40, so that's 5%.....

RG: Nixon being the most recent right?

JTG: Nixon and Hoover! You can't think clearly and all you computer full know that, unless the data is available, you can't think clearly. Well someone knew that thousands of years ago and what data to remove, how to spin the local authority into your scheme. Let him do the work. Schoolteachers, I was about to say by and large are innocent. They're all innocent because they are not innocent there gotten rid of. They're drawn out of a pool of college graduates (that) the New York Times says are the lowest single scoring graduates on standardized exams except for school administrators, who of all the coherent occupational groups in the country are 50 points below the teacher group. So the managers, so-called, are the dumbest people of all, they know that their paycheck depends on these 20 people to take their

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job. They don't want to... they may sit in a parents meeting and say we've got to do something different, but they're listening to the tom-toms telling them what to do different. And of course what to do different only says, identify the most influential parents, and they're always the richest and do something different for those people. They'll be gone in three or four years and then go back and do what we always did. If you look at schools in 1905 and in schools today, the correspondences are overwhelmingly similar. You would not say, wow... you would say "hey, history hasn't moved!"

RG: Frederick Gates helped out Rockefeller at a time when the family was getting a bad reputation and like Carnegie they were having a lot of labor disputes. How does the idea of philanthropy and altruism affect American education?

JTG: Philanthropy and altruism as it occurs through the institution of the private corporate foundation is the explanation for what's called American Education, let us call it American schooling. That's a pretty comprehensive condemnation. Do I have any evidence for that? Yes I do. The two congressional investigations of where schools came from, one in 1915 by a guy name Walsh, one in 1959 by a guy named Carol Reece, both came to the identical conclusion. That all of the mysteries vanish or at least source mysteries, when you see how the foundations, which don't spend very much money, use leverage to control the curriculum, the testing system, the public perception of what's going on. And of those foundations until very recently, Rockefeller Carnegie and Ford were the ringleaders. They had divided responsibility. Ford took... let me not misstep here.

RG: Rowan Gaither was in charge of a Ford at the time and he'd met with Norman Dodd. And Gaither says well Mr. Dodd we have directives from the White House, and we at the Ford foundation are the CIA or OSS...

JTG: The White House back in the 20s and 30s set up conferences of experts in order to homogenize expert opinion, because inside the expert body there were colossal names. And if they spoke all the other cards fell into line. I think Ford took over the psychological output of schooling, Rockefeller and Carnegie in different ways, were attempting to globalize. The same Carnegie foundation, still today if you go out to their library, I think it's in Ossining or around there and just read their annual report for the Carnegie Corporation, everything they ever saw on the front page of the New York Times in relation to schooling was cooked up in the project offices and then it's dumped on the world through the control of the media. How's the media controlled? Well is controlled through advertising, that's all, you can use your friends to buy more, or buy less, When they come and say why aren't you advertising, well you say, your point of view is so radical.

RG: Advertising.

It's done.

Alright cool. Let's take at least a 15 minute break, cool this room off...

JTG: I think the mechanics of how it's done is the most useful thing to someone just new to this. Because they say well it seems like everyone would have to be in on this. No, only a few people...

RG: Yeah, we can cover that... we'll cool the room off, let's get the lights off... film one more hour, get you dinner around six o'clock and then we'll have time to relax and then we'll get you at the hotel by eight o'clock.

JTG: Okay!

RG: Let's just make sure the lights are out.

**End of transcription hour two.**

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### HOOR THREE

RG: Alright, I'm going to slate. It's a day with John Taylor Gatto roll three.

When we left off we were talking about how the committees were investigating the foundations. So there was a Cox committee, there was a Reece committee, and they were looking into the origins of the educational system. What is it really doing versus what do people need to survive and thrive and this world? And they discovered there is more than a crevasse, more than a Grand Canyon there was a gap between what we need to survive and thrive and be successful entrepreneurs, pursuing the American dream with a real hope of attaining it, versus being a servile class. And these committees kind of snapshot it and said that there are some foundations and there are some things in action and they're trying to evoke real change and they're going after our children.

JTG: They were puzzled because they detected an agenda but they couldn't figure the agenda out and with the second commission, the Reece, a firestorm broke loose in fact Reese was never ever able to finish, thanks to the chief counsel, was that Cox?

RG: I know there was a lawyer involved with the Reece committee, Catherine Casey who was the lawyer sent by Norman Dodd to go into the archives of the Carnegie foundation. And after being brought up in a traditional status quo education, she went there and saw the actual minutes and words of these men in these meetings planning on how to take over this country and take over the diplomacy and power of...

JTG: Was Dodd the chief counsel for Reece?

RG: Dodd was the chief researcher and he was out of J.P. Morgan earlier, and he had said you guys need to return to sound banking and they said Norm we're to let you go. And then, Carol Reece called him up and said Norm we want you to head up research because we think... what they were describing as communist activity from my research in the comprehensive sense....

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JTG: Well they didn't see clearly... that was the bad bête noir (a French phrase meaning "black beast", signifying something ominous and unknown) of the moment and so... that was the easiest way to organize, but it was something far, far more profound than communism. Yes.

RG: So that gets back into Pestalozzi, (Johann Kaspar) Lavater, and other people who are intellectual elites who joined clubs. Like the Bavarian Illuminati was such club that has a lot of the intellectual elite of the era getting together and in their drawing rooms they are drawing out the plans for other people's lives and when you look at the origins of our education system in America it goes directly back to Adam Weishaupt's plan, and plans on earlier plans, but still there is an organized effort to go after our education system.

JTG: Well there's one more recent than that, there was the Metaphysical Club at Harvard. Right around the turn of the 20th century and it contained such muscular figures as William James, who is the reason we have a course in colleges as academic psychology. That's James' prestige that brought that in. And James was a kind of... he had a ligature to Wundt although Wundt intimidated James a bit, because he wrote so much and so copiously about everything. But in the Metaphysical Club besides William James was John Dewey, Oliver Wendell Holmes and a number of other shapers of 20th-century American institutions. The most important figure though is not known to many people. He is perhaps the last major philosopher human history has produced. He was, it's pronounced Peirce, but it's spelled as if it were peers. Charles S. Peirce, a strange figure, a part-time lecturer at Harvard, created the pragmatic philosophy that William James was probably the Chief distributor of. But your key man is Peirce because he's much less, how would I put it... he's much more direct than James. James comes from a long intellectual tradition, a genteel tradition and in a sense James knows just what to say in every situation. Peirce is very nakedly describing the pragmatism, he doesn't make this connection, but I have, very similar to the Old Norse religion that said praise ice when crossed, a woman on her deathbed... in other words no predeterminations until you see performance. Peirce said that truth and justice flatly do not exist. This was picked up by the way by Oliver Wendell Holmes who then said truth and justice are what the strongest members of society say they are, and any sane judge decides the case before he hears the arguments. Because you don't want to rattle the framework of society. I mean this is big-time radicalism and of course they didn't see it that way at all. They saw it as nitty-gritty truth and all these superstitious sentimental additions had occluded the fact that justice is what strong people say it is, true is the same thing.

RG: So that's an evolution of Kantian philosophy where they remove cause-and-effect and their rationality can be rationalized.

JTG: Yes, of course they left out Kant's ... it's one of the three critiques. Probably the best intellectual defense for the existence of God is from Kant. That was inconvenient for this group. But pragmatism... if you now connect pragmatism with the concept of justified sinning from Calvin, you have an absolute blank check in any situation to invent truth, invent justice, sacrifice biologically inconsequential people, and invent any excuse for doing that you want. It seems to me that's been the driving force in American affairs for a long, long time. There... and interestingly enough it's been the driving force of an intellectual elite, I believe through history. It's just they didn't have the dominance that technology gave them.

RG: Well Bertrand Russell also has this quote... he's often misquoted but when you actually read the book, the sentence starts with, and I'll paraphrase. As Fichte would've wanted; the purpose of education is to remove individuality and self-reliance and all these other things. So the idea was that Bertrand Russell was noticing that what Fichte was trying to do but didn't have the technology to do, that they now in the Norbert Wiener, Bertrand Russell era of the 20th century, now had the ability to mass mind control billions of people at the same time. And it's all done on a basis of irrationality, and a denial of cause-and-

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effect. But that goes back; you know you could start looking at where the influence of Utopia took place and took root and with Francis Bacon in the New Atlantis and how it goes up. And then it's just formalized by some people using other jargon, "Psychology" in the 20th century, and pragmatism. They want to do what they want to do anyway and they just keep using education to say "this is a good reason why were doing this."

JTG: Yeah, yeah, yeah... Well, here we are then.

RG: What thoughts do you have about the amount of people around the origins of this country that were literate versus the amount of people that are literate today?

JTG: It's quite fascinating because the political census of Connecticut, I believe it was 1690 but don't hold me to that. It was very, very early on showed a population that was for all practical purposes entirely literate. We also have more than circumstantial evidence if you simply look at the popular writing in early colonial times, it's taught in the seminar level in colleges today. As well known the novel as Fennimore Cooper's Last of the Mohicans is, in truth unreadable by college graduates. Not because he's not a skillful writer, but the allusions to science and politics, history of all sorts is so comprehensive and interwoven that the allusions themselves defeat an ordinary reader. Including an ordinary college reader. The book, that's in your bathroom, Common Sense sold 600,000! Sold in a population of 3 million, you know a country that was half serf, slave and now you can find it on seminar level in Princeton and University of Chicago.

RG: Because so many people were literate at the origins of this country they were able to publish these pamphlets and so when you have propoganda on behalf of the electorate of Hanover or better known as the King of England and you have these retorts by Thomas Paine who's not from America, he immigrated here and he doesn't have a formal education, but somehow he figures out how to put things together for himself and speak in a way such that the common person can really get something from this. It's not so much... it's an aspect of propoganda, he's propogating an idea. He's describing the effect of just being able to have the printing press and somebody who can pick up these ideas without being through their formal schooling. It has the power to change and influence a country and inspire a revolution etc. etc.

JTG: Oh, yes. In Paine's case, what he had mastered is even today when I tell kids is priceless to master, no complexity of ideas can in fact, with the pains on the part of the speaker or the writer, be reduced to plain talk and speech without harming the delicacy of the idea. And Paine really hit that on the button, he's quite a model in a sense, it's like if you want to write adventure stories you want to read Edgar Rice Burroughs and the Tarzan books and the Mars books because you're just propelled from beginning to end. On a somewhat more rarefied level, Dickens had that ability. And of course it could be distributed wholesale, but doing that would hand weapons to people you don't want to be able to be heard. You know when you teach people to speak and think in academies you reduce their effectiveness to their associates. There, so... yeah we had some very productive experiments in mass literacy including a phrase, a label that's vanished from use there was constant talk of something called the active literacy, as long as you read well you can develop original thinking but you can't communicate. But to be able to master spoken speech you can talk to anybody and they can just actually understand what you're saying where written speech, were known as the "active literacies" the British government made those a crime, a personable offense to teach ordinary people the active literacies. Not reading, because you want your flunkies to be able to read so they can follow your orders. So they can go play golf or go fishing. But to actually communicate dissident thinking and writing would be to reach way beyond yourself. So the active literacies are... You find in the handful of elite private boarding schools this tradition preserved. And in fact in the academy tradition all over the world there's a clear understanding that to be able a blink your eyes and knock off 300 words on anything at all, including a subject you know nothing about is *de rigueur*.

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And so, is to be able to speak fluently even on things you don't (know)... Well you can see, and I would love to know how it was done, the current President is masterful, not just good, he's masterful with the nuances of speaking. That can only happen... it doesn't happen naturally. There. Where on earth was that training? There are little figures that he uses that have fancy Latin names to them.

RG: Sure.

JTG: And of course Bill Clinton was no slouch but he comes out of a populist preacher tradition and is masterful with what he does. But the other is a formally trained science of speech. I listen to the modulations, and you know you can shift from one medium to another and I said... somebody with this odd background you know all over the world. Who's my daddy, who's my mommy, you know... something intervened there. It's no accident by the way that Bill Clinton suddenly emerges from a state in which a Rockefeller's is the governor. (Laughter)

RG: Who was Bill Clinton's mentor?

JTG: Well, he has a variety of mentors. The very fact that he is steered into Yale which is probably, of the elite universities the one that keeps the class tradition, the British class tradition, most actively alive. In fact they all fled from Harvard when the Unitarians took over and were talking you know "we're all in this together". So they bailed out of Harvard, headed west and drop the biggest load, no pun intended, in New Haven but continued on the line that you can trace all the way across to Seattle. Leaving behind traces of this brilliant class-based thought. I once years ago, don't ask me to reclaim it now, but I once actually did trace the movement from the evacuation of Harvard in about 1805, 1810. What had happened was the Unitarians who one of the great heresies of the last 500 years, they worked out a way to initially convert to whatever religion had a church in the area and then when they were the majority they would vote the thing out of business, take the assets and reopen as a Unitarian parish. The entire Massachusetts school committee, no accident, every last member was a Unitarian. Even though they were less than 1% of the Massachusetts population, because they understood leverage. What is the symbol of the Fabian socialist in Britain? It's a wolf in sheep's clothing. They had a big laugh at how easy it is to fool... the funny thing is that, Kitty Muggerridge, no excuse me... Beatrice Webb who is really Fabian socialism, she carried her husband around but Beatrice is the welfare state architect. She was the niece of Herbert Spencer, the most articulate intellectual racist in human history. "Root, hog, or die!" She sat with him on his deathbed for six weeks and both of them agreed they were after the identical goals, but by different means. He said exterminate the birds, the famous line from heart of darkness. And she said to kill them with kindness. You know, I notice you had Ayn Rand on your shelf. The idea of taking care of somebody else, apart from the innocent charitable thing is that you ruin them by doing that. It doesn't take very long been to ruin them. Beatrice Webb, the Fabian and the great conservative Herbert Spencer. Same bloodline, same goals, different methodology.

RG: Fabian socialist also founded the London School of Economics among many other things. Sidney and Beatrice Webb were working with Arthur Balfour and the Society for Psychological Research I believe. One of the other characters spinning in that crowd was William T. Stead, who was editor of the "Review Reviews", died on the Titanic and was the editor-in-chief over that last will and testament of Cecil John Rhodes.

JTG: Yeah, yeah, yeah. And of course, and I have no idea how you pronounce his last name but I would call it Stead, was the character in, the lady with a black leather what was? It was international spy series on television about 20 years ago. Diana Rigg was the female lead and Stead was an inside joke.

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RG: Kind of like the James Bond films is an inside joke to Mi6 and Ian Fleming's whole career. And James Bond was an ornithologist which is a bird watcher, which is what James Bond is; he's watching girls in playing this whole game. So the De Beers cartel which controls.....

JTG: And if you believe in Justified Sinning that's what a license to kill is. It's for her Majesty or whomever.

RG: And Thomas Paine had some words to write about where monarchies draw their idealistic power in who created the grounds and the sort of ideas where somebody is born into a situation where they're allowed to rule over other people. And that's a collectivist mentality where they expect you to sacrifice yourself to the state. So Prussian schooling is definitely created to uphold the status quo. What is the equal and opposite? How do people transition themselves and remain an individual and grow and learn and do these things for themselves?

JTG: Well, I think there are a variety of small inspirations. Besides the fact that if you and I are correct, it is the natural instinct of people who have been sort of been made aware of the life and the arc of the life. But, oddly enough, the Congregationalists in these little white spired beautiful churches. Once I believe you couldn't vote in the state unless you were one. They taught that the Presbyterians, as Milton said: "new presbyter is but old priest writ large" because they met together once a year, and he said that will ruin you, having this collective mentality. The congregation is sovereign in a real Congregationalist church. I don't know how they've mutated through history and the minister simply is you know, the official of the moment to organize the back-and-forth. But then the minute the minister becomes cheeky or out of line, out he goes. And usually if you ask for more money, because the minister is a functionary, the congregation gets the word directly from God. This is of course Martin Luther's enormous breakthrough which he couldn't sustain. It's probably the great freeing line in human history "every man his own priest". No organization is necessary, the communication is direct. Congregationalists modified it and said there's some value in other people's opinion, but not too many others. People who show up and donate to the church, yeah we want to hear what they all have to say. But the minister... so that was one source for a long time... these dissenting independent religions that were unwelcome in Britain, came here and there so much space and it was so disorganized outside of cities that we had this infinite splintering. So that was once... I think the scale of the country itself, which couldn't be really monitored until very recently... long ago it occurred to me that when you have to depend on the worst is, no telephones, no iPad..... Once you get 20 miles from the center they don't know what you're doing. Once a year or blue moon they send somebody out, and you say whatever the guy wants to hear. Back it goes and it looks like everything is cool. That's how we had it. There are no continuous governments in human history. None of them last very long and I'm sure it's because this ferment on the fringe, which isn't very far away, eventually is fatal to the idea that the hierarchy must be preserved.

RG: I think that's just a sign that there so many people in this country. When things can get that obviously irrational that there is just no intellectual self-defense, no one left to form a sentence, let alone a paragraph let alone how to get it printed and in front of millions of people anymore. And that's what I noticed...

JTG: And no editor would dare print it anyway for fear the ads would dry up.

RG: Sen. Oscar Calloway in the 1917 addressed to Congress said that the JP Morgan interests, the shipbuilding, the power interests had all got together and bought the top... they placed editors at the top 25 newspapers in order to control the content on political policy and military policy. So that was really the declaration and the first origins of the Council on Foreign Relations, which goal is to kind of control and mold the minds of the masses using official experts, historians and other...

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JTG: So these clues won't leak out! How about Harry Truman's speech before the U.S. Senate in 1942 denouncing the Rockefeller interest as traitors because they were selling oil to both sides. What he didn't know was that the Krupp Cannon makers were doing the same thing, making the German cannons and selling them to the French and anyone else who would buy them. They had already become a virtual global society. But Truman's denunciation of the Rockefellers on the floor of the Senate, you would think that that would be just elementary sharing with generations of school kids. No, it doesn't exist for all practical purposes unless you're willing to sit.... well my generation, in the library stacks and go through these, I did that in Colombia. I said I'm going to find out... now I'm going back to 1958... So I got a stack pass and I've never been, I've heard about the stack pass, and I'm down on the six level and there's these huge stacks of popular magazines. And I said, you know I'm interested to find out what the popular newspapers and magazines said about the Second World War before it started. For like the 90 days before it started. Let me tell you, to a publication, there not only was a certainty of going to be a war but no worry at all. They all agreed that there was no ability on the part of any potential enemy to sustain a war. That all the gains would be right away and they couldn't replace their losses. I noted that Quigley said not only did the British start the war with a larger force than the Germans and (that they were) more advanced technologically, but they could replace their losses and the Germans couldn't. And the Jap's couldn't at all. So they ended the war with the same planes they began the war with. This was understood before we had a war. This is a good way to get out of the depression. A good way to cow dissidents always is to declare a national emergency and then you have an excuse for foreclosing freedom of speech.

RG: What did Quigley do that was so unique or remarkable that no one else is done before?

JTG: What Carroll Quigley, the head of the Foreign Service Department at Georgetown University, no marginal school, what he did was use his invitation to be the only human being ever invited to view the files of the Council on Foreign Relations and I believe its predecessor also. What he did was to actually write a major piece of nonfiction, it must be 1300 pages long; fairly small print and he made the fatal mistake of being a superb writer and thinker so that it's accessible to anyone who gets ahold of a copy of the book. That was quite impossible beginning six months after the book was published, and I can just see the manuscript must've been this big. So an editor asked to vet the thing and make sure... yeah, yeah, yeah and after all Georgetown, this guy is safe. Out it goes, McMillan publishes it, sells out instantly, instantly and any conspiracy theory that you ever heard of is documented. I mean not as a conspiracy theory, he gives you the name, the date, the time, the actual letters. Oh, Good God! While somebody got hung for that, McMillan broke the plates, told Quigley there was no interest in the book at all. Broke the plates so it couldn't be reprinted. Quigley is on a tape recording right at the end of his life that stored down the Georgetown in the stack saying that they lied to him, that they had tons of them... who wouldn't want to read the book? I spent six months looking for a copy of the book and finally found one in the rare book room at New York University, and had it stolen. And then a couple months later because I looked in so many cities, I got a call, a mysterious call, from a fellow I think it turned out to be a dentist and had a radio show....

RG: I know who it is.

JTG: Okay.

RG: It's Stan Monteith.

JTG: Yeah, Stan Monteith. He said "I understand you're looking for..." Well, "I said do you know where..." "Yes, he said I have some copies." Of course he reprinted the copies. After Monteith over the next couple years several other people had taken the McMillan and reprinted it. So much in fact that it became the

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basis for a growing number of aware people. They weren't sure what they were aware of other than that the story was not as delivered. Not in junior high, and not at Harvard. It was a different story. It was a story that could accommodate two fraternity brothers at Yale running against one another for president. The big agenda. But Quigley's real gift to the rest of us is his absolute mastery of prose and his really interesting mind and his confession that he agreed with the plot. He simply, as a good Roman Catholic didn't agree with the secrecy....he said I believe there's nothing anything anyone can do about this any way. It was marvelous. I go back whenever I feel despair and it's not an easy... it's an easy read because it's well written, but it's a big chunk. He says, for example, that the only times liberty has ever appeared in human society is when the population is privately armed with deadly weapons and to reach the acme of liberty they have to have the same weapons available to them that the government has available to them. And yet we're not talking about some guy who rolls his car were talking about this internationally famous scholar, so...

RG: Well at beginning of the American Revolution the people who are fighting against a British government had equal arms you know, they were landowners. They had an interest to fight over it. That stopped being equal in the 1930s with mechanized warfare and mass production, because they had Prussian education in place for 80 years and now everyone's and obedient worker and NEED SPELLING allows a lot of people to do things that they normally wouldn't do. But now it's part of their job and now it's their responsibility and now it's their duty and all those things that Milgrim drove home through his experiments. Look these people will kill other people if you put a white coat on.

JTG: Yes, yes. Well...(laughter) it's quite exciting, I mean it's a hideous turn in human history, but it's quite exciting the comprehensive surveillance mechanism prevents local groups from developing armaments. These Arabs have done the only thing of which there isn't a successful defense and that's to... just what the Japs did in World War II, to blow themselves up, to blow babies up. Not women very often, but still they're beginning to appear as human weapons. What you can do is suppress that activity, but you can't do it and say this is a free society and we're all in the game together.

RG: There are four copies I think of Tragedy and Hope around. Have you seen the first edition?

JTG: I have and I am wondering when McMillan has been forced to reprint it, very recently in the last year or two. I'm wondering, you'd only have to delete key sections and it'd still be a big book to take the real sting out of it. I thought somebody with young eyes and a lot of stamina ought to sit with the original edition and the reprint just to make sure.

RG: That's what we're doing tomorrow afternoon, we have a first edition eight and we have several of the reprints and we're gonna..

JTG: Oh, do let me know, because I have other people when trying to (get) to see the idea that I could say that the projects underway and wanted to send him a little check.

RG: Yes, absolutely. Would you think about Quigley's book "The Anglo-American Establishment"?

JTG: Again I was impressed by the thinking and the scholarship, but I think the presentation puts it beyond the reach, not beyond the understanding, but beyond the reach of ordinary people without a coach. And I do think we have a pressing need to find, without diluting the complexity, to find the idiom. I think I said to Rich earlier, it drives me insane the things I've been rewriting for years because I'll try that – and I'll feel that the audience misses how that plugs in.

RG: It's almost as if the audience needs a little bit of... a re-inspiring of their curiosity, but then giving them a methodology by which they can start to reignite their learning. And then once they bring their attention and consciousness up a little bit, they can receive some of these other messages, but in the meantime we can be coaches and help them kind of get that.

JTG: We mentioned this earlier, but the great favor Charles Darwin did for people like me is to indict the Irish as hopeless biology because my audiences are full of Irish and I say don't trust an old broken down schoolteacher, pick the book up and go to the Irish sections. Because it's unmistakable his scorn and contempt to dismiss them as irredeemable. The Spanish as irredeemable... there is a quite a little catalog of people... not Swedish blondes.

RG: No, and Darwin does that because instead of observing how things actually work, they were trying to carry out an agenda. So he creates these ideas and he said under these ideas he says you people can do what you want and it going to make them hopeless. If you think your hopeless than you're not really aspiring to climb up any ladders, because there is no ladder. You've been told you're hopeless! And he gets them to basically self-amputate their curiosity and then they bring in compulsory schooling and that cauterizes the whole thing. And they're like "well, you won't be curious anymore"... asking questions...

JTG: I think Darwin himself had a lot of, and he is not innocent in his character. Galton has none. None. Galton knows exactly where to drop these things to cause maximum damage and to institutionalize the anti-educational nature of school. Once it's institutionalized, nobody has to know what's going on. That's the way you make your living and if you were, for example to extend the privileges of partial autonomy among school kids, you would shrink the establishment. And that is no way to maintain power or income. If you were to find substitutions for the purchased supposedly improvements in curriculum, I mean the truth is a superb education doesn't cost a penny to deliver. If you understand what it is, what you're aiming for and what you can use. It's a lot easier if you have money, but what money is usually used for is to purchase layer after layer of interventions and those interventions prevent the educational results.

RG: Compare and contrast how Adam Smith felt about money and the earning of it to sustain one-self versus today where it is earned to buy more and compulsory, what do you say.... status symbols. Conspicuous consumption and these ideas...

JTG: I must tell you, I used to be enough of a favorite at the Cato Institute that I was in the Secretary of Education in their shadow cabinet, and that has to be oh... Did you know Marshall Fritz?

RG: No, I don't know Marshall Fritz.

JTG: Ok, He was a legendary member. When I discovered what Adam Smith actually said, which I wouldn't deny the key people in Cato also know. I became very, very problematical, because in the Theory of Moral Sentiments, Smith.... I'm going to give a shorthand here. Smith says to spend your time making money as a mark of insanity, and what it will buy you is a bad life. That we should be grateful to the people that do that, because they assemble capital, they pay the biggest price, and they create improvements for everybody else. I don't think the religion of libertarian capitalism wishes that complication to be well understood, because there's no way to explain it away. Just as he's very clear that the peasants son and the dukes son are the same people, he's very, very clear (that) you got to be nuts to assemble capital.

RG: What lessons can be learned from Ben Franklin?

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JTG: Franklin's life is the best lesson. Franklin was such -- -- I almost slipped in Pittsburgh profanity, but I won't. Franklin was not a morally nice human being in any way in fact his son broke off contact with him and never spoke to him again for 40 years, for the rest of his life. Franklin was the ultimate pragmatist; he masqueraded as a Quaker even though he had no ties whatsoever. The French who financed the revolution talked about this marvelous Quaker. I mean he was like a national sensation and he did disguised in his dress, I mean he camouflaged himself sort of... he always walked the line where he could justify what he was doing, but his life is evidence from a huge, -- -- probably a lower middle class family, a candle maker. They always had food on the table, but his autobiography is worth its weight in gold many times. Because he explains how you can introduce the highest level curriculum imaginable to 10 and 11-year-old people. That is his father, who had no touch with scholastic theory, would bring in every night a stranger from the street, set an extra place at the table so that the in-house culture could be infused with fresh input there. But he and his friends decided that without mastering high level written prose, their opportunity -- -- I mean he is 11 years old! They say how are we gonna get a big-time literary style when nobody, you know... They take the *New Yorker* magazine of the day, *The Tatler* and *The Spectator* read by only the most hoity-toity and they rewrote the articles in their own words and then would present the rewrite to strangers and say "pardon me sir, could you tell me where this article might have come from?" And when everyone said "that's *Tattler* or *Spectator*", they knew they had mastered that... come on! They wouldn't do that at Harvard, Yale and Princeton. These are 11 and 12-year-old boys, and he's doing it while he was working a 60 hour a week at labor. And he's putting capital aside for his own business by selling beer to the printers at their lunch hour. How does he get to do that? He goes to the owner of the print shop and he says look, you're letting these guys go for lunch and some of them are coming back woozy, some of them are not coming back at all, let me bring the buckets of beer in, make a Penny, and they'll be chained to the machine. That's Ben Franklin, mind you. So his accomplishments, I mean he is the reason we have a post office, he's the reason for the University of Pennsylvania. He's probably the reason that German isn't a co-evil in Pennsylvania, because all these little German Pietist groups were not speaking English or any more than they could get by with, and he found ways to put political pressure and penalties on them, if their kids weren't surrendered to English training. No, he's a miraculous example about what nobody can do if they know what to do, and have some discipline mind you. I would say nobody should not read Franklin's autobiography, very, very slowly. Do not read it for the story but for the detail and you have a formula that anybody could use. So there is for Ben Franklin.

RG: What could a student learn from the young life experiences of Thomas Edison?

JTG: Well, Mr. Edison from New Jersey, begged his mother not to waste his time sending him to school. This was before he was 12 years old and to allow him to go west, during the Civil War, where opportunity was burgeoning. And she let him do it. A thousand miles from home, he became a train boy. That's the lowest job imaginable, you know at whistle stops you go out and buy sodas, or coffee. You're everybody's factotum. But he talked the train into allowing him to put down a broken down printing press and the boxcar and then during the civil war, because he was able to connect things into new realities, he knew that the train stations got civil war news at the same time the newspapers did. But the newspapers didn't come out to certain areas. He used his printing press to run current civil war news, instead of auctioning off children at the whistle stops; he sold the "Grand Trunk Herald". And because he wasn't the nicest guy in the world you vary the price from a nickel to a quarter, depending on what the audience could pay. He put together a substantial stake that founded his own press. He used the stake, in the years he was doing this to start three businesses, each one of which depended on the advantage he had by going up and down the Michigan length. They are now let me see if I... I'm years away from... One of them was that he could distribute magazines and newspapers free. He just picked them up at some drop point and he can put anyone out of business, because he didn't really have to charge much to do that. There were a couple of other; I think one was a food business so that when he ran out to get something for the passengers he

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was the owner of the business. There was a third one; he of course has 1007 patents without a day in college. In fact when he founded GE, it wasn't called GE but that's what it became, he made the test for hiring executives they were so hard that he used to laugh and say nobody with a college degree can pass this test. Now notice if all of this documented history was; and it's your birthright, if this were shared with you in third grade in fourth grade and fifth grade, noticed that you would arrive at the age of 12 with a whole different idea of what your prospects were, rather than your hand shaking because you got a C on your report card and that probably would doom your career. It's a colossal crime and I'm speaking now as a detective story fan. I'm staying away from the moral high ground here, because it's so far beyond what we define as good and evil. And for the people who do this it is good, because as Thomas Malthus says clearly in his essay, climbing the mountain, the high ground, the moral ground... he says it's a kindness. These people are doomed to such miserable lives that to hasten their demise is a great kindness to them. You work them to death, you starve them....you're doing God's work! He of course was a parson of the Church of England, in which Charles was trained to be...

RG: Well, you had people like Lippmann and Bernays who recognize that people were inherently irrational, and instead of trying to teach them critical thinking, they say let's use fear and confusion to control them even more.

JTG: That's Spinoza as the author of that! Get ahold of the translation of "Tractatus-Religico-Politicus" published in 1690 and any outlook you have on Spinoza will change radically. You're in the hands of a man who could put Adolf Hitler in his high command and in the shade. He had worked out all the ways, there weren't any escape loopholes and he sold the plan to monarchs who had a long hard slug to sell it to the traditional upper-classes who still had scraps of morality, traditional morality. They still hadn't become justified sinners. Thomas Jefferson in Notes on the State of Virginia, he's trying to assemble, because Spinoza's ideas are already in America. So he's trying to assemble the possible good use that could come out of an institutional schooling. That's why shallow teacher college texts say that Jefferson was one of the pioneers. What Jefferson said was unless five things are done it will be a mere secular religion. And since I saw that, that's Spinoza's direct positive program to get rid of emotional religion, that's a wild card. Secular religion is okay and that's what the Church of England is. It wasn't inspired, men sat around in committees and figured out what God would want.

RG: We have one minute left on the tape for today. My question would be, in the last minute... Who was Niccolo Machiavelli and why should every school child take a gander at what...

JTG: You've got to take a gander at Machiavelli! Machiavelli was a Florentine in a time when Italy wasn't a unified nation; it was a collection of powerful city states. Or at least somewhere and Florence was one of the most powerful, but it had important rivals. And Machiavelli, he was a middle level politician, call him, and he was ambitious. So he wanted to, it was the famous Borgia family.

RG: Cesare Borgia and the Medici family.

RG: Yeah, yeah. And he wanted to do what Henry Kissinger did. Is to establish himself as a fountain of utility for the Borgia's. And he really had an excellent mind, and it's hard to tell what his character was, because he has other books that are rather morally grounded. For the first time in history the secrets that have been talked about in drawing rooms, maybe leaked a little bit like Hobbes "Leviathan" there. Suddenly it was an unbroken presentation of how the prince should maintain and enlarge power. It electrified the planet! First of all the people who already knew of these things were ticked and the people who suspected them were put in a moral quandary, a bind. Now it would be a deliberate choice, but for the great unwashed and for the religious power that represented them, here was... and his name was after all Nick-- here was "Old Nick" (laughter)....

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You know we could, give us 10 years and no one could pass through school without being aware of these high or low points in the creation of their own society. Then at least they would have choices. And I know some will choose to sell out but others, because of that romantic quality and the young, you know. That's why we send them overseas to get blown up. You know, they do what they did in the 60s. This is a turning point in American history. After national policies that.....

RG: Alright, we're going to turn the lights off but you can continue talking and I'll just mark where we...

JTG: But remind me tomorrow and I'll do this (again). After national policies was contradicted by the riffraff in colleges and high schools, word went out that (it) was never to happen again. A group called the Trilateral Commission published a book, they subsidized at NYU. It's worth picking up its called the Crisis of Democracy (1975). The shorthand is that if the people take it seriously we got trouble on our hand, so we've got to hide power and how decisions are made even more rigorously than in the past. It's just like Hobbes said, he said "power is never where it seems to be". It's never there! Those are always the, you know.....the (inaudible) catchers.

RG: If only Hobbes was writing for the average person, if only every person was literate, if only they'd critical thinking so that their literacy did make him a slave...

JTG: Yeah! To think of people like Hobbes... "Oh, it's just another quote, "that's his opinion"..... well he was the adviser to the King and the book stayed in print for 450 years.

RG: It's actually in the "Great Books" set, and fits in with Machiavelli. Machiavelli and Hobbes in volume 23, from that set over there...

JTG: Is that the Harvard Classics?

RG: It's the "Great Books of the Western World" put together by...

JTG: Yeah! University of Chicago! I was accepted to the University of Chicago when I was in high school and my mother wouldn't let me go. And my uncle graduated from there....

### End HOUR 3 Transcription

### HOUR 3 NOTES, LINKS, AND REFERENCES:

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#### HOURLY FOUR

LA: Now is there anything I can get for you, coffee or water?

JTG: I ate and I am comfortable. Same setup as yesterday?

LA: Yes.

JTG: Good.

LA: Exactly.

[Off camera - inaudible]

LA: Here is some water for you.

JTG: Thank you!

JTG: Good Morning!

RG: How was your evening?

JTG: Good, thank you.

RG: I have one small formality/favor.

JTG: Sure.

RG: I told you about Rick's mom and his teacher Mrs. Tichy.

JTG: You want me to...? Sure.

RG: Yeah, he said that would just tickle them. I was going to frame it and send it to them.

JTG: Sure.

RG: Because they take a lot of shit for talking about this stuff. Ha! Awesome! We have a poster for the crew, if you'd like to be the first to sign it. The name of our episode is "The History of Corruption in American Education". That's so awesome, I love the signature! Did you guys see the arrow?

KC: Here are a couple books you could take a look at, while I get this set up here.

JTG: Oh, sure!

Yes, I've heard a lot about this one! (The Molecular Vision of Life by Lily Kay)

KC: Yes, it's fantastic! She even has a chapter where she goes into the Rockefeller Foundation during the Marshall Plan.

JTG: Are you aware of the concept of Bionomics?

KC: I don't think so.

JTG: Ok.

RG: You will be, as soon as you leave!

JTG: About, it must be 10 years ago the Cato Institute invited me to speak at the annual Bionomics Conference, and it was the Mark Hopkins Hotel in San Francisco, and I knew that I'd never pay to stay at the Mark Hopkins, and I said this is going to be fun. But what the hell is Bionomics? Remember the

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annual bionomics institute. So I get out there....very, very... glitter, upscale on everything.. people from all over the world. And apparently it's a continuous project from the early part of the 20<sup>th</sup> Century in seizing control of evolution and guiding it on Galtonian principles. So you improve the breed, but you also get rid of the crosses. And I'm stunned by the names that were there. All the top people in the high tech world, the Wired Magazine crowd, but lots more than that too. And at the first luncheon, the author of a book called Bionomics, that I'm sure you can find on Amazon, speaks and he said "there will be many disturbances around the world and loss of life in the upcoming years. You should not be concerned about any of this; stress causes the weaker biology, not to reproduce itself. To think of stress, global stress, as your friend because it will curtail population growth, especially among the people who shouldn't be breeding". Now I'm sitting there, up in the room is my cat, which I've smuggled into the Mark Hopkins. In fact, I'm not gonna be able to go to the room; my wife and my cat won't believe what I'm listening to here. Yet, here is the audience that has paid through the nose to be here for five days, and then there is a series of talks, and I'm thinking I've been invited for exactly for what reason? Do they think I'm some, you know, I'm minor offshoot of this project? I never explored why, but I did begin to look into Bionomics. And what I discovered was, that the first President of Stanford University, David Starr Jordan, 30 years the President of Stanford, the Harvard of the West Coast. He was the initiator of Bionomics when he was President of the University of Indiana and his star pupil was Elwood P. Cubberly who is easily the most influential figure in the world of national schooling of the 20<sup>th</sup> century. That's his star pupil at U of Indiana. When he goes to Stanford, he brings young Cubberly, who I believe is still in his 20's, as the head of teacher education at Stanford. The Bionomics genius is now head of teacher education, and in a magnificent book called Managers of Virtue, by a high placed executive in the Mass Ed Department. Cubberly is introduced as the man who has unified hiring in the United States. Around the time of the First World War no superintendency, no appointment to state education boards is done without Cubberly signing off on it--North, South, East or West. And this conference that keeps the hiring in close hand... The book you want is Managers of Virtue, not by a conspiracy theorist, but by, like I said, a highly placed, well respected executive from the mass education department. But what this guy doesn't know is that Cubberly was the bionomics expert, to control evolution through schooling.

KC: I am definitely going to have to follow up on that.

JTG: I think you'll find it a very productive time... Lisa said to me coming over in the car that she's a skeptic, and she said "prove it to me." I was a skeptic too! The chapter in my book book, The Underground History, "Daughters of the Barons of Runnymede" is me proving to myself that continuity exists. If the Daughters of the Barons of the Battle of Runnymede have continuously kept touch with one another for 800 years, and the Field Grade officers of the Civil War, on both sides, meet regularly, their descendents, then we're dealing with a reality that's kept far from public understanding, other than as something humorous maybe. This is a prize; I really need to pick up a copy of this. It's still in print right?

KC: Yes it is. You may want to pick up a copy of this as well.

JTG: Do you guys put out a little bibliography on your website?

JH: Once we get Rich sitting down....

RG: We just to make sure this mike is out of frame. Is this high enough?

JTG: Do you guys put out a little bibliography on your website?

RG: Yes, absolutely. Links to your site, traffic to your site. So people can buy books.

JH: Once we get Rich sitting down....

RG: We just to make sure this is out of frame. Is this high enough?

TM: I'll just try to follow.

JH: It's not being used.

RG: Camera's rolling?

LA: You're rolling

RG: First, I would like to present you with a book. Not that you don't have enough books, but this particular book was written by a friend of Thomas Beckett and he wrote it for Thomas Beckett. For Thomas Beckett, didn't have, in this author's opinion, enough intellectual self defense to do what he was doing and he was trying to help him out. And his name was John of Salisbury. It was written in the 12<sup>th</sup> century and I thought if there was such a thing as reincarnation, this guy reminds me of you and that you would greatly enjoy...

JTG: I will read it with great pleasure! Thank you Rich!

RG: ...this 12<sup>th</sup> century defense of logic and reason. In a time of irrationality. And I took the liberty, just in the prologue I marked a couple pages, that has some... there's a couple quotes in there where he basically lays out why he's doing it. And I got a chuckle out of it, and I thought you could always use a good laugh now and then.

JTG: This will be the very next thing I read.

RG: Now, I have one last bit of housekeeping. Let me see. If you could read that to the camera, while at the same time holding this mug, it'll be the intro for this episode. Or you can change it any way you'd like.

JTG: Give me the high sign. "Hi, I'm John Taylor Gatto and this is What You've Been Missing!"

RG: Awesome. Yesterday, the name R. Gordon Wasson came up and you raised your eyebrows. What does that name mean to you?

JTG: Well, it means to me, Soma--The magic mushroom! And that Wasson wasn't some fringe nut, but some Wall Street heavy hitter! So, I read it with great pleasure not once but twice, ...until it fell apart.

RG: Before you leave today I have a DVD for you. I just have to burn it, I have a folder made and everything, and in there I put Wasson's Mushrooms, Russia and History book, which is very hard to find in PDF. I just thought you'd get a kick out of it...

JTG: I will get a big kick out of it!

RG: What does the name Antony Sutton mean to you?

JTG: Actually, I corresponded briefly with Sutton. He made the contact after he read Underground History, and his books about the rise of the Soviet Union, Wall Street, and the rise of e Nazi-ism were important parts in a slow process of overcoming my own skepticism. I mean, I had all the pieces. I had many of the pieces rather, but they seemed to add up to a reality that I could find no hint of recognition of. In the copious reading I had done, and kept current, why weren't there any references to this at all? Oh, occasionally when someone like Ramsey Clark would seem to breach the wall of security... Ramsey was toast, he was marginalized. No one ever mentioned Ramsey again. He wasn't a guest on any show.

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RG: Well, the same thing happened to Sutton, because he worked for the Hoover Institute of Stanford University, which is very prestigious and once they started reading his work, they were like, “you can't write this” and he said “that's the ticket out of here, I must go find out what's going on”. I think he wrote like nine or more books on these various subjects and when you see how Wall Street funded the Bolsheviks, and Wall Street was funding the Nazis, and the Bush's and the Harriman's and all those families that were also eugenicists. The ones that want to do compulsory schooling and tell you what to do with your kids, and all these other things. There's a very small main group and once you try to understand the philosophy of what makes them the utopians that are trying to shape everyone else's lives and violate their volition. It's overwhelming to discover that, but then you discover someone like Lysander Spooner, or Bastiat, Frederic Bastiat, and read the book of The Law. It's so simple and yet if you don't understand the simplicity, it's easy for these other groups to take it away from us.

JTG: Yes, very easy to marginalize, who has time for this nonsense? I mentioned in our session yesterday, but as I was poking around in, for other reasons, in the history of American adoption, I kept running into the people who were the architects of American schooling. And I said what possible correspondence... The chapter in Underground History, “Daughters of the Barons of Runnymede” is actually a kind of lens into my brain, trying to prove to myself there was some sense in following this road. If the heirs of the people who fought at Runnymede had maintained an 850 year continuity... Then I found other organizations that had. I said, it's possible that someone with an agenda other than this... so.

RG: Who was Ignatius Loyola?

JTG: Well, Loyola was the founder of the Army of Jesus, the Jesuits, who penetrated the Reformation and eventually produced the phenomenon in history recorded as the Counter-Reformation. They slowed the momentum down, because the Reformation really is founded, although Calvin is the imminent screeed. Luther's “every man his own priest” is this wild declaration of radicalism. To get rid of the religious priesthood is to get rid of all middlemen, yes.

RG: There are many countries that outlawed the Jesuits in the late 1700s, and one of those was the province or electorate of Bavaria. And then there was a Jesuit professor of Canon Law named Adam Weishaupt, who created a group. What influences typically has that group had on the education system?

JTG: Well, to pursue that line would require so many allusions, I prefer not to enter an area where I can't field the hardest questions with substantive facts, but certainly the sense of powers behind the scenes is very, very strong. Let me give you a few specifics. It's been clear since the beginning of standardized testing, that the tests do not predict. And, the best American... the most prestigious American universities have either dismissed it or kept it in pro forma place. But actually as Harvard and Princeton told me, it's not a significant determinant. They just don't want to rock the boat, the glue that holds this pyramid together. They don't predict and why is 10% of the school year, and school budget, devoted to exhorting stress on so many millions of people? And through the children, their families...and why do so many innocently ignorant school teachers say, “This will determine your future” when it only does if you convince yourself that it determines your future. It has no predictive power at all other than to signal, this is someone who will memorize whatever you ask him to memorize. This is a useful skill, an anti-skill.

RG: In the book The Leipzig Connection: Basics in Education, toward the end of the book it talks about Pestalozzi; after Pestalozzi it talks about his mentor who is Johann Kasper Lavater, who is working and experimenting on Swiss lower privileged children, in a universal schooling system. He (Pestalozzi) was also a Grand Master of the Illuminati. So, since Pestalozzi and Lavater and all of these other key figures, who were in the Prussian Education System, were also in the Prussian Illuminati, it just seemed natural to see the takeover and undermining of nationhood, of our society. The taking away of our identity through

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the school system, is also making us as a nation, incoherent. It just seems like there is a very militaristic strategy, that's been in place a long time.

JTG: Notice what the specific mechanism is, it's an artificial extension of childhood. Theoretically to the grave, but certainly beyond the point where learning anything is easy. As long as you indulge childish fears, and childish appetites long enough, you've effectively rendered somebody harmless. You know, you can see it, in its crudest form, in the military, in the training of recruits. Or in fraternities and the hazing of freshmen, but actually yesterday, I hope we talked about Richard Branson and the turning point in his life at age 4. When his mother drops him miles from home. Throughout most of human history, anywhere on the planet, childhood is over by the age of 7, and even in the most permissive cultures, it's over by the age of 11 or 12. People are, even in their own countries... At the beginning of 20<sup>th</sup> century, a substantial number of young women at the age of 13 were married or becoming married. I'm thinking in particular about...uh... I'm thinking of an 18 volume history of the world, that used to be, for 20 years, the premium of Book of the Month Club, written by a husband and wife team. And still, a rather respectable history. Even insider historians say it's not bad history, very, very...

RG: They also do a history of philosophy set?

JTG: Yeah!

RG: I have it! Gene Odene just sent it to me last week, I just scanned it in. It's on my desk if you want to go get it.

JTG: All we need is the last name and I'll trigger ...and in any case, the fellow who had been trained, I think at U Chicago, I think as a historian, marries his wife who becomes his co-writer...

RG: Will Durant.

JTG: Will Durant and Ariel! And Ariel was either 13 or 15. There's a dispute on the internet about how old... She wasn't older than 15, and I suspect she was 13 when they married. Was Will some form of sexual oppressor? No, instead of going to Junior High School, Ariel studied professional historiography and its protocols, and she was a full partner in their writing. And Will died, predeceased her 10 years, and she continued to lecture, having begun her productive life, when people began their productive lives. To extend this to the late teens, or beyond the late teens, is to fly in the face of the first admiral in American history, being in charge of a warship.

RG: Farragut!

JTG: Farragut, at the age of 12. Or George Washington, being the surveyor of Culpepper County, Virginia in his mid teens...

RG: Very entrepreneurial...

JTG: Or Jefferson running a plantation, his parents both dead, (with) 250 employees. He's 12 or 13. But these examples go on and on and on. Why have we marginalized the young, who whatever they lack in experience, more than make up for it in resilience and acuity. They bring new eyes to the situation, which is the secret of scientific invention. So, it's done because they're the most dangerous, the least over-layered with these conditioning.... And of course, that must've been understood way, way back in history. Alexander the Great after all!

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RG: You're noticing, you're observing that the values have changed since the time of our founding fathers, who were literate, autonomous, entrepreneurial.... They also grew hemp and they knew the value of hemp.

JTG: Oh my, George wrote (that) he did it for medicinal purposes, so I assume it was....

RG: And Jefferson travelled the planet collecting different strains, and they had contests, and they wrote letters about their...."hey, I had grown this strain" and "it does this", and they are competing. So, the fact that you're not taught about this in school, and the role that hemp played in making the sails, and the clothing and everything was hemp dependent

JTG: Oh, it's a miraculous fiber! There are some rather sober accounts of the lengths to which the Hearst family went, because they were the largest forest owners in the country. They supplied the wood pulp for newspapers, but hemp newspapers are infinitely superior to wood pulp. So they moved heaven and earth to create the narrative of reefer madness!

RG: So, if we are using wood pulp paper to make books these days. We're not only killing trees which eat CO2 and produce oxygen, to make paper towels and toilet paper, and a lot of these things beyond books.. But I noticed that a lot of the books that are printed recently, the pages are disintegrating. And when you get old books, from the 1800s, 1700's that are printed on hemp paper, they are still pretty existent. We have a Johnson's Dictionary from 1838 and it's not printed on the same wood pulp, acid paper that we have today. So, can you comment on..... They undermine education, but they also undermine our ability to get our hands on the books to educate ourselves, closing libraries and using types of paper that basically turn to dust.

JTG: Oh yes, and since I've been in college in the 50's there's been a prevailing wise guy ethic, that you don't actually need to read these old books, because there are plenty of abstracts, digests of these old books in existence, and that will give you the guts of the old book. Well, let's take Marcus Aurelius's Meditations. What the digests don't give you is that the wealthiest, most powerful man in the world.... I don't know if that confluence has ever existed after Aurelius, saying that nothing you can buy is worth having, and nobody you can order around with your power is worth associating with. That's a rather acid thing...

RG: So how old were you when you first met Marcus Aurelius?

JTG: I was, initially in translation in 6<sup>th</sup> grade in a coal mining town in Western Pennsylvania, where it was offered in translation. And of course, it's imminently readable. And then in 9<sup>th</sup> grade, there was an option of reading it in Latin, or doing something else. So my mother insisted, that I read it and Julius Caesar in Latin. *Gallia est omnis divisa in partes tres.*

We had to memorize the early part of it. But Caesar's got like horses and some old piece of fustian that you know if you're an elitist. You read it to plug into the ancient world. It establishes the principle that a weaker force can whip a larger force by dividing....

RG: And being better prepared!

JTG: Yeah! You can set the larger force against one another. And you see that in schooling. The ordinary classes are set against one another by constant meaningless testing and small inconsequential prizes being given to the people who test best, and wiggle their hands in the air. So the ordinary classes are divided for a period of 12 years through meaningless competition. I noticed, when I was in basic training in the army and I was told that I was going to learn in 3 hours how to take a rifle with 57 parts,

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apart blindfolded and put it back together again. I knew that I could not do that. I knew that I could not do that, and yet in a room with 500 other scared young people, we all did it! And they didn't say, "And, he finished first." The important thing is, what do we learn that's enhanced by competition? I mean, what real do we learn? It gets in the way, because now your rank becomes a factor, rather than the quality of what you've learned. I made these ideas clear to 13 year olds at all times, and found that after about 90 days, they became as addicted to ideas, and the lives of things, as I was! Whenever a new idea would emerge in the classroom, this is quite literally true, I would grab a piece of chalk and write it on the wall. I'd climb a ladder and write in on the ceiling. Inside of that first 90 days, there were hundreds of digests of ideas, everywhere! On the floors, when there was no room left. Front, back and sides of the room, and I had world maps and national maps and I could leap up and point the origin of the idea as we know it. Or simultaneously, they came.. As I said, it was at roughly 90 days, when classes that were considered the "stupidest," people who had never eaten off a table cloth in their life, were actually hot to talk about ideas! We couldn't have that, how could we maintain the social order and the economic order, if we had people who became fully alive when they were young and could get up when they are knocked down, you know.. I think a lot of the problem, it's very easy to assign this completely to sinister motives. And there are certainly sinister motives at work, but I think part of it is the problem of how we would manage a society that didn't require managing? And I don't think anyone has been able to solve that problem. The early America probably did it better than anyone we have easy access to.

RG: I think because it's not about anarchy, anarchy is just a void or vacuum of government. It's about being autonomous. And if you take away the government, it doesn't automatically give people critical thinking or the self-reliance that they need and the compassionate communication that they need to work with other people to achieve goals.

JTG: Right.

RG: In your explanation of how you learned the most powerful lesson of doing the impossible, you knew you couldn't do that and after an hour or so, you had just done something you knew you couldn't do.

JTG: I knew I couldn't do that!

RG: You took your experience and taught younger people that they can do that. Because now they more years. You have to be at least 18 to be in the army and now you're teaching 13 year olds, that the things you know you can't do... you don't really know that. And you need to get that....up here....

JTG: Right.

RG: So, the question that I would follow up with is. In your 3<sup>rd</sup> interview on Gnostic Media with Jan Irvin, I heard you mention these words, Trivium and Quadrivium, and I thought it may have been something that was off your radar, but you spoke eloquently about it. Where do you have familiarity with the Trivium and Quadrivium and what does it mean to you?

JTG: I went to Jesuit boarding school in 3<sup>rd</sup> grade, so I'm between the ages of 7 ½ and 8 ½ years and the curriculum, reflecting back on it, which I first began to do 15-20 years ago... The intellectual diet was not modified in any way for our tender years and the devices of discipline and motivation that would be used in an authoritarian way, were not cherry of using. But I do believe that their hearts were in the right place. I remember being humiliated, and I told you privately about this yesterday; by a Jesuit Brother from St. Vincent's College, which was across the street from Xavier Academy where I went and was beaten on a daily basis by the Ursuline Nuns, sometimes for mispronouncing French. But the Brother was talking to

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us in the middle of the Second World War, about the causes of the First World War. And he had written a list of causes on the board. I had a magnificent memory before drink intervened, and he said "Could somebody face the back of the room and tell us all of the causes". And I, with my memory, I did, word for word. And he bursts out into a harsh kind of laughter and said "you fool, you believe me". He erased the board and said "These are the causes of the causes of the war, now could you do it?" And now chastened, I did, a lot less confidently. And this time, the room exploded with his scorn, he did it again! He erased the board and he said, "you will never know the causes until you embed yourself into the primary documents, and see how complicated a thing this is." That changed my life! I only wish I might have had a second year there, but...

RG: Before you could form your logical understanding, he said you need to get in check with the knowledge, the actual grammar. What are the artifacts? Where are these documented? What are the primary sources?

JTG: And this probably has occurred to other groups, but the intellectual part of the universal Christian religion, the Catholic Church, had a respect for scholarship and what happens as you collect data is that it forms itself into patterns, and if you record the patterns and test them to see if they hold true. Eventually that suggests behaviors. So that they created... two formulae... a basic formulae which Dorothy Sayers, and I'd urge all of your listeners to read her essay, The Lost Tools of Learning. She's a marvelous detective story writer, and the detective stories aren't genre stories, they're a comedy of manners about the British upper classes. But the Trivium was becoming comfortable with a pattern of thinking in which you could dispel confusion. And the Quadrivium was pushing it farther into specialized areas. One of the huge mistakes that schooling makes, even home schooling, is to organize the agenda and the goals, in terms of subject learnings: English, Math, Social Studies, Science. Because those categories, while better than chaos, are so crude they tend to mask what you are actually after. Take the universal study of the English language. What you're after is a mastery of the written language, the spoken language, and your own writing. So you've got these 3 divisions and now if you are after those things your measurement's not through memory, it's through performance, which is so much more accurate. As we spoke about a little earlier, the standardized tests aren't predictive and every first class university knows that. You don't select people because they scored here on the SAT's, or whatever other tests are administered because they end up disappointing you. And you waste people, who actually....

RG: In real life we don't use standardized tests to make decisions, whereas you actually do use the Trivium to observe, to process that information and to make informed decisions.

JTG: Right. And while there are personal variants... So I think the fundamental thing....as every philosopher in human history has said, is "know yourself." This is the fundament. Now you can take principles like Trivium and Quadrivium, and you can do a personal adaptation. You know how they will work for you. But the course I actually followed at the beginning was to say, I know this is not good for the kids I've been hired to teach and where will I find an un-erring structure. I said, obviously it will be in the most expensive elite private boarding schools. So I made a 10 year study, although it paid off at the end of the first year and I distilled the 12 secrets of the boarding school curriculum of power. Now I'm talking about, not private schools vs. public schools at all. Because most private schools follow the template that public schools laid down. I'm talking about the inner circle, twenty or so. Let me just name a few of them. I'm talking about Groton where Franklin Delano Roosevelt emerged, I'm talking about St. Paul's where the Senator from Massachusetts who ran for President, the tall, skinny guy, John Kerry emerged. I'm talking about Andover, where the Bush family went; I'm talking about Choate, where John F. Kennedy emerged. I'm talking about one, that not 1 person in 10,000 has ever heard of. Episcopal in Virginia, where John McCain, the populist, give me a break, emerged. I learned about Episcopal from the sports section of a newspaper. I'm looking for the next Pittsburg Pirate defeat, and suddenly I see a tiny item,

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and it says that for the homecoming football game for Episcopal Prep School in Virginia 25,000 alumni showed up! I said, wait, that's got to be a misprint. I mean, I can understand a thousand showing up. 25,000 people came from all over the world for a high school alumni game? So now I start to look and I discover that Episcopal, it's the naked revelation of the importance of religious tradition in upscale education. Over half of the elite boarding schools in the country and all of the inner circle ones, are grounded on religion. Almost all on the Anglican religion, which isn't faith based. It was put together by committees arguing about what must have been in God's mind. But also there's a respectable number that are Quaker based. So, here we are talking about a tiny fraction of the population, no more than a hundred thousand people, that's produced in the 20<sup>th</sup> century two Presidents! How is that even possible? Statistically, what would a bookie say the odds of this little splinter group, who we all are taught are innocent and unworldly and pious? Well, so anyway...I've got the twelve, see, I'd like to if possible go through a few of these, because I adapted them instantly to Harlem kids and almost immediately began to produce results. It was roughly 90 days, because at first Harlem kids don't believe that anything useful to them is going to happen to them at school. But after about 90 days, these kids start winning competitions with the inner circle kids of the upper west side of Manhattan. Instead of being amazed and wondered about, I'm called in and accused of child abuse. What on earth are these people doing? "You must have written that for..." I said, I will confess, I corrected the spelling and the punctuation. (laughter) But that steel trap set of ideas proving the case is not mine. I'm not up to that standard there. So, I began to get in hot water ever since. Let me share a few of these. We all are vaguely aware that literacy is at the heart of an intellectual inner life, but what we don't understand is that is, prior to the First World War, literacy was commonly divided into passive literacy, reading, and active literacy, speaking and writing. And none of us are aware that in Colonial days, that to teach active literacy to ordinary people was a crime! Why? Because reading, you're locked in your own head and you still have the benefit of being able to read the boss's instructions about what to do. But if you can speak well, as our current President can, or write well, you can reach way beyond your own skull and recruit allies. That's a no-no for ordinary people; they're supposed to be so inarticulate, or their writing will look so funny with ink blots and things in it, that no one treats them seriously. So strong competencies in the active literacies are at the core of elite private boarding schools, like Groton, St. Paul, Choate, Lawrenceville, Gunnery, Hotchkiss. And each one of those schools by the way has some legendary tycoon as a patron, or sometimes more than one. Canton, Connecticut is J.P. Morgan's baby. So, and this in no particular order; insight into all institutional forms! You're supposed to know the logic, the steps that we arrived at a prison system, or a library system, or all the other, a military system obviously. Third, some of your listeners, watchers, viewers will be schoolteachers, and if you teach History, or Literature, you will run into a great deal of difficulty moving kids. But if you approach those subjects and share this with the kids, that what we're after here is not a good story, or memorizing details from Jane Austin for the test. We're after a theory of human nature and anyone who has written a book that lasts more than their own time, has spent years closely observing people and interaction. And the trace left behind is an insight that you might spend a lifetime and never have. So that's what we are after. A theory of human nature, drawn from history or philosophy, or literature or law, or the greatest trove that is unexamined is theology. I used to go to auctions and there would be boxes of religious books, 50 cents or a dollar, from a century ago, and nobody wanted them at auctions. But I bought them cause they were cheap, and one day at a barn in upstate New York, I picked one up idly, and I was in the hands of an intense thinker who was drawing on all history and philosophy to create an insight into human nature there. And I said, "hmmm, interesting theology is something that we don't regard at all, for ordinary people." So a few other of the Secrets of the Boarding School Curriculum of Power--mastery of the social forms, I would say that it didn't take more than two days, to take kids who had never eaten off a table cloth and get them to see that the signs they give off when there is egg spilled on the shirt, or when they walk down the street listening to the radio, or when they are too aggressive in approaching somebody, shuts off opportunity. They are like little badges, that I don't want to speak to that person and a lot of what we consider as racial or ethnic

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prejudice is simply the disguise of these social forms, is unknown to the person who then is discriminated against. And I said, “don’t believe me. I’m gonna’ instruct you in a superficial gloss in how to approach people and then the intellectual excuse we’ll use is that I am sending you out of school for a day, to gather data for statistical processing.” We are going to test the local, the local comparison with what the *New York Times* says the nation is thinking. And I’ll teach you the elementary statistics in one class session that you need. And it’s a legitimate project, but meanwhile you don’t want to approach someone and have them jump back, and say “if you don’t get away from me, I’ll call the police.” And that’s what you think will happen because of the overt racial prejudice on the liberal west side of Manhattan. But it won’t happen, I guarantee, nor did it! The transition, I won’t say it was 100%, but it surely was 80% simply from having a gloss on these social forms. And then, this should tickle people watching this segment. Then suddenly I saw, that the rules of access to the great institutions of New York City by young people, which required.... let’s say the sub Treasury building, where the gold is kept down in Wall Street. One teacher for every five students, well a public school class of thirty students, you are not going to muster six teachers! But, I said to the kids, “How do they know you’re not a teacher?” “Well, we are only 13!” “Nobody knows that, they only know it because you’re chewing gum with your mouth open, they know it because you’re scratching your head, they know it because you slouch, they know it because you giggle, they know it because you carry a notebook that falls on the ground every few minutes, and paper goes everywhere.” Why don’t we master what a college student, who could be a student teacher....what signs they would give off. They’d carry a clipboard, they’d cock at an arrogant angle on their hip, they would be slightly nasty in taking attendance every few minutes or saying “When your mother hears about this unintelligible. You know, I said let’s see if we can pick 5 people out of this class, and penetrate security of the sub treasury building, at the Mayor’s office, anywhere. We were never caught! Not once! Now the Bronx Zoo says 1 for every 15 kids, but how are you even going to get two teachers to take kids to the Bronx Zoo? Well, it’s easy if the kids can shift from being 13, to being arrogant college student teachers. Never caught in 8 years of doing this!

RG: Well, that’s real self-esteem and it gives them real confidence from experience and to be able to go to Columbia, sit in the back of a class, and see what college is like before you have to go to College, takes away a lot of anxiety.

JTG: I don’t know why you said that, but....ok, we were only 20 blocks from Columbia, and I have a degree from Columbia, so I understood that the Law School classes.....300 people in these banks of seats and the only way....no one takes attendance there. Your grades on the test are evidence of whether you’ve been attending or not. But if you sit there slouched, pulling gum out of your mouth...yeah! Someone will say, who are you? Never caught once! So, our age.... This artificial extension of childhood that we talked about at the beginning of this particular session is a secret of crowd control where people become their own prisoners, by adopting the cultural signs that they’re immature or that they are not of our group. And simply by seeing these things as languages, there isn’t one English language you know, there are 10 that are modified according to the....you know... And someone like Obama, how I am not sure, they understand this and they can shift effortlessly from one idiom to another. And I would say that to the kids! I would say look here is why you’re reading English poetry, now there are a lot of reasons, but here is why you are doing it. You are going to find that the ordinary unit of meaning in the English language is 3 hard stresses long or sometimes 4. But often it’s 2, 3, or 4. But as you enter the realm of intellect and you have more to say, and more nuances to say, you need larger units of meaning. 5, that’s iambic pentameter, even 6, that’s hexameter. The Greeks used 7, septameter. And I want you to feel that, and you’ll feel that by reading and memorizing some of this portion. You’ll have the models built into your head to shift back and forth, according to your audience there. Shakespeare to the ignorant writes iambic pentameter lines, and one of the reasons you don’t want to even look at Shakespeare is that all of the lines seem to be pretty much the same length. But I’m going to teach you something that he knew

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four centuries ago. It looks like they are all the same length, but there's a breath pause in this speech, after two heartbeats, the next breath's pause is 12 before you've delivered your meaning.. 3, 4... There's this inner jazz at work underneath this regular pattern. You can learn to do that! Once someone exposes the secret to you, that's half the game and the other half of the game is simply building the models into yourself, so you don't have to think...now here. And yet, we use an exercise...that if I tell you immediately turned horribly dull writers, into at least modestly interesting writers and it's totally mathematical. I said it will take you a while to incorporate what I just said, so what I'm going to ask you to do is write 1 to 20 on 20 pieces of paper, put them in some kind of container and draw them out at random and then list what you've drawn out at random. And now I said; now you're going home, not for homework, but to learn this massive skill. And you're going to write a paper on X subject, and if 1 is the 1<sup>st</sup> number that came out, the first sentence will be one word long, one beat long. And if the second one is 20, it'll be 20 long. Immediately these horrible....and remember, I had to read 120 of these things at a time and one of the reasons they were horrible is they were all....everyone had either a 3 or a 4 unit, or a mixture. Now they had the kind of jazz that readers aren't completely conscious of. But they record as something interesting about it. Even when he's writing about a milk separator and you as a film maker.... Remember Eisenstein's film, of the peasants watching milk being separated on a Russian farm in the 1920's. Why is it so awfully interesting? Because he understood things that the eye is looking at the movement of light around the screen, it's looking at entrances and exits. 13 year old kids from Harlem can master these secrets just as well as 25 year old Harvard students can! And then they become preternaturally sophisticated. What on earth? How do you know these things? Because they are our birthright! We are biologically equipped to learn this way, unless somebody sticks their ore in and intervenes, and says "read Jack London, and memorize..." (Laughter)

RG: We've all heard about....

[CAMERA LINE UP]

JTG: I think, and I won't be as windy...but I think that everyone will profit and you'll see some evidence of the Trivium at work here. These are the 12 Secrets of the Elite Boarding School Curriculum of Power... Are we on yet?

RG: Just one second and we'll be back on.

JTG: Because the next one...

RG: That's what people don't learn in public schools, specifically what is different. They're doing this, and this is about their success in life and managing the other people who don't know it.

JTG: Yeah, and the next one will be an absolute eye opener and it took me about five years to tease out of the admissions procedures at Sarah Lawrence, you know, or the other inner circle colleges.

RG: I'll turn these lights off and turn the AC back on for 5 minutes while we're doing that. Those tapes are almost done right?

{OFF CAMERA LINE UP}

LA: Does anyone need anything?

**END TRANSCRIPT HOUR 4**

**HOUR 4 NOTES, LINKS, AND REFERENCES:**

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## HOUR FIVE

LA: John let me ask you this (inaudible)...Would you like me to pack you a sandwich? Because I have turkey breast, I have roast beef, I have ham, I have provolone cheese...

JTG: What an angel you are Lisa, but I will respectfully decline because I've got to get back under... I've got a wealthy friend who said he'd give me 50,000 if I lose 50...

LA: How about a Banana or a Tangerine?

JTG: No, a Banana! A Banana will be just fine. And I already have your little banana muffin.

RG: I thought you did when we saw you at the Airport. I thought, he must be eating healthy, because when we saw the video of you in February, so it looked like you had lost weight. And I was like, well maybe that's from working on the farm all the time and chasing the Raccoons. So somebody has offered you a little bet there?

JTG: Let me tell you Richard, those Raccoons look sweet, but you don't chase them because they're fearless, and they got claws and they have sharp teeth!

RG: They can open stuff up, they are very creative! They're ambitious...

JTG: My wife tried to chase 5 of them that got into the room. She got 4 of them out, but one dashed back in and grabbed a canister of parmesan cheese, before it would leave.

{OFF CAMERA ADJUSTMENTS}

RG: That's Moses Hess, 1861. If you just read the parts that are highlighted it kind of puts it together.

{OFF CAMERA ADJUSTMENTS}

RG: We've all heard about the hard way to learn, John, is there an easy way to learn?

JTG: If you begin and understand yourself thoroughly, and have a lot of raw experience, I think natural powers are released. And I do believe that all graceful, easy learning comes from people who are comfortable inside their own skin, because they understand. And people who have had a lot of early

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experience, and I operated on those principles even though it was illegal in a public school setting. I set aside, one full day a week. I won't get into the politics of how this was pulled off, but it was never easy. Where the kids could follow their own instincts anywhere in New York City you wanted to go, one full day a week where I took them on group projects, different parts of the five Burroughs of New York City, that were group projects that would end up with a tangible goal. Such as, testing.... I remember, this one might amuse your...the people watching this... The New York Times announced on their front page, about three weeks before the Ed Koch, Dave Dinkins election of, let me say 1980, somewhere around there, that Dinkins was hopelessly behind by 17 points. And I had a black kid in the class come up and ask me why the city was so prejudiced, and I said "Why do you say that" and he said "Well, look at this", and I said "Why do you believe that's true? Maybe that's to get you not to go and vote. I don't know" I said, "but I do know, that it says here in small print that they only interviewed 300 people." There are 8 million of us, I said "there are 120 people in my five classes; if each one of you do 20 interviews and we do it according to the way you get a random distribution. And that's easy enough to find out; well we can have many times a larger sample. So, that happened and we gathered the data, we processed it and we discovered, about a week after Times said he was hopelessly behind, that he actually was ahead by a fraction of 1 point. That's quite a skew. He ran in the closest race in New York history, but notice that a random group of 120 thirteen year olds had produced more accurate information. The math and the statistical processing is hardly daunting for a 5<sup>th</sup> grader, you know, so why aren't the 70 million captive school children involved in, if nothing else, data gathering since, obviously, it's a crucial part of commerce, you know, opinion! Well, there must be a reason they are not used that way, nor do they hear about statistical sampling until they're in college, for the most part. Why not? According to Alfred North Whitehead, one of the major mathematicians of the 20<sup>th</sup> Century, other than addition, subtraction, multiplication and division, the only crucial piece of math for everyone to learn is statistical sampling prediction because the society and the economy is organized around this thing. The politics is organized around this thing, said that in The Aims of Education, which I think was published in the mid-1940s. You know, 60 years has gone by and where is it? He was hardly a radical!

RG: Is it possible to train fleas before you break their will? And what can one learn from the gene sequencing hobbies of 11 year olds?

JTG: I got a foundation award at a fancy hotel in downtown Washington, D.C., oh, I guess about 15 years ago. It was certainly a while ago and sitting next to me was an 11 year old boy receiving the same award from the foundation. And I mean I was tickled; here is this little skinny Chinese kid and he has made some scientific breakthrough. You know, I am patronizing him the way I have been trained to do and I said "Well, how did you learn to sequence genes instead of swimming?" "I'm the swimming champion", I remember he said that to me "I have a lot of medals". He was a well balanced 11 year old kid and these days I understand he's a college professor in Seattle. In any case, he said my uncle (or my grandfather) explained to me that the way you train fleas... (he hit a soft part maybe because I used to go to Hubert's Flea Circus over on 42<sup>nd</sup> Street and watch fleas draw Roman Chariots and swing on trapezes.) He said you got to break their spirit. If you put fleas in a container, they'll instantly leap off and head off in all directions, because they have flea agendas. And even when they don't haul off in the same direction, they have individual agendas. So he says you got to break that autonomy in the flea first. And the way you do that is put them in a container, small, with a lid on. And the fleas keep attempting to follow their own agenda, and they strike themselves over and over again and if you come back in an hour or so, they're all huddled in a mass together. Now when you take the lid off, they don't even try to escape. Now he said, "You can impose your will on the fleas." The minute the 11 year old kid said that to me, I knew that I had been hired as the lid on the container. Not that I hadn't sabotaged it somewhat, but nevertheless, that's what we all had been hired to do. And this principle was understood, trained fleas was a delight of Emperors, thousands of years ago. And whoever trained those fleas understood the

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principle and saw that it could be applied as it is in military training, to human beings, as it is in much religious training, not all, but much.

RG: So you have a character like Wundt who believes that children have no soul and he's designing an education system and you've got these Machiavellian techniques being layered in on top of it on how to break the will of animals, and it's being used to train our children.

JTG: Yeah, what is surprising is these insights and even these activities that don't depend on modern technology and were understood a long time ago. And the only subject at the Roman Collegia, in the 5<sup>th</sup> century was, I'll put an umbrella over it, crowd control. You know, how you divide, to conquer, what buttons on the human organs you press to produce certain sounds. I mean that's sixteen centuries ago! What has happened in the intervening 16 centuries? They forgot that? Or was it added to? Has it become amazingly sophisticated? Less and less people necessary to produce more and more leverage!

RG: Is there a connection between the ideals of someone like Calvin espousing a theocratic state, and modern states like Israel that are also built along the same theocratic terms?

JTG: I think, and I am trying to be as fair as possible to the villains in this. I think there is some impulsion in everyone to have certainty. Even as babies we are aware of how many accidents, how much menace is out there, jeopardy, certainty, so... To follow a list of rules, algorithms, is emotionally very satisfying, but it doesn't work if everyone is not doing it. And the minute everyone is doing it, you don't have to do it. You now are handed freedom, because the menace has been reduced in other people, experimenting with humanity enlarging its boundaries. And then economically, of course, your capital is at risk. That's the overproduction thing. I hope we talked about that yesterday, because it was finally the tipping point in the late 19<sup>th</sup> century as corporations were enlarging and layering themselves. Men like Carnegie, Rockefeller and Astor, they were fully aware that human ingenuity was a tremendous risk to capital formation, because to talk people out of their wealth on the grounds that you can multiply it, doesn't work if too many people invent ways to do something better than your investment. You know, the capital is destroyed, so the easiest way to manage the future and the present, of course, they saw a series of financial crisis all through history, but especially in the 19<sup>th</sup> century where the boot of the master had been lifted off ordinary people and they were recklessly inventive. I mean, America is producing more inventions than all of the rest of the world put together. You can't have that because on that new base, the next base is going to be frightening. So, a term existed and exists, but it's been camouflaged in the 21<sup>st</sup> century, called overproduction. You'll have to use Government to control overproduction, dumping too many goods or services on the market than it can absorb. And the easiest way to do that... At first you try licensing, and other kinds of government subsidy to favor your groups. But ultimately the killer app is to remove the ability to be inventive from the ordinary mass. These days it's called overcapacity because to penetrate what that means is much harder to see instantly what overproduction means. Then a second menace emerged in the late 19<sup>th</sup> century, but by the late 1960's it was clear that it too would have to be controlled, that's called *hyper-democracy*. If too many people take democracy seriously and understand how to form alliances with one another, to confront power with power, than power becomes much less affective. So, when the kids stopped the Vietnamese War, waves of them, this was so intolerable. The costs to privileged classes of this rain of money, the cost to the government of not being able to suppress dissent on the grounds that this is an emergency. This couldn't be allowed to happen again. The Trilateral Commission gave me the break I needed to understand this more precisely. They underwrote the publication of a book called The Crisis of Democracy in 1975, published by New York University Press. Now you have to have training in reading between the lines, because the sophisticated power brokers aren't nakedly making these statements. But if you read Crisis of Democracy carefully, you will see that the crisis is, too many people took it seriously and translated the principles into action and cost the industries and the hierarchy a war that, you know, now the next war would be harder to run.

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And to get together, it would be more absurd. At least you could make a case in those jungles, but now you're going to have to make a case in the arid deserts of Iraq, or the mountains of Afghanistan where national security depends on suppressing these barefoot people, and people whose weapons are blowing up in their feet and their underwear... Hey... They're going to take the bread out of your family's mouth. I remember the attempt in Nicaragua under the Sandinistas to communicate the idea, that it was just a stone's throw from our southern border and these people might pile into their 20 and 30 year old vehicles and there would be this thousand mile drive north and inaudible. You know are economy of course, cannot function without warfare, so that when these things are over, count on the fact, that if we have to attack the North Pole, the Penguins are a clear and present danger.

RG: In the Paris Peace Conference in 1919, pre CFR formation, Col. House and these characters are hanging out and Ho Chi Ming comes in and says, "we want to be free like America, we love democracy, we want to do this" and instead of helping them out and helping them to become free, they are like well, we are going to have to take them out.

JTG: We need enemies, we have to have enemies! An interesting thing about the book The Crisis of Democracy is that spreading out like ripples from a stone thrown in a pond, the popular magazines and press, *Time Magazine* did a cover story on too much democracy? And of course they concluded, you bet! In a complicated and high tech world, you can't allow non experts to make decisions, there. But it was everywhere. So their tom-toms, they're interconnected and they beat simultaneously or nearly so.

RG: What is the role of curiosity?

JTG: Is it not... is it not the lever that produces invention? It forces you really, in a fun way to think for yourself. And then it turns out that the secrets of nature or society aren't really very hard to penetrate, as long as you remain curious. How do you destroy curiosity? We all say little babies are always curious. How do you destroy curiosity? Well, one good way is sit people in chairs, tell people to speak when spoken to, threaten them with upcoming tests if they memorize, usually erroneous material. It's fascinating; show me a schoolbook that deals with Admiral Perry's opening of Japan. And the schoolbook, the last time I looked was nominally under the aegis of the Librarian of Congress. So, a major scholar, and it will say, essentially it will say that we decided that Japan should be part of the modern world. It wasn't fair to leave them medieval. So Admiral Perry sailed over there and negotiated and they said ok, you can have coaling bases or we'll take care of sunken whaling crews. What no one says is that Perry had 11 inch Naval Rifles, the standard of the day. The Japanese had medieval cannons with a range of about 75 yards, and Perry's guns could reach 10 miles! And that Perry emphasized the destructive impact of his force of 3 black gun boats. I mean, somebody had to actually paint the boats black. By destroying some structures on the shore, then they rode out fast enough, and said please master.

RG: When did the American Dream become one of lifelong servitude and debt slavery?

JTG: It's so fascinating that when the American Dream is enunciated in 1859 by Abraham Lincoln speaking to the Wisconsin Agricultural Association. That's 152 years ago, and he says the American dream is to write your own script, too have an independent livelihood. That's why we don't have giant corporations, like Britain and Germany have. People only work for somebody else long enough to put a stake together and they figure out what people need and they do. So the American Dream was, as elementary school books had it, it was liberty, freedom and personal sovereignty and it was rather unique in the history of political nations around the earth or even tribal bodies. And did it work? It almost immediately propelled us into a paramount position among the....just because there is a... I'm not hostile to, but I am also a stranger to IT and the hi-tech world, but I do try to keep up on the theory that's

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going on. And about 3 or 4 years ago, there was a wonderful analytical book called The Cathedral and the Bazaar, are you familiar with it at all? And I read it and I saw almost immediately what I thought nature was about; proving itself through IT. The author or authors maintain that the crowd collectively has more wisdom and insight—collectively, and it gave some hair-raising examples. A huge gold ore body in Canada was discovered by the company putting its limited...it knew there had to be an ore body there, but it also knew that if it used the normal procedures and the hole proved dry, excuse the mixed metaphor there, they would be exhausted and would have to sell, what they now... its Gold Corp. today. GG on the Exchange. So how did they discover the ore body? Instead of going to the recognized engineers and blowing all their wad on one shot, on the internet they globally put out to anyone at all from any background at all, they wanted a theory of how to find that ore body. And somebody who had nothing to do with mining....pick up the book, because I am losing the richness and the details.

RG: But that is an example on how non-experts can make some of the biggest discoveries.

JTG: Oh well, there is a book that I made a note to bring up here. A book that used to be required reading at MIT and maybe still would be. It's by a middle level physicist named Robert Scott Root Bernstein. It's called Creativity. It's this thick... Its structure internally is so maddening it's done in the form of a group discussion among different people; was why he did that. But eventually I forced myself to read it and what just comes pouring out of it is how actual life world changing discoveries are made. This is an MIT textbook. Apparently by adding funds and assistance to a project you almost destroy your ability to make these breakthroughs. People who have to saw ice cube trays in half to make a piece of lab equipment, etc., etc. are the people who transcend the conventional. Now that's often been taken over by a big project. One of the most recent dramatic examples, I am sure you can "Google" or whatever the search engine term is, there was a, two or three years ago on 60 Minutes, there was an account of a new way to treat cancerous tumors with radiation without any side effects at all and it had been discovered by a man in his garage who had nothing to do with cancer research.

RG: John Kanzius is who you are talking about, right?

JTG: Who?

RG: John Kanzius.

JTG: Yes! Kanzius!

RG: He worked in radio and television and ...

JTG: He was a kid, he was an enthusiast. And he knew that if you shot radio waves through metal that it heated up and he wondered if it would kill a tumor but not leave the devastation that radiation does. And, in fact, it did. Now we don't have to take it on faith, the leading cancer researchers in the world said this is a whole new ballgame. You know, and some key research hospital took the process over. And Kanzius' motivation was, he was in the terminal stages of cancer himself and he knew that the established treatments wouldn't help him. And, in fact, he was too far gone, and he died. I think the thing is at U Pittsburgh now, but it's at some major university but I heard the reigning expert in the world say, this is, you know, makes all the past irrelevant. But that's a commonality. I copied some notes out of the Root Bernstein book. He said that intensive and narrow scientific training will guarantee that you never make a scientific breakthrough. You can get the best, Johns Hopkins, it doesn't matter... It's the narrowness of training. The people who make these breakthroughs have as a range of mental and physical tools as possible. They always, invariably, play musical instruments, are good at languages, etc., etc. Most successful people in physics make it by going off by themselves and learning whatever they want to; not following the history of the physical sciences. What they learn from mentors is how to

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deal with ambiguity. But the established bodies of scientific knowledge get in the way of thinking... of fresh....

You know as soon as you hear these things they are so commonsensical you say, of course, why didn't I think of that? Just a couple more here. Virtually every scientific pioneer, men like Edison, Franklin, Einstein and Planck, Maxwell, many others had early opportunities to do absolutely independent research. All of them were in their early twenties, which has given rise to an understanding in the higher levels of the sciences, that if you haven't made a major breakthrough by your middle 20s, you are not going to. What you can do is head up a project and be a bureaucrat and take credit, as many college professors do for the discoveries of their students. But you're not going to be worth gambling on. It isn't the age in itself that limits insight; it's the imprint of rigid patterns of habits. Now I happened to dig up a wonderful quote from William James Psychology, I think printed in 1890 and the book is given for establishing psychology as an academic subject. And James was, of course... he had ambivalent feelings, but certainly was the disciple of Wundt. There. Now this is a direct quote from William James' Psychology, 121 years ago. "Habit is the enormous flywheel of society, its most precious agent. It alone saves the children of fortune from the envious uprisings of the poor. It alone prevents the most repulsive jobs from being deserted. It holds the miner in his darkness. It keeps different social strata from mixing." Wow!

One of the insights I am discovering that really electrified me when I was reading it was how frequently the great discovery in the scientific arena is not made by the specialists in that area, but by somebody from another area completely divorced who transfers into chemistry, or physics, has fresh eyes, cuts through the habits that lock the mind in place, and makes the discovery. It says freedom and flexibility is much more valuable than planning. Insight comes only by getting out of ruts and plugging into a variety of methods. So these great truths—it isn't that we are discovering them now. We're taking them out of the burial places and saying, "hey, look, wake up", you know. The world is much bigger and much different than you believe it is, because you have been conditioned to believe it's that way. I have something here—I have the Six Purposes of Schooling as laid down in 1917 by the man who Harvard named their honor lecture in education for. So, far from being a fringe individual, this guy is the reason why the Harvard Honor Lecture in Education is named as it is. The Inglis Lecture looks like Inglis, but it is pronounced Engles. And I would like to read you the Six Purposes of Schooling. I moved heaven and earth and it took years to find this book, just like trying to find in past years a copy of Carroll Quigley's Tragedy and Hope. I learned about Inglis from the 20 year President of Harvard, James Bryant Conant, who was a poison gas specialist in World War I, was a very inner circle of the atomic bomb project, World War II, and was the High Commissioner of Occupied Germany after the war. So he wrote, it must be twenty books, about the institution of schooling which he was completely a proponent and unfortunately he was a very, very bad writer. I forced myself to read most of these books and in one of them he says that if you really want to know what school is about, you need to pick up the book that I am referring to here, Principles of Secondary Education. Two years it took me to find a copy of the book; 750 pages, tiny print and as dull as your imagination can conceive. And furthermore, it is not until you get to the very middle of the book in an unlabeled section, that he spills the beans. Let me spill them for you. These are the six purposes or functions, as he calls them. The first he calls The Adjustive Function. Schools are to establish fixed habits of reaction to authority. That is their main purpose, habits of reaction to authority. That's why school authorities don't tear their hair out when somebody exposes those that... that the atomic bomb wasn't dropped on Korea as a history book in 1990, printed by Scott Foresman, distributed and why each of these books have hundreds of substantive errors. Learning isn't the reason that texts are distributed. So first is the Adjustive Function, fixed habits. Now, here comes the wonderful insight that being able to analyze the detail will give you. How can you establish, if somebody has successfully developed this automatic reaction, because people have a proclivity, when they are given sensible orders

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to follow it. That's not what they want to reach. The only way you can measure this is to give stupid orders and people automatically follow those. Now you have achieved function one. Have you ever wondered why some of the foolish things schools do are allowed to continue? Number two he calls, he calls it the Integrating Function. But it is easier to understand if you call it the Conformity Function. It is to make children as alike as possible, the gifted children and the stupid children as alike as possible. Because market research uses statistical sampling and it only works if people react generally the same way. The third function he calls the Directive Function. School is to diagnose your proper social role and then to log the evidence that here's where you are in the great pyramid, so that future people won't allow you to escape that compartment. The fourth function is the Differentiating Function, because once you have diagnosed kids in this layer, you do not want them to learn anything that the higher layers are learning. So you teach just as far as the requirements of that layer. Number five and six are the creepiest of all. Number five is the Selective Function. What that means is what Darwin meant by natural selection. You're assessing the breeding quality of each individual kid, you are doing it structurally because school teachers don't know this is happening and you are trying to use ways to prevent the poorer stock from breeding and those ways are hanging labels, humiliating labels around their neck, encouraging the shallowness of thinking. You know, I often wondered because I came from a very, very strict Scotch-Irish culture. That never allowed you to leer at a girl. Right when I got to New York City, the boys were pawing the girls openly and there was really no redress for the girls at all, except they kept not showing up in the classroom, you know, high absentee rates. Well, you're supposed to teach structurally that sexual pleasure is what you withdraw from a relationship and everything else is a waste of time and expensive. So the Selective Function is what Darwin meant by the favored races. The idea is to consciously improve the breeding stock, schools are meant to tag the unfit with their inferiority by poor grades, remedial placement, humiliation, so that their peers will accept them as inferior. And the good breeding stock, among the females will reject them as possible partners. And the sixth is the creepiest of all, and I think it is partly what Tragedy and Hope is about. It is a fancy, Roman name, the Propaedeutic Function, because as early as Roman big-time thinkers, it was understood that to continue a social form required some people being trained that they were the custodians of this. So some small fraction of the kids are being readied to take over the project. That's the guy that the Honor Lecturer, and it will not surprise you, that his ancestors include the Major General at the Siege of Lucknow in India, famous for tying the mutineers on the muzzles of the canons and blowing them apart, or somebody who was forced to flee New York City, a church man, at the beginning of the American Revolution, because he wrote a refutation of Thomas Paine's Common Sense. They were going to tar and feather him; he fled and was rewarded by the British by making him the Bishop of Nova Scotia. Those are Inglis' ancestors. So Al Inglis is certainly, when I learned of this and wrote to Harvard asking for access to Inglis Lectures, strike me dead, Lord, if I am exaggerating at all—I was told--“We have no...there is no...Inglis Lectures, hasn't been for years and we have no records”. So it was the same thing that happened when I discovered that Elwood P. Cubberly, the most influential schoolman of the 20<sup>th</sup> century and the bionomics genius had been the Elementary School Editor of Houghton-Mifflin. And I wrote Houghton-Mifflin for any records, and they said “we have no records of anyone named Elwood P. Cubberly.” Now, Harvard is telling me there is no Inglis Lecturer! A week passed and I got a call from Harvard from some obscure office at Harvard, saying “What is your interest in the Inglis Lecturer? (Laughter) I knew that I was on thin ice, and I said, is +well, James Conant referred me in his books to the man the Inglis Lecture is named after. And I was wondering if I could get some background on this fellow and a list of the lectures. And in due time, I got a list of the lectures and instructions on how to access the texts--but not easily. You know enough hoops that someone who has to mow the lawn and burp the baby, you know, wouldn't jump through those hoops. I was able to... Harpers wouldn't publish when they did the cover essay I wrote, which Lew Latham named “Against School” probably after Jeremiah's “Against” but I had called the “The Artificial Extension of Childhood,” because I think that is the key mechanism at work here. So they wouldn't print the information about Cubberly because Houghton-Mifflin denied it. It was only months afterward that I

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looked through my extensive library of incredibly dull books about schooling and opened in the facing page, it said Elwood P. Cubberly, Editor in Chief, Elementary School, The Publishing Arm of Houghton-Mifflin. By the way the secondary Editor in Chief was Alexander Inglis. So you see how this cousinage, the incest works.

RG: If Martin Luther's idea was to cut out the middleman and teachers read books, why can't students just read books instead of going to the middleman for their information?

JTG: Well, the more highly placed the schooling is, the more likely it is that they do that. They go to primary documents, they understand how suspicious all secondary documents are, not that they aren't useful but they give the writer or the editorial staff the ability to shift the information clearly. That's why the reprints of Quigley's Tragedy and Hope, we really need somebody out there to sit with the original and sit with the reprint and make sure that key things aren't deleted, on perfectly reasonable grounds that we want to shrink this down from 1300 pages to 1000 or whatever. Oh, it was an oversight.

RG: We have nine minutes left. I have two questions and we can do an informal book signing and get you out of here...

JTG: Yeah, well you should want to know what happens to an ordinary class of 13 year olds when they get a smattering of that, I mean as much as they can absorb in a short time. Well, many of you will have seen Strawberry Fields, the monument to the Beatles in Central Park. I don't want to pat myself on the back, because I didn't much care for the Beatles and I hate using parkland for it, but I was approached by three girls, two of them here bitterly complaining that the community planning board had denied Yoko Ono's petition to build Strawberry Fields. And they were furious that this had been done. And I said, well you don't have to accept their decision; they are the lowest part of the pecking order. First, according to protocol, you have to take your case to them. So we will book you an appointment and you lay down the reasons you want to take three acres of Central Park and give it to this group that only played three musical chords. I told them that whatever you want to do including building a pistol, I'll show you how you can learn how to do that. I won't censor it so... It had been voted down 45 to 8 by the Community Planning Board and the Community Planning Board unanimously rejected their appeal. I said, now you want to look who has to sign off on their decision. This is not a group of local big shots, this is the Landmark Preservation Commission, and you don't get on that unless your ancestors came over on the Mayflower, or you have 10 Million dollars. I said, this is the elite of the elite and now what you want to do is research the names that are publically accessible. Twenty-three of them, and I'll bet four or five of them, would already be in favor of this thing. All you need is 12 of them to reject this for it to happen. So you find out who these people are and get as much biographical information, you know, IT has made this... on these...on these people and you will find the buttons to play them like an oval organ. You can find out what causes they became noteworthy for, etc., etc., etc. And now what you are going to do because there are 12,000 kids in this school district, is I'm going to free you from school for a month and you are going to split up and go from school to school, find troublemakers and get petitions. Because what we need, because your letterhead will say Committee of 5,000, we need 5,000 signatures on the petition. And you are going to write an individual letter writing campaign to each of the 23 members of the Community Planning Board asking them to please immortalize... (Laughter) this group. Well, I get a phone call in the front office. I am summoned out of class, about six weeks later and the voice on the phone says, "Hello, this is Yoko Ono." You know, and I thought that it was one of my cockamamie friends, so I said, "this is George Washington, Yoko. What's on your mind?" Fortunately, she didn't take umbrage. Maybe she didn't hear me saying it. She said, "The decision has been reversed, I am going to hold a party at the Dakota for these girls. Could they be released from school?" "Well, I don't know, Yoko...they are going to miss a lot of ... (laughter). So, that's one. Now look at this one. Here's a 12 year old C student, well, he lived in Harlem, and he was a C student but he was a polite young fella. He

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was going nowhere there and he went to, he had the effrontery to go to a pizza parlor in all white Upper West Side in 1980 and the owner of the parlor, a 6 foot 6 inch crazy Greek, who happened to be a friend of mine, took his pizza, took his soda, threw them away. The charge was he had taken two straws. You are only allowed one straw, right? So he comes over ranting about racial prejudice. I say it was the whole thing to do and I am going to show you how to deal with it. But I don't think it was racial prejudice. His clientele at lunch comes from the collegiate school. They wear blue blazers, gold buttons, John F. Kennedy's kid went there, they leave big tips for his staff, and he knows that if public school kids, black or white, go in there for lunch, that he's going to lose that blue ribbon tray. Nevertheless, you're going to give him a chance to back down. This is an absolutely massive, insane Greek who believes violence is the solution to all problems. Once Jerry Mulligan, the famous jazz saxophonist bounced a \$10 check. He had it blown up to billboard size and mounted it outside the restaurant. Okay, so I said you go to the phone and I'll listen, and you say, "I'm the guy whose pizza you took, but I'm willing to let bygones be bygones if I could..." Nick hangs up on him. I said, I am going to give you in law, what is called an Affidavit that you attempted to solve this problem peaceably. Now, I said, you want to go over there in person tomorrow and I will provide the long distance witness and you want to say, "Look, it's just a slice of pizza. Give me my slice of pizza back." But Nick had the bit between his teeth, and out the kid goes. And now I said, you are going to call him one more time with a different teacher as a witness, then you are going to write him a letter, Certified, Return Receipt Requested, -- \$0.65 in those days—and now you have four pieces of evidence to provide to the court, and then you are going to sue his ass in small claims court. It only cost about \$3.00 in those days. But it was 17 miles from the school. "Kids can't sue." I said, "Anyone with \$3 can sue." It doesn't mean you are going to win, but the way they referee in small claims court decides... since it's one person... is who has evidence that they acted reasonably. And you will have four pieces of evidence and this guy will be steam coming out of his ears. Well he was awarded triple damages. How about that? Now, what do you suppose the small claims court referee said when he got home that night to his family? "You're not going to believe what I just adjudicated!" So, beginning about four days later, we get a call from the Brooklyn College Law School, could he come over and lecture? Of course, he said "No." And I said, "Listen, I'll ruin you if you don't. We'll work it out." Then Columbia Law School called, then we got daily calls from judges to take him out to lunch, cause isn't this a symbol that the system ... really. Okay. He's the only kid in 30 years of teaching that took my advice not to waste your time in high school. I said, any number of very good colleges will take you in at the end of your sophomore year if you provide the documentation you're ready. He went to Duke, full tuition scholarship, then Duke University Law School... by the way these two events—"Strawberry Fields" and "Pizza Palace Sued" are from the same term at a junior high school. Just a few more of these things, here's a PhD from UCAL, here's a 13 year old girl who came to me complaining that her mother was a liar. Said she could go to Paris alone that summer if she could raise the money. I just checked and nobody, I mean a single parent household, mother was a secretary. She had nobody. I said, Well you can't do it without a job, but it's not very much money if you have a little business. And she said 13 year old kids can't have businesses. I said, if you have something people want, they won't care how old you are. I mean, Sean Fanning almost ruined the music business with Napster, he was 17. So, she takes a week out of school, figures out a really interesting, exotic business that you can read in my book and find out what it was (laughter) and raises enough money in a short time by cutting school for six consecutive weeks that she could afford to pay her mother's way to Paris. She came to me and said, "I've got much more money than I need". And I said why don't you take your mother to Paris. She might appreciate it. On the basis of that, she went to what I believe is the finest college in the United States, Hampshire College, where you write your own curriculum and then you negotiate with the faculty. My granddaughter goes there and will be graduating next year. Hello Christina! That's all I'll say. So...

RG: What phrase in Icelandic means "Writing of God"?

JTG: Yes.

RG: (Laughter)

JTG: Well her real name is carried properly as *Gvuthrune* (John's granddaughter, to whom he dedicated his first book "Dumbing Us Down"). But she wasn't satisfied so she went to court and changed it to Christina. So, hey, you know, what are you going to do?

RG: If you could say something that would echo through time and each and every person from now until the end of humanity could hear it, what would it be?

JTG: Sensible children do not wish to be incomplete human beings. And so when you impose a staged theory of human development upon them, you in effect are tormenting them, you are limiting their opportunity; the whole world for all history knew that childhood is over about the age of 7. And if it persists beyond the age of 12 you've got some hopeless human being on your mind. Don't be your kid's enemy because they are not a kid, it's a fellow human being, male or female. Be their partner and enlarge the opportunities. No homework, please! (Laughter)

RG: The camera is still on, right? Ask Lisa what time she needs to leave for the airport. I need a tape for that camera while we are taking a second, because that shut off, right?

JTG: Yeah, we better... We better go.

RG: John, could I just get you to sign my books?

JTG: Oh, yeah, sure. Sure.

JTG: Are we still on camera?

RG: Yeah, go ahead and roll for a second. I have one other question that would be really be good to ask. And you can close however you want.

JTG: Yeah.

RG: What does a college education really get you in the 21<sup>st</sup> century?

JTG: I think it's consistently giving less and less. It essentially was the last hoop to jump through, but it never delivered much to most people that jumped through that hoop. It is possible to understand that education is something you have to take to use the resources that are assembled there and actually stitch together an education for yourself, and get some value. But most people, of course, follow a prescribed plan which has been put together by a committee somewhere and in fact doesn't do much for most people. I went to Cornell, Columbia and Reed College and I can guarantee you from Cornell and Columbia I remember nothing except the babes, the alcohol, hangovers, etc. From Reed, I got a little bit out of a Plato Seminar that I do remember, basically arguing with the professor who encouraged that. It doesn't give your bang for your buck unless you commit, which, who does? Isn't it supposed to produce a certificate, that certifies you as eligible? The funny thing is that IT has accidentally exploded a lot of that because so people... I remember when my daughter graduated from MIT and she used to bitterly complain that her classmates would vanish for months at a time doing jobs for various companies and then come back as if nothing had happened and nobody punished them. You know. Sorry to say that we were so slow picking up on that. You judge people by performance not by credentials and real people... You would be insane to hire on the basis of credentials because the skew between memory and

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application is so large that eventually you are top heavy and with people who don't know how to do anything much.

RG: I am going to ask this last question, go burn your DVD, that way you are not late and so just answer to Jitu and Tony and Kevin. What is the value of persistence as juxtaposed to the learning process.

JTG: About 10 years ago I set up uh, I helped to set up a foundation at Edison High School in New Jersey, awards \$10,000 a year to the most persistent student in the class, and persistence in the face of adversity is the final test. If you can stick to something, nothing is difficult to learn. I mean nothing at all. But the natural selection process operating on a low boredom quotient, on personal dis-respect, I can't do that, many other things eliminates almost everyone except the persistent. Those are the ones who demonstrate merit. Now obviously a lot of the control mechanism is inherited or appointed, but the parts that aren't go to the persistent. And that includes the arts and the sciences as well as politics. I mean, who could imagine, for example that an obviously inferior human being, I'm not speaking politically here, like George W. Bush could pass through all the screens on the way up and then be elected, not once but twice, by the American population. He flunked his pilots course, 25 out of 100 and now he is supposed to be given a jet to fly in combat. But, of course, he pulled strings and he didn't do that. He clearly was an imbecile, he looked like an imbecile, he talked like an imbecile and you cannot believe that any decisions attributed to him were actually made by him. No one would be crazy enough to put him in charge and say you mind the store and I will go off, but he was persistent and he did reject the negative assessments that occurred all through his life. What Iraq is about, in my opinion, is showing daddy that the people that embarrassed daddy got their comeuppance. And who the hell cares that the carnage... that's one of the great mass-murderers in history, but daddy's reputation was saved from disgrace. (Sigh)

KC: What do you feel the role of UNESCO has been in the education...?

JTG: Well, you know, I am bothered a little bit by the general mass of conspiracy literature attributes power to the United Nations, which it simply doesn't have. That doesn't mean that it isn't filled with villainous intentions. I mean that it never succeeded in becoming...people say it's a respectable institution. No one says, what does the UN say about...no one says that. You know, and they've almost given up trying. There is now a minority opinion that it's not worth spending the money now having it in the United States, it is as much un-American as it carries out our subtler designs.

KC: I've noticed that UNESCO focuses a lot of their attention on the education framework, and you go to their website they praise Pestalozzi and Wundt and Herbart...

JTG: You and I would too! Wouldn't anyone say it's easier to deal with unformed minds with no experience? Wean them away...

KC: The Tabula Rasa!

JTG: Yeah, sure. It's in an engineering sense what you would expect to happen and who wouldn't be surprised that's what does happen.

KC: Who was Johann Pestalozzi and what were some of his ideas?

JTG: The most intriguing thing about the followers of Pestalozzi, are that they never count the fact that every single one of his projects quickly failed. Every single one of them! What he had that was intriguing to the Prussian hierarchy and really the global hierarchy was, that his method of kindness; and it may have been sincere; his method of kindness was a new weapon in the arsenal of instead of whipping the poor, threatening them, measuring them, tormenting them, you kill them with kindness. The written

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principles of the Fabians are Pestalozzian. You know, by extending this blanket of kindness to people, it's still effective in that lots of... a big fraction of the American population, expects charity and sees it as a blessing. Now it's not hard to see why, on this day or that day it could be a blessing. But overall, that you get weaker and weaker, like your arm gets weaker if it doesn't lift stuff above your head. I mean it's such a fundamental principle of human physics, including mental physics. But to pull the wool over so many people's eyes.....

RG: I've got your disc; it's got all the transcripts from your Gnostic Media interviews, Jan's definition of Liberal, and some Gordon Wasson for you.

JTG: Thank you!

RG: You also talked about the cruise to open up Asia. And this is Taft...it's Roosevelt's daughter, Roosevelt is President and Taft goes with her and they open up, they go back to Japan after.... Who is the admiral that you mentioned went over there?

JTG: Not Dewey (knocking on table).....

RG: But you know what I'm saying and they go over there and this sets up the whole World War II, World War I, the whole scenario, the opium smuggling, it's all in there. And this guy wrote Flags of Our Fathers and Flyboys.

JTG: Oh, yes!

RG: James Bradley. And so I thought you might...enjoy that...

JTG: Yes, thank you! I will!

RG: You did an outstanding job!

JTG: Hey, this has been a lovely course in how complicated it is to make a....

RG: To get the word out!

KC: Have you seen this book? It's called the Perfectibilists, by Terry Melanson?

JTG: No.

RG: That was the name of the Illuminati, before they were known as the Illuminati. It was the Perfectibilists and they were a private club and this means (points to book) *Per Me Caeci Vident* means, through me the blind become sighted, so their top secret is the Trivium and learning. But they use it out of order, so they don't establish what exists first; they assert logic without.....

JTG: No, no, no.

KC: And if you look in the back it has as full index of individuals, cataloged. Now this is my copy, but I want you to take it, and I can get another one.

RG: You can get another one from Kris Milligan.

JTG: God Bless!

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KC: This here is the reference of Karl Wundt and it goes into some of his colleagues and you will have a lot of references to people in your own material.

JTG: Thank you all and certainly...

RG: Now you have a heavy bag...

JTG: Now I have a heavy bag to carry...

RG: Let me take it for you, and get your mic off of you.

JTG: Yes.

**END TRANSCRIPT HOUR 5**

**HOUR 5 NOTES, LINKS, AND REFERENCES:**

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2. (Person) [Ed Koch](#) (Wikipedia) ([105th Mayor of New York City](#), 1978 – 1989)
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4. (Book) "[The Aims of Education and Other Essays](#)" by Alfred North Whitehead (1929)
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7. (Person) [Wilhelm Wundt](#) (Wikipedia)
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11. [Theocracy](#) (Wikipedia)
12. [Capital](#) (Wikipedia)
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29. (Person) [John Kanzius](#) (Wikipedia)
30. "[The Kanzius Machine: A Cancer Cure?](#)" (CBS News, April 2008)
31. (Person) [Thomas Edison](#) (Wikipedia)
32. (Person) [Benjamin Franklin](#) (Wikipedia)
33. (Person) [Albert Einstein](#) (Wikipedia)

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34. (Person) [Max Planck](#) (Wikipedia)
35. (Person) [James Clerk Maxwell](#) (Wikipedia)
36. (Book) ["Principles of Psychology"](#) by William James (1890)
37. (Person) [William James](#)(Wikipedia)
38. (Person) [Wilhelm Wundt](#)(Wikipedia)
39. (Book) ["Principles of Secondary Education"](#) by Alexander James Inglis (1918)
40. (Book) ["Tragedy & Hope: A History of the World in Our Time"](#) by Carroll Quigley (1966)
41. (Person) [Charles Darwin](#) (Wikipedia)