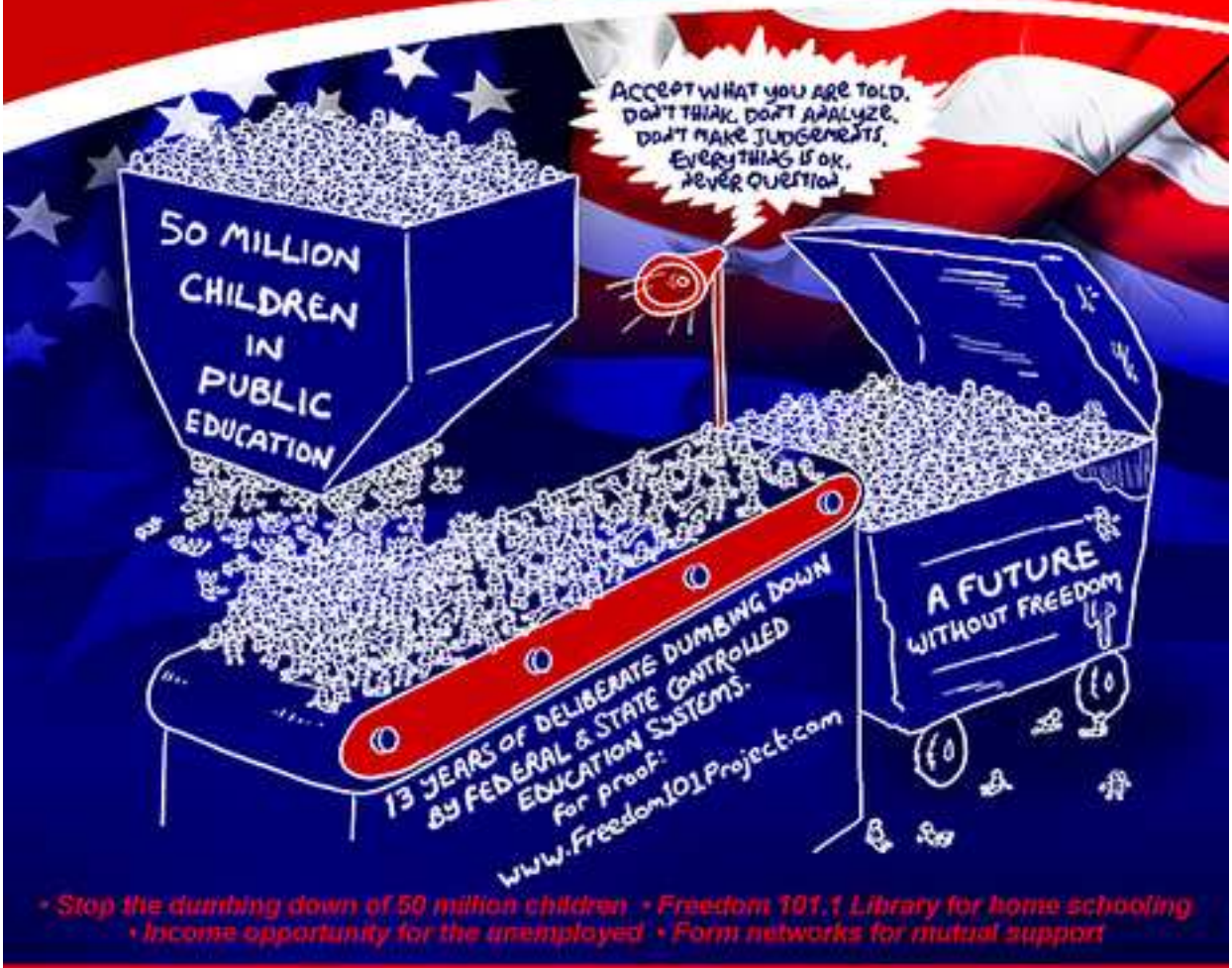
Grandpa Will

Why?...

So Our Children May Know Freedom



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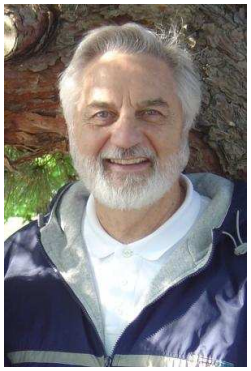


Grandpa Will

Hello, my name is William Barkley, aka Grandpa Will.

The 3 generation photo below is my hope, my vision and my prayer for the people of the world, especially my fellow Americans:

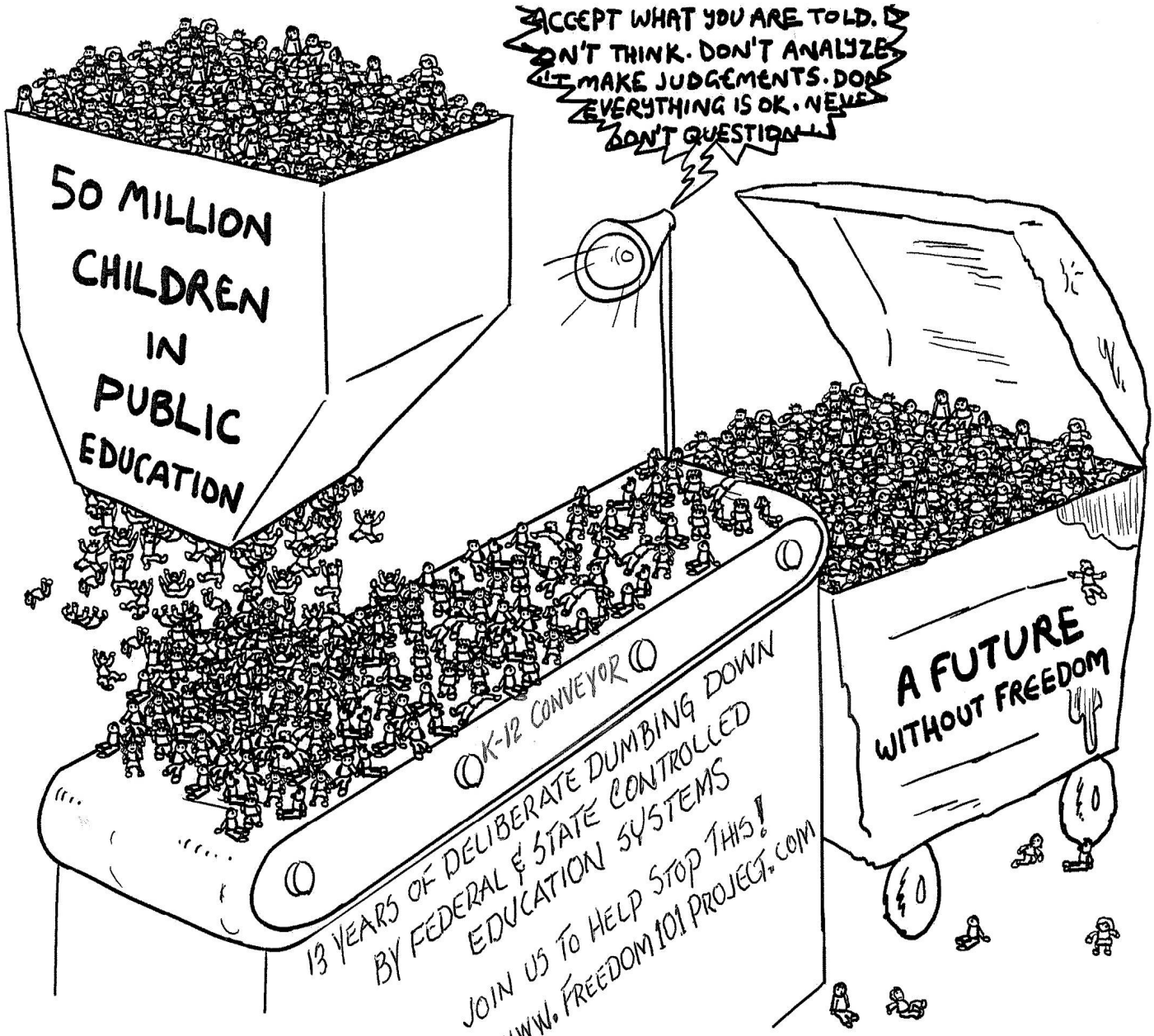
However, what my reading, research and experience tells me is that we are about to lose everything that is implicit in the photo above. Above all else, we are about to lose our most basic freedoms for generations to come. That's why I wrote this ebook and why I hope you will buy into my plan. Let's do our best to turn back the tide, for all the children, everywhere.

Why?... So Our Children May Know **Freedom!**

Are you ready to go from this..... to this?

Are you ready to go from this..... to this?

Americans! Are you ready to help prevent the end of freedom!!
This book is a plan to do that. **Help the Freedom 101 Project.**


ACCEPT WHAT YOU ARE TOLD.
DON'T THINK. DON'T ANALYZE.
DON'T MAKE JUDGEMENTS. DON'T
EVERYTHING IS OK. NEVER
DON'T QUESTION!
50 MILLION CHILDREN IN PUBLIC EDUCATION
K-12 CONVEYOR
13 YEARS OF DELIBERATE DUMBING DOWN BY FEDERAL & STATE CONTROLLED EDUCATION SYSTEMS
JOIN US TO HELP STOP THIS!
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A FUTURE WITHOUT FREEDOM

Why?... So Our Children May Know Freedom

by Will Barkley

Preface

The title of this ebook gives my reason for writing it and your reason for buying it. The question is "**Why**" and the answer is "**So That Our Children May Know Freedom**".

Other titles considered were:
Why?...So That Our Children May Prosper.
Your Mindset, Your Lifestyle, Your Choice!
Are You Part Of Freedom's Backbone?
Ask For Kakistocracy, Get Kakistocracy!
Parents! (It's way past) Time to Step Up To The Plate!!

After reading Albert Jay Nock's The Theory of Education in the United States and re-reading Frederic Bastiat's The Law I changed the title of this book from So That Our Children May Prosper to So That Our Children May Know Freedom. I made this change because I realized that this book is all about the priorities and discipline required to create and maintain a culture of liberty and freedom. A culture of liberty and freedom is an environment in which prosperity naturally grows. First comes freedom, then comes prosperity as a beneficial side effect, not the other way around. Don't get the cart before the horse.

This ebook is about parents needing to take responsibility for educating their children (home schooling) because the public education system trains the children to honor the state (**not** thy father and mother) and to anticipate either being an employee or client of the state. The government controlled public education system will not teach our children how to be entrepreneurs, take responsibility and control of their own lives, what real wealth and money is all about or the principles of freedom and self reliance. The agenda is not to educate but to "dumb down", create dependence on the government and accept its control.

The primary responsibilities of parents are:
(1) Teach their children to acknowledge their Creator, for this is the basis of morality.
(2) Teach their children the basics of a righteous society with individual freedom and self responsibility being the highest priorities for a society of free men and women.
(3) Teach their children how to survive and prosper within a righteous society.

The public education system does none of the above!

The existing government/public school formula is so easy. Go to school and be trained to honor the government, don't think too hard or analytically about anything, get a job, pay your taxes including social security, get married, have kids and save some money

for retirement so that you won't have to depend on your social security check. Because so many of us followed that simple formula we are looking at the prospects of a complete economic and social collapse. Now, to understand the realities of our culture and our future we need to read Frederic Bastiat, Albert Jay Nock, Robert Kiyosaki, Henry Hazlitt, Ludwig Von Mises, Dr. Walter Williams, Antony Sutton, Michael Rozeff and Glenn Beck simultaneously! We need to do it all right now! Why? Even if it's too late for us, maybe our children will be able to know freedom. **We must make promoting the widespread teaching and understanding of the principles of freedom the highest priority.**

Parents should show by example. Today this means getting involved in home schooling, the principles of freedom, network marketing and entrepreneurship. Responsible parents will then **show and tell** their children how to succeed in the internet age or any age. The government and public education system don't want this to happen. From their perspective, parents are the last people who should have any real control over family life and education. They want us to trust the elite professionals in politics and academia to think for us and take care of us, especially our children. After all, we are so ignorant that we might accidentally get rid of their jobs!

While I am writing this there is a young 2nd grade teacher from Oakhurst, California, on the radio discussing her situation with the talk show host, Ray Appleton. She is one of the exceptions to my characterizations regarding teaching professionals. She has been trying to protect her students from severe harassment and bullying at her school. Because of that she has been suspended and become one of the victims of our system, along with her students.

You should know that I am writing this book from a different perspective than most. I will be 74 years old in 2011 with 4 great grandchildren. Between us, my wife and I have 6 children (my 3, her 2 and our 1) and 12 grandchildren. My wife and I were both born during the Great Depression of the 1930s and we were in grammar school during World War II. The moral character of the American people was totally different then than it is now.

In hindsight, it is my understanding and belief that if the troops returning from WW II had realized how easily their physical, emotional and spiritual sacrifices would be negated by our own lack of vigilance, they would have immediately started home schooling their children (Baby Boomers) in the principles of freedom. The principles required to maintain our basic freedoms are contained in the U.S. Constitution and Bill of Rights but we have allowed, or even encouraged, our politicians to subvert that great document. This must be corrected ASAP. Check out this website, which is also listed in our Resources Section:

http://www.billofrightsinstitute.org/teach/freeresources/ConstitutionDay/

Even if we discount all the violations of individual rights since 1945, the path leading to this time in history and the financial collapse of our great nation was established for us by our governmental leaders in 1913 when they brought The Federal Reserve into existence with total control over our money. For almost 100 years this bomb has been strapped to us and ticking away, counting down the remaining years, months and weeks left for us to live our lives as “fat, dumb and happy” citizens.

Thomas Jefferson told us almost 200 years ago and it is absolutely true: “The price of freedom is eternal vigilance.” We definitely have not been vigilant, so we will pay the price, with a vengeance!

Thomas Jefferson (April 13, 1743 – July 4, 1826) was the third President of the United States (1801-1809) and the principal author of the Declaration of Independence (1776).

Another famous quote:
“If you will not fight for the right when you can easily win without bloodshed; if you will not fight when your victory will be sure and not too costly; you may come to the moment when you will have to fight with all the odds against you and only a small chance of survival. There may be a worse case: you may have to fight when there is no hope of victory, because it is better to perish than to live as slaves.”

I ask you, dear reader, when you were in elementary school, junior high or high school, did you have a history class wherein the life and philosophy of Thomas Jefferson was studied and taught? If not, do you think it important to ask “Why not?”

The primary objective of this book is to state the case for a fusion of the principles of morality, freedom and the ideas of entrepreneurship as the only viable path to follow if we want our children to survive, know freedom and prosper. The essential principle of freedom is stated in the Declaration of Independence: “We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights...”

Right away, we know that anyone who does not acknowledge “their Creator” is not likely to acknowledge our right to freedom.

So, where does this leave our so-called **free** public education system? It is definitely not free and, at this stage in our history, it has been reduced to training our children to be politically correct little worker robots without any true thinking skills or analytical abilities. Virtually our entire system, from kindergarten to the PhD level, works in concert with our

federal and state governments to **train** us to stay within the thought and behavior patterns prescribed for us. I said "virtually" because there are some educators and institutions, not part of the politically supported **free** public education system, that do teach the principles and ideas of liberty and freedom.

An example of one such educator is Dr. Walter Williams, giving a 50 minute lecture at Hillsdale College on February 6, 2005. His topic was "The Entrepreneur As American Hero". Here is the link:
http://fora.tv/2005/02/06/Walter_Williams_Entrepreneur_As_American_Hero

Another intellectual leader in the field of entrepreneurship is Robert Kiyosaki. He has written numerous best selling books on this theme and his website is listed in our Resource Section as well: www.richdad.com
His latest book, "The Business of the 21st Century", has a significant relationship to the primary theme of this ebook. My theme is this: **Before, during and after our society crashes, we must commit to the principles of freedom and entrepreneurship to re-create a culture, a civilization, where our children will know and understand that morality and principles come first. Entrepreneurship and prosperity are by products of a free society.**

My understanding is that the people of the United States of America **will** have to pay the piper, take our licks and endure a great deal of suffering...because we have earned it! As Dr. Walter Williams states in his lecture (above): **"We Are To Blame."**

For many, many decades, generations of Americans have chosen to ignore the growth of the cancerous tumor which is our Federal Government. In fact, there are millions of people in the U.S. today who get their daily bread by supporting the tumor. They are the ones who (despite Jefferson's words in the quote above) would prefer to live as kept slaves rather than perish. Then, **envy** motivates them to try to force everyone else into their version of slavery. The professional politicians and these intellectual/spiritual slaves have a symbiotic relationship. They support each other in their mutual consumption of the fruits of honest peoples' labor. They vehemently support the **"redistribution of wealth"** that Bastiat (The Law) called **legal plunder.**

Important Strategic Questions:

Who are the people in the audience I am trying to reach with this book?
Who are the people I am urging to work with each other to create an **invincible national team**, comprised of tens of thousands of smaller networks of freedom loving, entrepreneurial individuals who will rebuild America after our purging?
Who are the people who know, or will learn and apply, the principles of liberty, freedom and entrepreneurship **so that our children may know the freedom we have lost?**

They are:
(1) Libertarians...because most of them already know the principles of freedom.

(2) Members of the various Tea Parties...because they know something is wrong and are committed to rectifying the situation...although it may be too late for those of us over 12 years old.

(3) The home school community...because they have been doing it right but possibly not teaching the principles of morality and freedom first and foremost. They are caught in the web of federal and state education laws.

(4) The legitimate network marketing companies, who know about entrepreneurship and building networks of like minded people.

(5) The millions who have lost their jobs and/or their homes and want to know how & why. These are the individuals to whom we offer the capability of generating an income using network marketing to promote the widespread distribution of our **Freedom 101.1 Library** packages.

(6) All of the individuals and institutions in our Resources Section, especially Glenn Beck, Robert Kiyosaki, Dr. Walter Williams, The Ludwig Von Mises Institute, Freedom Force International, Libertarian Party, Foundation for Economic Education, et al.

What Is My Hope and My Dream?

I hope that this simple little ebook may become a guide book to many of the millions of unemployed or underemployed Americans. To what end? I want to provide a step by step process for them to use the network marketing principles that Kiyosaki talks about in The Business of the 21st Century as a means for creating a profitable, online, home based business, multiplied by thousands!!

Welcome to you all. Let's get to work!

Why?... So That Our Children May Know Freedom

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Action Item #2: Self education in the basic principles of liberty and freedom.

Action Item #3: Begin home schooling even if children are in public education.

Action Item #4 Join Libertarian Party and Freedom Force International.

Action Item #5 Reduce size and scope of government 15%-20% per year.

Action Item #6 Repeal the Federal Reserve Act of 1913.

Action Item #7 Make all government/public employee unions illegal.

Action Item #8 Get all government entities out of the education business entirely.

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Action Item #10 Phase out the Social Security Administration.

Chapter 1

Problem #1: Denial of Our Spiritual Existence

In my life I have been on both sides of this issue. I was raised to believe in our spiritual existence. Then, for most of my adult life as a mechanical designer/engineer I did not believe. Contemporary science was my religion. My attitude was: If it's true, prove it to me! Demonstrate it to me! Show me in the lab, or anywhere! I certainly did not buy into the fact that ANYTHING could be KNOWN through FAITH! Are you kidding me? How can you know anything that cannot be demonstrated, repeatedly?
Please forgive me, I was ignorant and did not know what I did not know.

Let me say without equivocation, now that I know what I did not know then: Knowing with faith is far superior to knowing with only what can be seen with the eyes. Certainly, what is known with the eyes is true but it is only an extremely small part of the truth of our Cosmos. Pity those who deny the existence of their own spirituality, their connection to their Creator and all the dimensions beyond this one that we perceive with our physical senses. In the long run, their loss is beyond comprehension. So be it! We are each responsible for our own actions and decisions. It's called free will.

That being said, there is a great deal of demonstrable evidence, rock hard evidence, that our multi-faceted existence on Earth did not come about according to the storyline espoused by our public education system, mainstream science and politically correct pundits. I used to write weekly articles for a newspaper. The collection of articles was called "Scientific and Historical Anomalies". Basically, these are numerous instances where the geological, evolutionary storyline does not fit the evidence. What happens when this evidence is brought before the "court" of our mainstream scientific community? It is declared "inadmissible" because it does not fit the "storyline". For example, how could the evidence that humans and dinosaurs existed at the same time be admissible? That does not fit with the evolutionary storyline or Darwin's Theory of Evolution. A copy of a reader's response to one of my articles is shown below:

"Dear Mr. Barkley,
I enjoyed your article so much I wanted to write a follow-up one:
DID DINOSAURS AND MAN CO-EXIST?
Scientific and Historical Anomalies", a well-written article by Will Barkley in San Diego's Epoch Times explored that issue, and listed a handful of compelling evidences supporting co-existence of man and dinosaurs. This raises a huge question: Why not? The textbook answer is obvious: We are told over and over again that dinosaurs died out 65 million years ago. I don't believe it and neither should you.

A second disturbing question is: Why do we never hear of these evidences, such as the fossilized moccasin? Isn't observation a key tool of science? Shouldn't science follow the evidence where it leads? Is there a prior commitment against co-existence? I propose that science which does not follow the evidence where it leads (e.g., protecting the established hypothesis) is not science.

The author listed radiometric dates of 210-230 million years. Is it more reasonable to believe that natives were sewing moccasins together 230 million years ago, or within the memory of man?
There are numerous examples that the radiometric age dates don't work for rocks of known age. Why then are they used?
Scientists assumed the coelacanth fish was extinct for 30 million years, because fossils were found in rock no younger than 30 million years old. Then, in 1938, one was caught off Madagascar, looking just like the fossil. How old then is that coelacanth fossil? Petrifaction has been done in days at Pacific Northwest National Laboratory, proving it does not need millions of years.

A petroglyph in Havai Supai Canyon, discovered by Dr. Samuel Hubbard, closely resembles an Edmontosaur, balancing on his tail. Petroglyphs made by the Anasazi in Natural Bridges State Park near Blanding, Utah, clearly show dinosaurs and man living together. Where did the models for this art come from?

Herodotus, a Greek historian in the 5th century B.C., described a pterosaur also.
There are many historical accounts of dinosaur-like creatures, such as the namesake of Nerluc, France. Actual ships logs document large sea creatures, up to 150 feet long, with long necks. Shipmates were sometimes ridiculed for these stories.

Various countries have reported dinosaur and man footprints together. Inca burial stones in Peru depict Triceratops, stegosaurs, and pterosaurs (first known report of the stones was by a Spanish priest in 1525). Cave paintings in Rhodesia show large dinosaurs. How can this be, if dinosaurs were only discovered in the 1800's?

The fossil record is evidence. "Millions of years ago" is not. Natives were not wearing moccasins 230 million years ago, but within the memory of natives, thousands of years ago. Just like the dinosaurs: I maintain dinosaurs were re-discovered in the 1800's. The evidence is overwhelming that they were around recently, and some may still exist."

The above account is just a bit of digression to show that anyone who accepts the contemporary scientific storyline as "truth" (as I once did) based on "demonstrable facts" is basing his/her belief system on a lie. The really hard problem that we have facing us is that our government(s), our mainstream science and our "free public education system" use the legislative process to **force** the rest of us to accept their dogma. The public education system is actually a government controlled training and indoctrination system running under the guise of being "education".

What makes this situation especially repugnant is the fact that these three entities (government, science, education system) essentially deny that humans have a spiritual nature. They deny that we have a Creator and that our sense of morality is our spiritual nature resonating with our Creator. The public education system, with the power of the government and science behind it, has been largely successful in crushing the concepts of spirituality and a Creator. This, of course, provides the environment for the rapid growth of an immoral society. "What?" you say. "We don't have an immoral society." Well, Buster, that's because you don't know what morality IS!

The lack of spirituality and the profound decrease in morality are the very reasons humanity is in such dire straits at this point in history. We definitely are not "here" by accident. This statement applies whether we are talking about our

existing worldwide financial and political crises or the simple fact that humans exist. There are "Cosmic Rules" that I believe humans are supposed to follow and the consequences that come about when we don't are severe, to say the least. Those who disagree with this statement really don't know or understand history. Like the "inadmissible" evidence mentioned previously, these people choose to believe what the educational system and their intellectual authority figures tell them to believe. Their authorities say thus and such and that's it! They ignore the facts of history just as they ignore the essential spirituality of the Cosmos. (Would this be an *ignor*amus?)

Putting our faith in modern (atheistic) science to solve all of the problems that confront us in this dimension is a huge mistake. We first must acknowledge that, in addition to our physical bodies, we are also spiritual beings. I would venture to say that our Creator probably doesn't think too highly of us when we are so arrogant that we actually **require** Darwin's Theory of Evolution to be taught in our public schools. Our first priority is to acknowledge the existence of our Creator. Darwin's Theory attempts to explain our existence without acknowledging the existence of a Supreme Being. We exist in **at least** two dimensions simultaneously, the physical and the spiritual. If we don't understand and teach this concept, we get what we have today. Over and over and over, it's always the same...acknowledge the Creator and live a moral life or suffer the consequences. This applies equally to individuals or to entire countries and civilizations.

Our sense of morality comes from the spiritual dimension. Without it we are less than animals and we see evidence of this in daily news stories. To bring the importance of morality into focus, just ask yourself, "What is the first thing I look for when looking at a neighborhood to buy or rent a home?" Most likely, the answer is "A neighborhood that physically manifests the spiritual essence of morality." ie, no theft, robbery, murder, rape, drug dealing, alcoholism, prostitution, pornography, domestic violence, gang violence, vandalism, etc. A moral person wants to live where his/her neighbors are naturally considerate and respectful of other peoples' rights and property. This is the behavior pattern of an individual whose spirit is resonating with the Creator.

How does an individual whose spirit is not resonating with the Creator behave? Guess! Would it be someone who would gladly use whatever means necessary to increase his/her own economic well-being or sense of authority, even if it means taking it, by force or fraud, from another person? The "taking" can be either legal or illegal. We all understand the illegal taking. What about the presently popular legal taking, using governmental entities to increase wealth redistribution? After all, that IS one of the tenets of communism: take from those who are capable of producing and give to those who are not. What about the legal taking, using a private entity such as the Federal Reserve to steal our assets by making them worthless? This is what inflation is all about. (It will soon enough be hyperinflation.)

The lack of spirituality and the subsequent decrease in morality is the root cause of our problems in this physical dimension. Remember Jefferson's admonition:

"If you will not fight for the **right** when you can easily win without bloodshed; if you will not fight when your victory will be sure and not too costly; you may come to the moment when you will have to fight with all the odds against you and only a small chance of survival. There may be a worse case: you may have to fight when there is no hope of victory, because it is better to perish than to live as slaves."

Where I have bolded "right" above, you could substitute:

(1) "We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable **Rights**..."

(2) Morality and our Creator

(3) Parents' rights to teach their children about the Creator and morality

(4) Our right and responsibility to teach our children the principles of freedom and **how** to prosper, with a complete understanding of the principles of entrepreneurship. This is **how and why** the United States became the greatest nation on earth.

The Old Cherokee

One evening an old Cherokee told his grandson about a battle that goes on inside people.
He said, "My son, the battle is between two wolves inside us all.

"One is Evil - It is anger, envy, jealousy, sorrow, regret, greed, arrogance, self-pity, guilt, resentment, inferiority, lies, false pride, superiority, and ego.

"The other is Good - It is joy, peace, love, hope, serenity, humility, kindness, benevolence, empathy, generosity, truth, compassion and faith."

The grandson thought about it for a minute and then asked his grandfather: "Which wolf wins?"

The old Cherokee simply replied, "The one you feed."

A Simple Question

For those who do not know or believe that we exist in the physical and spiritual dimensions simultaneously, how do the following attributes arise from the physical body of a human being? Do the muscles, bones, skin and other organs composed of physical matter in this dimension just "naturally" bring these attributes into existence? Or do you even deny the existence of these attributes:

anger, envy, jealousy, sorrow, regret, greed, arrogance, self-pity, guilt, resentment, inferiority, lies, false pride, superiority, and ego.

joy, peace, love, hope, serenity, humility, kindness, benevolence, empathy, generosity, truth, compassion and faith.

Chapter 2

Problem #2: Free Public Education

The public education system is nothing more than a system to indoctrinate students (and teachers) to honor and serve collectivist and statist principles. There is more than ample proof of this fact and some of it is documented in this chapter. In the middle of Antony Sutton's Introduction to America's Secret Establishment he mentions The Deliberate Dumbing Down of America by Iserbyt and Dumbing Us Down by Gatto.

From Wikipedia:
America's Secret Establishment (ISBN 0937765023) is a 1986 book by Hoover Institution scholar Antony C. Sutton in which, among other things, he details the business and political network of secret society Skull and Bones and its parent, the Russell Trust Association.

A free PDF of the 219 page (10.77MB) book can be downloaded here:
http://sandiego.indymedia.org/media/2006/10/119639.pdf

The following 3 pages, down to Antony Sutton's signature, is copied/pasted from the introduction to his book, America's Secret Establishment.

Introduction for 2002 Edition

"AMERICAS SECRET ESTABLISHMENT has had an unusual publishing history.
The book began with an anonymous donation to the author of an 8-inch package of documents in the early 1980s. Nothing less than the membership list and supporting documents for a truly secret society the Yale Skull and Bones.

The late Johnny Johnson, of Phoenix Arizona was the spark that moved me to write first a four-part series and later, a jumbo volume based on this material. This volume went to several editions with several publishers, even a Russian edition of 12,000 copies. Probably in the past few years, as many copies have been sold in Russia as in the United States.

America's Secret Establishment has had little publicity, few reviews ignored by mainline distributors yet, has sold steadily for the past 16 years at a rate of several hundred copies a month.

This activity, in turn, has generated other articles and books by other authors. But my real intent, to generate an exploration of Hegelian influence in modern America, has not been fulfilled. In great part, this can be attributed to an educational system based on a statist-Hegelian philosophy, and which has already achieved the "dumbing down" of America.

This disastrous, destructive philosophy, the source of both Nazism and Marxism, has infected and corrupted our constitutional republic. Much of the blame for this corruption is with an elitist group of Yalie "Bonesmen." Their symbol of Skull and Bones, and their Hegelian philosophy, says it all, although with typical duplicity, they would have you believe otherwise. Hegelianism glorifies the State, the vehicle for

the dissemination of statist and materialist ideas and policies in education, science, politics and economics.
Wonder why we have a "dumbed-down" society? Look no further than the Bonesman troika who imported the Prussian education system into the U.S. in the 19`h Century. A political philosophy in direct opposition to the classical liberalism nurtured in 19`h Century British and American history. In classical liberalism, the State is always subordinate to the individual. In Hegelian Statism, as we see in Nazism and Marxism, the State is supreme, and the individual exists only to serve the State.

Our two-party Republican-Democrat (= one Hegelian party, no one else welcome or allowed) system is a reflection of this Hegelianism. A small group - a very small group - by using Hegel, can manipulate, and to some extent, control society for its own purposes.

More than that, reflect on their pirate flag. An emblem found on poison bottles, the symbol of the Nazi Death Head Division in World War Two. Not only did Skull and Bones become a major force in drug smuggling (the Bush and Prescott families in the 1860s), but in true Hegelian fashion, generated the antithesis, the so-called "war on drugs." This hypocritical policy maintains the price of drugs, controls supply, and puts millions in jail while the gainers, in great part, are none other than the same "Bonesmen" who pass the laws to prohibit (Bonesman Taft, 1904).

Right and Left - A Control Device

For Hegelians, the State is almighty, and seen as "the march of God on earth." Indeed, a State religion. Progress in the Hegelian State is through contrived conflict: the clash of opposites makes for progress. If you can control the opposites, you dominate the nature of the outcome. We trace the extraordinary Skull and Bones influence in a major Hegelian conflict: Nazism vs. Communism. Skull and Bones members were in the dominant decision-making positions - Bush, Harriman, Stimson, Lovett, and so on - all Bonesmen, and instrumental in guiding the conflict through use of "right" and "left." They financed and encouraged the growths of both philosophies and controlled the outcome to a significant extent. This was aided by the "reductionist" division in science, the opposite of historical "wholeness." By dividing science and learning into narrower and narrower segments, it became easier to control the whole through the parts.

In education, the Dewey system was initiated and promoted by Skull and Bones members. Dewey was an ardent statist, and a believer in the Hegelian idea that the child exists to be trained to serve the State. This requires suppression of individualist tendencies and a careful spoon-feeding of approved knowledge. This "dumbing down" of American education is not easily apparent unless you have studied in both foreign and domestic U.S. universities - then the contrast becomes crystal clear.

This dumbing down is now receiving attention. Two excellent books are *The Deliberate Dumbing Down of America,* by Charlotte Thomson Iserbyt (Conscience Press, Revenna Ohio, 2001), and *The Dumbing Down of America,* by John Taylor Gotta. Both books trace this process to the impact of education, and both give remarkable detail of the process. We go further, in that we trace the import of the system to three Yalies members of Skull & Bones.

For Iserbyt, in *The Deliberate Dumbing Down of America,* the American education system begins with Rockefeller and Gates. But in fact, this statist system is a reflection of the Hegelian ideas brought to the United States by the Skull and Bones "troika" of Gilman, White and Dwight, and then financed by Rockefeller.

People Control

Today in California, one can see in real time the use of controlled conflict to achieve a desired outcome. The debate over the energy crisis is carefully contained to a debate over price caps and price control. Republicans want no caps and no controls. Most Democrats want price controls through caps.

But look at what is NOT discussed anywhere. The entire spectrum of almost free energy, based on a decade of research is carefully kept out of the discussion. Isn't this highly relevant to an energy crisis? In fact, the existence of free energy systems just down the road is the reason for the controlled debate. Mills Blacklight Power now has its patents and some utilities have already bought in.

Bearden's MEG energy from space, is under discussion. Working models exist. The maligned cold fusion has hundreds of successful experiments, but so far as we know, cannot be repeated with sufficient assurance. Other systems have come into the view of government agencies, and then disappear from sight.

A knowing public would ask, “Why are these not included in the discussion?" - Simple. Because the utilities know they are for real, and only a few years down the road. The problem for utilities is not the price of energy today, but how to dump their fixed assets (hydro plants, transmission lines, etc.) onto the public. These "valuable" assets will have zero value down the road, because all new systems are stand-alone units which don't need fixed plant and transmission lines.

If the public is aware of the dilemma of the utilities, the ability to dump assets onto the State is heavily reduced. The Republican-Democrat debate over "caps" is a diversion. The relevant question carefully avoided is, how long will it take to get these new systems into production? Another example is Monsanto Corporation development of genetic engineering and predator seed, a barely-concealed effort for world domination of agriculture.

President George Bush, Jr., a Bonesman, appoints a Monsanto vice president, Dr. Virginia Weldon, as Director of Food and Drug Administration, which has the power to block labeling of genetically-engineered foods, and pass on other corporate control efforts.

Just before this, in New Technology, we had the 1989 dramatic announcement of "cold fusion." When this announcement was made public, President George Bush (also a Bonesman) called establishment scientist the late physicist Seagrum into his office and gave instructions. We don't know what was said, but we know what happened. Cold fusion, a valid process for free energy, as was subsequently revealed, was slandered and harassed by the establishment, no doubt fearful of what free energy would do to the oil industry.

What is to be Done?

If the voting public was even vaguely aware of this rampant and concealed scenario, it could, and possibly would force change. However, this is not a likely possibility. Most people are "go-along" types, with limited personal objectives and a high threshold for official misdeeds. What has taken over a century to establish cannot be changed in a few years. The initial question is education.

To eliminate the Hegelian system that stifles individual initiative and trains children to become mindless zombies, serving the State. We need a lot less propaganda for "education" and a more individual creative search for learning. Instead of more money for education, we need to allocate a lot less. The existing system of education is little more than a conditioning mechanism. It has little to do with education in the true sense, and a lot to do with control of the individual.

It is more likely that time, rather than the voting booth, will erode the secret power of this Yale group, Nothing this outrageous can survive forever.”

Antony Sutton

In the previous pages Antony Sutton mentions the book The Deliberate Dumbing Down of America by Charlotte Thomson Iserbyt. The PDF version of this extraordinary work regarding our public education system is available in our Resources Section.
If you do nothing else with the information presented in this simple ebook, please, please download and read The Deliberate Dumbing Down of America.
The information below, italicized, is from the Foreword of this 738 page book.

"Charlotte Iserbyt is to be greatly commended for having put together the most formidable and practical compilation of documentation describing the "deliberate dumbing down" of American children by their education system. Anyone interested in the truth will be shocked by the way American social engineers have systematically gone about destroying the intellect of millions of American children for the purpose of leading the American people into a socialist world government controlled by behavioral and social scientists.

Mrs. Iserbyt has also documented the gradual transformation of our once academically successful education system into one devoted to training children to become compliant human resources to be used by government and industry for their own purposes. This is how fascist-socialist societies train their children to become servants of their government masters. The successful implementation of this new philosophy of education will spell the end of the American dream of individual freedom and opportunity. The government will plan your life for you, and unless you comply with government restrictions and regulations your ability to pursue a career of your own choice will be severely limited.

What is so mind boggling is that all of this is being financed by the American people themselves through their own taxes. In other words, the American people are underwriting the destruction of their own freedom and way of life by lavishly financing through federal grants the very social scientists who are undermining our national sovereignty and preparing our children to become the dumbed-down vassals of the new world order. It reminds one of how the Nazis charged their victims train fare to their own doom."

More Dumbing Down

John Taylor Gatto also has several books being published and available on the website: http://www.johntaylorgatto.com/bookstore/index.htm

One is "Dumbing Us Down" which is the same theme of Iserbyt's book (above).
Another of his books is "Weapons of Mass Instruction" focusing on the mechanisms of compulsory schooling which cripple imagination and discourage critical thinking.
"Here is a demonstration that the harm school inflicts is quite rational and deliberate. The real function of pedagogy is to render the common population manageable, remove the obligation of child care from adult workers so they are free to fuel the industrial economy and to train the next generation into subservient obedience to the state."

It seems absolutely clear to me that the government run, taxpayer financed public education system needs to be scrapped in favor of privately owned schools and home schooling. **Get the government entirely out of the education business! Now!!**

We Need New Textbooks That Deal With The Search For Truth

Remember the 1992 movie "A Few Good Men", when Jack Nicholson, playing a Marine colonel gives his now famous line: "You want the truth? **You can't handle the truth**!!!"

What I am suggesting here is that the American people who intend to educate their children, despite the obstacles and limitations imposed by the State run school system, should look beyond Darwin's Theory of Evolution and concepts like; gravity is the cosmic force that holds everything in place. Both of these ideas are not completely true even though establishment science, government and our education system continue to foist them on us. We have tons of books and information on the principles of freedom (still ignored by most people) but there are few that challenge the existing scientific paradigm. The **Thunderbolts Project** is one of my favorite candidates for a new scientific model.

Just "Ctrl"/click on this link to watch this 14 minute 42 second video to understand what I'm talking about:
http://www.thunderbolts.info/online_videos.htm

Below I have copied/pasted a page from my blog: www.WillBarkley.com

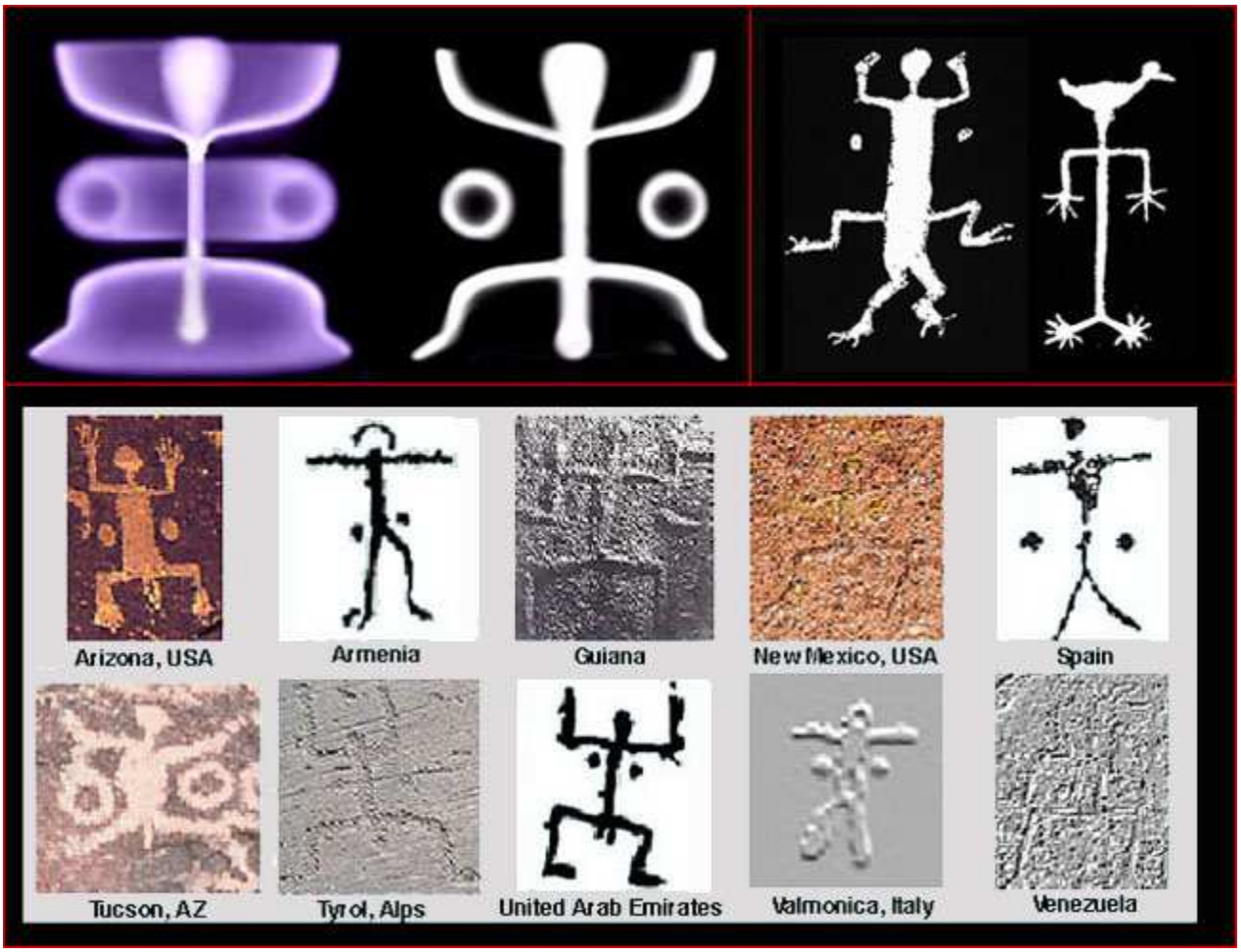
Squatter Man Petroglyphs Are Rock Hard Evidence For The Electric Universe

Basically, the "Squatter Man" petroglyphs, found all over the world, are two dimensional engravings on rocks (petroglyph) that depict a three dimensional plasma discharge in the earth's atmosphere. (See the first box on the top left in the graphics below.) The electrical energy from one of these plasma discharges was sufficient to carve out the Grand Canyon in a few minutes!

Priority six is from www.basicenergysystems.com and consists of discussions and links regarding the role of contemporary science in derailing the search for truth, which is supposed to be the very essence of science. Part of this discussion may be fueled by the previously mentioned "Scientific & Historical Anomalies". However, the highest priority must be given to the information on the "Thunderbolts" website and weekly email updates. For someone educated in the traditional "science" courses in high school, colleges and universities, this information is mind boggling, but **TRUE!** However, the contemporary religion of science calls it heresy or ignores it altogether because it does not fit the existing "story line" for astronomy, astrophysics, geology, paleontology or any of the other contemporary scientific disciplines, except electrical engineering.

Basic Energy Systems strongly urges you to thoroughly check out this website: www.thunderbolts.info and the book Thunderbolts of the Gods, in our recommended reading list.

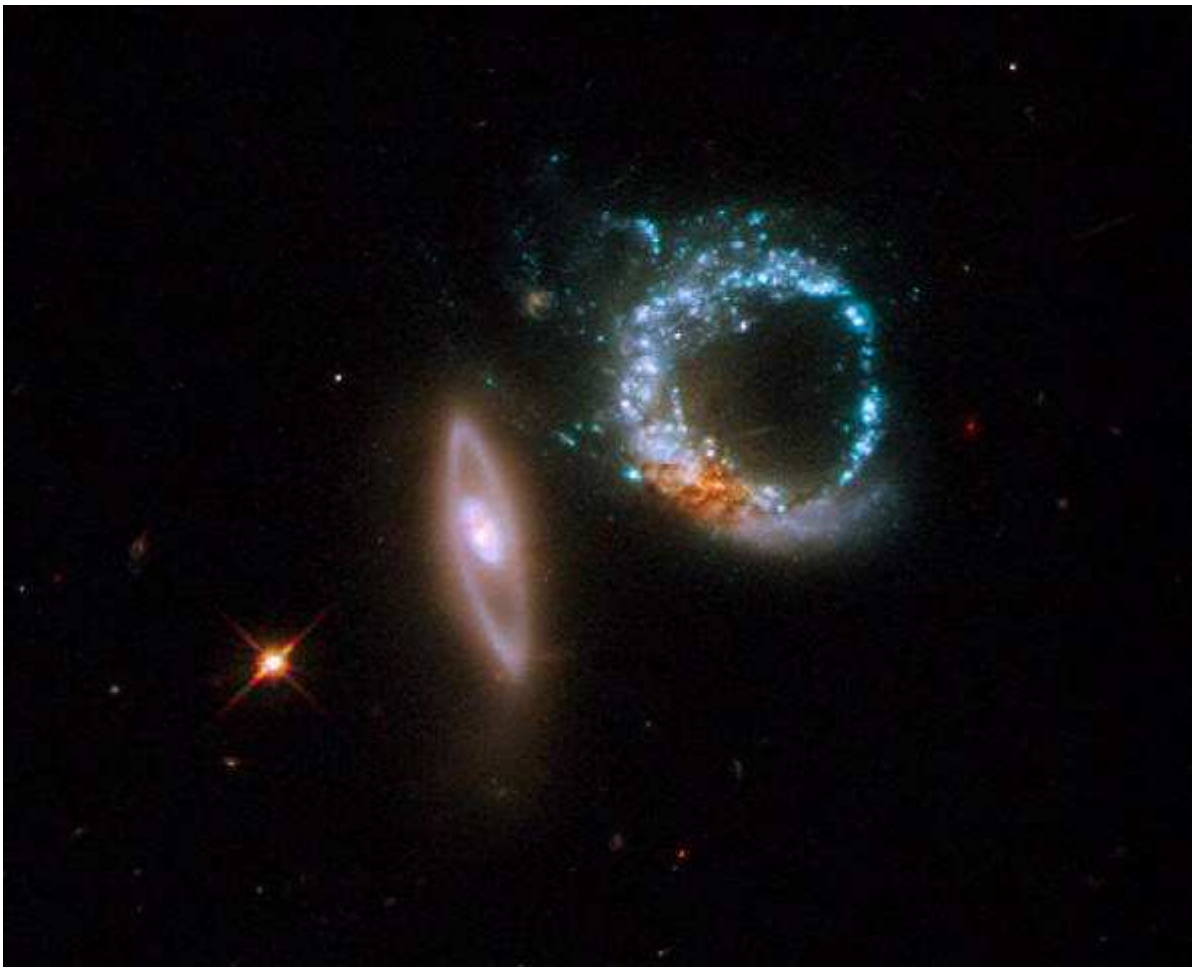
We will be very happy to see your inputs on our Forum page regarding the “Squatter Man” petroglyphs (shown below). This is, literally, rock hard evidence for the “Electric Universe”. (as opposed to the “Gravity Universe”)



If you have any difficulty seeing the obvious connection between all of the petroglyphs shown above and the plasma discharge graphic shown at the upper left, please contact me: www.WillBarkley.com

Quote from Thunderbolts of the Gods by David Talbott and Wallace Thornhill. (below)

"From the smallest particle to the largest galactic formation, a web of electrical circuitry connects and unifies all of nature, organizing galaxies, energizing stars, giving birth to planets and, on our own world, controlling weather and animating biological organisms. There are no isolated islands in an electric universe"



Interacting ring galaxies designated as Arp 147. Credit: NASA, ESA, and M. Livio (STScI)

A Couple of Links to Other Topics From My Weekly Newspaper Articles

"Scientific and Historical Anomalies)

This weekly column is intended to entertain you by exposing some of the more glaring scientific and historical anomalies which have been bypassed by our educational system. Your comments will be sincerely appreciated.

What if…? A civilization existed on earth almost 2 BILLION years ago!!

Last week we discussed some evidence that different sizes of humanoids existed contemporaneously with Tyrannosaurus Rex and other dinosaurs. Today we want to explore the possibility that a very advanced civilization was using nuclear power almost 2 billion years ago. If this were to be the case, wouldn't it punch a big hole in Darwin's Theory of Evolution? By the way, you will find that most people will go to great lengths to defend the evolutionary theory. They behave as though they are major shareholders in a company named "Evolution, Inc." and if another "company" were to enter the market, they would lose everything they owned. Maybe they should consider diversifying their "investment".

This week's source for information is the internet. Just enter keyword "oklo" in your browser and see what comes up. A couple of links are listed below:

http://www.ans.org/pi/np/oklo/

http://en.wikipedia.org/wiki/Natural_nuclear_fission_reactor

Creating a nuclear reaction is not simple. In power plants, it involves splitting uranium atoms, and that process releases energy as heat and neutrons that go on to cause other atoms to split. This splitting process is called nuclear fission. In a power plant, sustaining the process of splitting atoms requires the involvement of many scientists and technicians. When the Oklo reactors were first discovered the scientific community was very skeptical about the reality of a nuclear reaction actually occurring. Some argued that the missing amounts of U-235 had been displaced over time, not split in nuclear fission reactions. "How" they asked, "could fission reactions happen in nature, when such a high degree of engineering, physics, and acute, detailed attention went into building a nuclear reactor?" In other words, **naturally occurring** nuclear reactors are impossible.

It came as a great surprise to most, therefore, when, in 1972, French physicist Francis Perrin declared that **nature** had beaten humans to the punch by creating the world's first nuclear reactors. Indeed, he argued, nature had a two-billion-year head start. Fifteen natural fission reactors have been found in three different ore deposits at the Oklo mine in Gabon, West Africa. These are collectively known as the Oklo Fossil Reactors.

When we read some of the websites devoted to this extraordinary phenomenon, we discover a great deal of effort and text that is telling us that these are "**naturally occurring**" nuclear reactors. As stated in the quote above, when news that ancient nuclear reactors had been discovered in the Gabon Republic, the scientific establishment took the position that somebody, somehow, had made an incorrect

observation or calculation…because the scientific and engineering parameters required were just too complex and too many for this situation to occur.

Then, after it was confirmed that this situation had in fact occurred, the same establishment reversed itself and took the position that since this phenomenon did exist, it MUST BE a "naturally occurring" phenomenon. Again, we ask, "Why MUST it be naturally occurring?" The answer, as you know, is…**Because it does not fit the storyline or the accepted paradigm for how things are.**

Year after year the anomalies just keep accumulating and the paradigm defenders just keep on ignoring them or declaring this, or that, extraordinary evidence is just another example of nature imitating man. Next week, we'll take a look at The Secret Life of Plants**.**

What if…
You were to leave this dimension, experience the "other side", and return?

How long do you think our contemporary scientific paradigm would continue to exist if the concepts of "life after death", "reincarnation" and an "immortal spirit" were commonly accepted in our culture? What if the concepts associated with atheistic materialism were thoroughly rejected? Who would believe Darwin's Theory of Evolution if we all knew that our lives in this dimension were to be followed by another type of life, a more magnificent life? It's not difficult to imagine the answers to these questions. We can easily see why the " Paradigm Police" would want to do everything possible to disprove the facts associated with near death experiences.

The contemporary scientific paradigm cannot survive if we all know that there is much more to existence than what science can measure and quantify. Near death experiences (NDEs) provide the evidence of life after death.

In Anomalies #9, Psychokinesis & Levitation, we quoted a short description of the Jansenist miracles from Michael Talbot's book, ***The Holographic Universe".***

If we go back to this great book for another look we read the following on page 2: "In 1980, University of Connecticut psychologist Dr. Kenneth Ring proposed that near-death experiences could be explained by the holographic model. Ring, who is president of the International Association for Near-Death Studies, believes such experiences, as well as death itself, are really nothing more than the shifting of a person's consciousness from one level of the hologram of reality to another." There are numerous internet websites devoted to ***near death experiences.*** Some of those I liked are provided in the following links:

http://www.nderf.org/
(Near Death Experience Research Foundation) NDERF is devoted to the study of NDE and support of those experiencing NDE and related experiences.

http://www.adcrf.org/
ADCRF (After Death Communication Research Foundation) ADCRF is devoted to the study of after death communication and support of those experiencing an ADC, or provides a message of hope to those in grieving from loss of a loved one.

www.oberf.org
OBERF (Out of Body Experience Research Foundation)
OBERF is devoted to studying the spiritual spectrum events that do not fit into the categories of NDE or ADC. These include NDE-like experiences, out of body experiences, and spiritually transformative events.

http://www.near-death.com/
Near Death Experiences and the Afterlife
This website has an index of over three dozen phenomena that provide evidence for survival after death. Some of the listings are:

+ People see verifiable events while out-of-body
+ People born blind can see during an NDE
+ Scientific discoveries are brought back
+ People who have a NDE are convinced
+ NDEs have been validated in scientific discoveries
+ Quantum physics supports NDE concepts
+ Analytical psychology was founded on a NDE
+ Remote viewing is a verifiable reality

This site also has a section devoted to Edgar Cayce's NDEs and Revelations.

So, dear reader, if you really want to explore this anomalous world we live in, just enter any of the portals listed above. As always, we challenge you to ***take a fresh look at our changing world.***

The article below, by C. Bradley Thompson is so chilling that I thought it should be included in its entirety in this chapter on education

Our Killing Schools - Public Schools: Intellectual and Moral Wastelands that Destroy America's Youth

4 June 1999 C. Bradley Thompson

So what's happening? Why are America's adolescent boys so angry, and why are they expressing their anger through mindless acts of violence?

The tragic school shooting in Littleton, Colorado forces us to ask once again: What is going on in our schools? When the 15 killed in Littleton are added to those in Pearl, Mississippi; West Paducah, Kentucky; Jonesboro, Arkansas; and Springfield, Oregon, the total stands at a staggering 29, with scores injured.

These mindless acts of mayhem have captured the public imagination because the killers don't fit the profile of a typical school-yard thug. First, the killers were middle-class boys from small-town or suburban America. Second, their average age was 15. Third, by all accounts the boys were good students, indeed, they all seemed rather nerdish. Fourth, the shootings had nothing to do with drugs or traditional gangs.

In attempting to explain why this is happening, sociologists and educators have advanced several possible causes. Some think that the shootings are a consequence of America's "gun-crazed" culture. Others blame Hollywood, video games and the Internet for their gratuitous glorification of violence. And yet, we seem to be missing the obvious. The shootings have one thing in common: they all took place at school. The boys didn't kill on the weekend, they didn't kill after school, and they didn't shoot up the local Dairy Queen.

So what's happening? Why are America's adolescent boys so angry, and why are they expressing their anger through mindless acts of violence?

That they all killed at school is a fact worth pondering. The explanation for all these shootings might very well be found in the destruction of the minds and souls of America's young people by an education establishment bent on using our children as guinea pigs for their bizarre experiments in schooling. The fact of the matter is that most of our public schools today are intellectual and moral wastelands.

As a college professor, I meet hundreds of current and recently graduated high school students every year. I am struck by four factors: first, students don't believe in very much and are unwilling to make moral judgments; second, they have artificially inflated opinions of themselves and are unwilling to tolerate criticism; third, they are poorly educated; and finally, they hated their high school experience. The result is an explosive

mixture of nihilism, narcissism, ignorance, and resentment.

Though the schools do not teach ethics as part of the regular curriculum, the moral ethos of our education system is dominated by the anti-principle of moral relativism. The one sure thing that a college professor can expect from new students is that they do not believe in moral absolutes; they are unwilling to judge morally the opinions or actions of others, even when they disagree with them. Beginning in elementary school, students are taught that all lifestyles are equal and that they should not discriminate between them. What this means most of all is: "Do your own thing" and don't judge me.

Related to moral relativism but incorporated more systematically into the curriculum is the dogma that children should be constantly told how good they are. Positive reinforcement for deeds well done has been transformed by the education establishment into indiscriminate praise so that children will "feel good" about themselves regardless of whether their ideas or actions are praiseworthy or not. The problem with this binge in juvenile "self-love" is that children with unjustifiably high opinions of themselves are becoming aggressive and even violent when confronted with criticism or teasing.

But we must look deeper. The crisis of our schools is at heart a philosophical issue.

The precipitous rise in school violence over the course of the last decade runs directly parallel with the rise of "Progressive" theories of education. Progressive education rejects traditional schooling, which emphasizes learning a body of pre-established information. Progressive education replaces that with a child-centered approach that emphasizes a child's self-expression and spontaneous impulses. Progressivism holds that children do not learn by thinking but rather by feeling and doing. Teachers should not be authoritarian, and they should always praise children for their unique and inventive answers regardless of whether they are right or wrong. Knowledge (e.g., the rules of grammar and mathematics, and the facts of science and history) is explicitly not the goal of Progressive education.

When I talk to high school students they tell me, virtually to a person, the same thing: that high school is boring and unchallenging. It's not that they don't want to learn or that they find subjects such as algebra or history intrinsically boring; in fact, it's quite the opposite. When I press a little deeper, I learn that for most students the problem is that they have teachers who aren't particularly good at what they do: the teachers don't seem to know their subjects very well and they don't have a passion for teaching.

Dissuaded from making moral distinctions, fed a daily diet of an "I'm okay, you're okay" philosophy, denied logic, knowledge and truth, and driven by unknown fears and anxieties, today's young people are left with nothing but their untutored "feelings" and "emotions" as their guides through the trials and tribulations of adolescence. Thus we should not be surprised when they respond with outbursts of rage and acts of violence

when things don't go their way.

The education establishment has responded to this crisis by turning our schools into something more akin to prisons than places of learning. Barbed wire, metal detectors, identification cards, closed-circuit television monitors, and guards are common features of today's school. Worse yet, the school system treats our young people in the same way that the penal system treats its prison population. A good many schools in this country are simply providing day-care for teenagers and in the worst schools they are providing incarceration. Class time is more like a prison lockup.

If Americans want to stop school-yard violence and address the social pathologies that increasingly afflict our young, if they want to turn our schools into serious places of learning, they should abandon their deadly experiment in Progressive education and restore a curriculum that emphasizes reason over emotions, knowledge over feelings, moral judgment over moral agnosticism, and self-control over self-expression.

C. Bradley Thompson
C. Bradley Thompson is the BB&T Research Professor in the Department of Political Science at Clemson University and the Executive Director of the Clemson Institute for the Study Capitalism. He has also been a visiting scholar at Princeton and Harvard universities and at the University of London.

Chapter 3

Problem #3: The Federal Reserve, the ultimate coup de' etat

Removing the Federal Reserve is one of the first steps to establishing a financial future for ourselves and our children. Before we can do that we must understand every facet of its existence in order to prevent it from rising again in a slightly different form. First comes self education, then comes action as a result of new knowlege. One of our problems is that while we are learning, the collectivists, statists and elitists benefiting from the Federal Reserve will begin their attacks. They have all the money in the world and they already know what they will do to keep the "riff raff" in line. See Action Item #6 at the end of this book.

http://www.youtube.com/watch?v=A4kxTkhwR_Q 5 min. video Ron Paul vs Bernanke

http://www.teachpeace.com/teachpeacemomentfedreserve.htm educational website There is a 42 minute video "Federal Reserve introduction video" just under the photo of The Federal Reserve facility. **G. Edward Griffin** narrates the video. He is also the person who created Freedom Force International (link below).

http://www.freedom-force.org/ We all need to join these guys!!

http://mises.org/store/Money-Banking-and-the-Federal-Reserve-P269.aspx Click on this link to go to the Mises Store. Buy this video for $15 and invite all your family, neighbors and friends over to watch and learn. This is essential to understanding the problems that we must solve.

Thomas Jefferson and Andrew Jackson understood "The Monster". But to most Americans today, Federal Reserve is just a name on the dollar bill. They have no idea of what the central bank does to the economy, or to their own economic lives; of how and why it was founded and operates; or of the sound money and banking that could end the statism, inflation, and business cycles that the Fed generates.

Dedicated to Murray N. Rothbard, steeped in American history and Austrian economics, and featuring Ron Paul, Joseph Salerno, Hans Hoppe, and Lew Rockwell, this extraordinary new film is the clearest, most compelling explanation ever offered of the Fed, **and why curbing it must be our first priority.**

Alan Greenspan is not, we're told, happy about this 42-minute blockbuster. Watch it, and you'll understand why. This is economics and history as they are meant to be: fascinating, informative, and motivating. This movie could change America.

(NTSC format for DVD) or (NTSC format for US VCRs)

http://mises.org/journals/qjae/pdf/qjae2_3_1.pdf This 49 page PDF file on The Origins of the Federal Reserve is by Murray N. Rothbard. The beginning of the article and the conclusion are shown below (italicized) to give you a sense of the deviousness of the people who created the Federal Reserve.

"The Federal Reserve Act of December 23, 1913 was part and parcel of the wave of Progressive legislation, on local, state, and federal levels of government, that began about 1900. Progressivism was a bipartisan movement which, in the course of the first two decades of the twentieth century, transformed the American economy and society from one of roughly laissez-faire to one of centralized statism.

Until the 1960s, historians had established the myth that Progressivism was a virtual uprising of workers and farmers who, guided by a new generation of altruistic experts and intellectuals, surmounted fierce big business opposition in order to curb, regulate, and control what had been a system of accelerating monopoly in the late nineteenth century. A generation of research and scholarship, however, has now exploded that myth for all parts of the American polity, and it has become all too clear that the truth is the reverse of this well-worn fable. In contrast, what actually happened was that business became increasingly competitive during the late nineteenth century, and that various big-business interests, led by the powerful financial house of J.P. Morgan and Company, tried desperately to establish successful cartels on the free market.

The first wave of such cartels was in the first large-scale business—railroads. In every case, the attempt to increase profits, by cutting sales with a quota system and thereby to raise prices or rates, collapsed quickly from internal competition within the cartel and from external competition by new competitors eager to undercut the cartel. During the 1890s, in the new field of large-scale industrial corporations, big-business interests tried to establish high prices and reduced production via mergers, and again, in every case, the merger collapsed from the winds of new competition. In both sets of cartel attempts, J.P. Morgan and Company had taken the lead, and in both sets of cases,

The market, hampered though it was by high protective tariff walls, managed to nullify these attempts at voluntary cartelization. It then became clear to these big-business interests that the only way to establish a cartelized economy, an economy that would insure their continued economic dominance and high profits, would be to use the powers of government to establish and maintain cartels by coercion, in other words, to transform the economy from roughly laissez-faire to centralized and coordinated statism. But how could the American people, steeped in a long tradition of fierce opposition to

government-imposed monopoly, go along with this program? How could the public's consent to the New Order be engineered?

Fortunately for the cartelists, a solution to this vexing problem lay at hand. Monopoly could be put over in the name of opposition to monopoly! In that way, using the rhetoric beloved by Americans, the form of the political economy could be maintained, while the content could be totally reversed. Monopoly had always been defined, in the popular parlance and among economists, as "grants of exclusive privilege" by the government. It was now simply redefined as "big business" or business competitive practices, such as price-cutting, so that regulatory commissions, from the Interstate Commerce Commission (ICC) to the Federal Trade Commission (FTC) to state insurance commissions were lobbied for and staffed with big-business men from the regulated industry, all done in the name of curbing "big-business monopoly" on the free market. In that way, the regulatory commissions could subsidize, restrict, and cartelize in the name of "opposing monopoly," as well as promoting the general welfare and national security. Once again, it was railroad monopoly that paved the way.

For this intellectual shell game, the cartelists needed the support of the nation's intellectuals, the class of professional opinion-molders in society. The Morgans needed a smokescreen of ideology, setting forth the rationale and the apologetics for the New Order. Again, fortunately for them, the intellectuals were ready and eager for the new alliance. The enormous growth of intellectuals, academics, social scientists, technocrats, engineers, social workers, physicians, and occupational "guilds" of all types in the late nineteenth century led most of these groups to organize for a far greater share of the pie than they could possibly achieve on the free market. These intellectuals needed the State to license, restrict, and cartelize their occupations, so as to raise the incomes for the fortunate people already in these fields.

In return for their serving as apologists for the new statism, the State was prepared to offer not only cartelized occupations, but also ever-increasing and cushier jobs in the bureaucracy to plan and propagandize for the newly statized society. And the intellectuals were ready for it, having learned in graduate schools in Germany the glories of statism and organicist socialism, of a harmonious "middle way" between dog-eat-dog laissez-faire on the one hand and proletarian Marxism on the other. Instead, big government, staffed by intellectuals and technocrats, steered by big business and aided by unions organizing a subservient labor force, would impose a cooperative commonwealth for the alleged benefit of all."

EDITORS' NOTE: Murray N. Rothbard (1926–1995) was the S.J. Hall distinguished professor of economics at the University of Nevada, Las Vegas. This is an unpublished manuscript from the

Rothbard papers, written in 1984, and will appear as a chapter in a forthcoming book to be published by the Ludwig von Mises Institute entitled *A History of Money in the United States: The Colonial Era to World War II.*

CONCLUSION

"The financial elites of this country, notably the Morgan, Rockefeller, and Kuhn, Loeb interests, were responsible for putting through the Federal Reserve System, as a governmentally created and sanctioned cartel device to enable the nation's banks to inflate the money supply in a coordinated fashion, without suffering quick retribution from depositors or noteholders demanding cash. Recent researchers, however, have also highlighted the vital supporting role of the growing number of technocratic experts and academics, who were happy to lend the patina of their allegedly scientific expertise to the elite's drive for a central bank. To achieve a regime of big government and government control, power elites cannot achieve their goal of privilege through statism without the vital legitimizing support of the supposedly disinterested experts and the professoriat. To achieve the Leviathan State, interests seeking special privilege, and intellectuals offering scholarship and ideology, must work hand in hand."

Chapter 4

Problem #4: Government is a malignant tumor.

Government is a malignant tumor living on the entire population. Of course we can always trust a parasitic tumor not to kill its host. Yeah, right!

Social legislation and the metastasis of governmental entities is the consequence of making the collective (democracy) sovereign over individual rights.

The list below is sufficient proof, I think, of what happens when the principles of freedom are ignored. We get the metastasis of governmental entities. This tumor must be excised, and soon!

Press “control” and click on any of the links below to go to their website.

A-Z Index of U.S. Government Departments and Agencies

A

- Administration for Children and Families (ACF)
- Administration for Native Americans
- Administration on Aging (AoA)
- Administration on Developmental Disabilities
- Administrative Committee of the Federal Register
- Administrative Conference of the United States
- Administrative Office of the U.S. Courts
- Advisory Council on Historic Preservation
- African Development Foundation
- Agency for Healthcare Research and Quality (AHRQ)
- Agency for International Development
- Agency for Toxic Substances and Disease Registry
- Agricultural Marketing Service
- Agricultural Research Service
- Agriculture Department (USDA)
- Air Force
- Alabama Home Page
- Alabama State, County, and City Websites
- Alaska Home Page
- Alaska State, County, and City Websites
- Alcohol, Tobacco, Firearms, and Explosives Bureau (Justice)
- Alcohol and Tobacco Tax and Trade Bureau (Treasury)

- American Battle Monuments Commission
- American Samoa Home Page
- AMTRAK (National Railroad Passenger Corporation)
- Animal and Plant Health Inspection Service
- Appalachian Regional Commission
- Architect of the Capitol
- Architectural and Transportation Barriers Compliance Board (Access Board)
- Archives (National Archives and Records Administration)
- Arctic Research Commission
- Arizona Home Page
- Arizona State, County, and City Websites
- Arkansas Home Page
- Arkansas State, County, and City Websites
- Armed Forces Retirement Home
- Arms Control and International Security
- Army
- Army Corps of Engineers
- Arthritis and Musculoskeletal Interagency Coordinating Committee
- Atlantic Fleet Forces Command

B

- Bankruptcy Courts
- Barry M. Goldwater Scholarship and Excellence in Education Foundation
- Bonneville Power Administration
- Botanic Garden
- Broadcasting Board of Governors (Voice of America, Radio|TV Marti and more)
- Bureau of Alcohol, Tobacco, Firearms, and Explosives (Justice)
- Bureau of Alcohol and Tobacco Tax and Trade (Treasury)
- Bureau of Citizenship and Immigration Services (DHS)
- Bureau of Economic Analysis (BEA)
- Bureau of Engraving and Printing
- Bureau of Indian Affairs (BIA)
- Bureau of Industry and Security (formerly the Bureau of Export Administration)
- Bureau of International Labor Affairs
- Bureau of Justice Statistics
- Bureau of Labor Statistics
- Bureau of Land Management (BLM)
- Bureau of Prisons
- Bureau of Public Debt
- Bureau of Reclamation
- Bureau of the Census
- Bureau of Transportation Statistics

C

- California Home Page
- California State, County and City Websites
- Capitol Visitor Center
- Census Bureau
- Center for Nutrition Policy and Promotion
- Centers for Disease Control and Prevention (CDC)
- Centers for Medicare & Medicaid Services (formerly the Health Care Financing Administration)
- Central Command (CENTCOM)
- Central Intelligence Agency (CIA)
- Chemical Safety and Hazard Investigation Board
- Chief Acquisition Officers Council
- Chief Financial Officers Council
- Chief Human Capital Officers Council
- Chief Information Officers Council
- Cities, Counties, and Towns in the United States
- Citizens' Stamp Advisory Committee
- Citizenship and Immigration Services Bureau (formerly Immigration and Naturalization Service)
- Civilian Radioactive Waste Management
- Coast Guard
- Colorado Home Page
- Colorado State, County and City Websites
- Commerce Department
- Commission of Fine Arts
- Commission on Civil Rights
- Commission on International Religious Freedom
- Commission on Security and Cooperation in Europe (Helsinki Commission)
- Committee for Purchase from People Who Are Blind or Severely Disabled
- Committee for the Implementation of Textile Agreements
- Committee on Foreign Investments in the United States
- Commodity Futures Trading Commission
- Community Oriented Policing Services (COPS)
- Community Planning and Development
- Comptroller of the Currency Office
- Computer Emergency Readiness Team (US CERT)
- Congress
- Congressional Budget Office (CBO)
- Congressional Research Service
- Connecticut Home Page
- Connecticut State, County and City Websites
- Constitution Center

- Consumer Product Safety Commission (CPSC)
- Coordinating Council on Juvenile Justice and Delinquency Prevention
- Copyright Office
- Corporation for National and Community Service
- Corps of Engineers
- Council of Economic Advisers
- Council on Environmental Quality
- County and City Governments
- Court of Appeals for the Armed Forces
- Court of Appeals for the Federal Circuit
- Court of Appeals for Veterans Claims
- Court of Federal Claims
- Court of International Trade
- Court Services and Offender Supervision Agency for the District of Columbia
- Customs and Border Protection

D

- Defense Acquisition University
- Defense Advanced Research Projects Agency (DARPA)
- Defense Commissary Agency
- Defense Contract Audit Agency (DCAA)
- Defense Contract Management Agency
- Defense Department (DOD)
- Defense Field Activities
- Defense Finance and Accounting Service (DFAS)
- Defense Information Systems Agency (DISA)
- Defense Intelligence Agency (DIA)
- Defense Legal Services Agency
- Defense Logistics Agency (DLA)
- Defense Nuclear Facilities Safety Board
- Defense Security Cooperation Agency (DSCA)
- Defense Security Service (DSS)
- Defense Technical Information Center
- Defense Threat Reduction Agency (DTRA)
- Delaware Home Page
- Delaware River Basin Commission
- Delaware State, County and City Websites
- Denali Commission
- Department of Agriculture (USDA)
- Department of Commerce (DOC)
- Department of Defense (DOD)
- Department of Defense Inspector General
- Department of Education (ED)

- Department of Energy (DOE)
- Department of Health and Human Services (HHS)
- Department of Homeland Security (DHS)
- Department of Housing and Urban Development (HUD)
- Department of Justice (DOJ)
- Department of Labor (DOL)
- Department of State (DOS)
- Department of the Interior (DOI)
- Department of the Treasury
- Department of Transportation (DOT)
- Department of Veterans Affairs (VA)
- Director of National Intelligence
- Disability Employment Policy Office
- District of Columbia Home Page
- Domestic Policy Council
- Drug Enforcement Administration (DEA)

E

- Economic, Business and Agricultural Affairs (State Department)
- Economic Adjustment Office
- Economic Analysis, Bureau of
- Economic Development Administration
- Economic Research Service
- Economics & Statistics Administration
- Education Department (ED)
- Election Assistance Commission
- Employee Benefits Security Administration (formerly Pension and Welfare Benefits Administration)
- Employment and Training Administration (Labor Department)
- Endangered Species Committee
- Energy Department (DOE)
- Energy Efficiency and Renewable Energy
- Energy Information Administration
- English Language Acquisition Office
- Engraving and Printing, Bureau of
- Environmental Management (Energy Department)
- Environmental Protection Agency (EPA)
- Equal Employment Opportunity Commission (EEOC)
- European Command
- Executive Office for Immigration Review
- Export Administration (now the Bureau of Industry and Security)
- Export-Import Bank of the United States
- Office of Elementary and Secondary Education (OESE)

F

- Fair Housing and Equal Opportunity
- Farm Credit Administration
- Farm Service Agency
- Federal Accounting Standards Advisory Board
- Federal Aviation Administration (FAA)
- Federal Bureau of Investigation (FBI)
- Federal Bureau of Prisons
- Federal Citizen Information Center (FCIC)
- Federal Communications Commission (FCC)
- Federal Consulting Group
- Federal Deposit Insurance Corporation (FDIC)
- Federal Election Commission
- Federal Emergency Management Agency (FEMA)
- Federal Energy Regulatory Commission
- Federal Executive Boards
- Federal Financial Institutions Examination Council
- Federal Financing Bank
- Federal Geographic Data Committee
- Federal Highway Administration
- Federal Housing Enterprise Oversight
- Federal Housing Finance Board
- Federal Interagency Committee for the Management of Noxious and Exotic Weeds
- Federal Interagency Committee on Education
- Federal Interagency Council on Statistical Policy
- Federal Judicial Center
- Federal Laboratory Consortium for Technology Transfer
- Federal Labor Relations Authority
- Federal Law Enforcement Training Center
- Federal Library and Information Center Committee
- Federal Maritime Commission
- Federal Mediation and Conciliation Service
- Federal Mine Safety and Health Review Commission
- Federal Motor Carrier Safety Administration
- Federal Railroad Administration
- Federal Reserve System
- Federal Retirement Thrift Investment Board
- Federal Student Aid (FSA)
- Federal Trade Commission (FTC)
- Federal Transit Administration
- Federated States of Micronesia Home Page
- Financial Crisis Inquiry Commission
- Financial Management Service (Treasury Department)

- Fiscal Responsibility and Reform, National Commission
- Fish and Wildlife Service
- Florida Home Page
- Florida State, County and City Websites
- Food, Nutrition and Consumer Services
- Food and Drug Administration (FDA)
- Food and Nutrition Service
- Food Safety and Inspection Service
- Foreign Agricultural Service
- Foreign Claims Settlement Commission
- Forest Service
- Fossil Energy
- Fulbright Foreign Scholarship Board

G

- General Services Administration (GSA)
- Geological Survey (USGS)
- Georgia Home Page
- Georgia State, County and City Websites
- Global Affairs (State Department)
- Government Accountability Office (GAO)
- Government National Mortgage Association
- Government Printing Office (GPO)
- Grain Inspection, Packers and Stockyards Administration
- Guam Home Page

H

- Harry S. Truman Scholarship Foundation
- Hawaii Home Page
- Hawaii State, County and City Websites
- Health and Human Services Department (HHS)
- Health Resources and Services Administration
- Helsinki Commission (Commission on Security and Cooperation in Europe)
- Holocaust Memorial Museum
- Homeland Security Department (DHS)
- House Leadership Offices
- House Office of Inspector General
- House Office of the Clerk
- House of Representatives
- House of Representatives Committees
- House Organizations, Commissions, and Task Forces

- House Representatives on the Web
- Housing and Urban Development Department (HUD)
- Housing Office (HUD)

I

- Idaho Home Page
- Idaho State, County and City Websites
- Illinois and Michigan Canal National Heritage Corridor Commission
- Illinois Home Page
- Illinois State, County and City Websites
- Immigration and Customs Enforcement
- Immigration and Naturalization Service (Bureau of Citizenship and Immigration Services)
- Indian Affairs, Bureau of
- Indiana Home Page
- Indian Arts and Crafts Board
- Indiana State, County and City Websites
- Indian Health Service
- Industrial College of the Armed Forces
- Industry and Security, Bureau of (formerly the Bureau of Export Administration)
- Information Resource Management College
- Innovation and Improvement Office
- Institute of Education Sciences
- Institute of Museum and Library Services
- Institute of Peace
- Interagency Alternative Dispute Resolution Working Group
- Interagency Council on Homelessness
- Inter-American Foundation
- Interior Department
- Internal Revenue Service (IRS)
- International Broadcasting Bureau (IBB)
- International Labor Affairs, Bureau of
- International Trade Administration (ITA)
- International Trade Commission
- Iowa Home Page
- Iowa State, County and City Websites

J

- James Madison Memorial Fellowship Foundation
- Japan-United States Friendship Commission
- John F. Kennedy Center for the Performing Arts

- Joint Board for the Enrollment of Actuaries
- Joint Chiefs of Staff
- Joint Congressional Committee on Inaugural Ceremonies
- Joint Fire Science Program
- Joint Forces Command
- Joint Forces Staff College
- Joint Military Intelligence College
- Judicial Circuit Courts of Appeal, by Geographic Location and Circuit
- Judicial Panel on Multidistrict Litigation
- Justice Department
- Justice Programs Office (Juvenile Justice, Victims of Crime, Violence Against Women and more)
- Justice Statistics, Bureau of

K

- Kansas Home Page
- Kansas State, County and City Websites
- Kentucky Home Page
- Kentucky State, County and City Websites

L

- Labor Department (DOL)
- Labor Statistics, Bureau of
- Land Management, Bureau of
- Lead Hazard Control (Housing and Urban Development Department)
- Legal Services Corporation
- Library of Congress
- Local Governments
- Louisiana Home Page
- Louisiana State, County and City Websites

M

- Maine Home Page
- Maine State, County and City Websites
- Marine Corps
- Marine Mammal Commission
- Maritime Administration
- Marketing and Regulatory Programs (Agriculture Department)
- Marshals Service
- Maryland Home Page

- Maryland State, County and City Websites
- Massachusetts Home Page
- Massachusetts State, County and City Websites
- Medicare Payment Advisory Commission
- Merit Systems Protection Board
- Michigan Home Page
- Michigan State, County and City Websites
- Migratory Bird Conservation Commission
- Military Postal Service Agency
- Millennium Challenge Corporation
- Mine Safety and Health Administration
- Minnesota Home Page
- Minnesota State, County and City Websites
- Minority Business Development Agency
- Mint (Treasury Department)
- Missile Defense Agency (MDA)
- Mississippi Home Page
- Mississippi River Commission
- Mississippi State, County and City Websites
- Missouri Home Page
- Missouri State, County and City Websites
- Montana Home Page
- Montana State, County and City Websites
- Morris K. Udall Foundation: Scholarship and Excellence in National Environmental Policy
- Multifamily Housing Office

N

- National Aeronautics and Space Administration (NASA)
- National Agricultural Statistics Service
- National AIDS Policy Office
- National Archives and Records Administration (NARA)
- National Bipartisan Commission on the Future of Medicare
- National Capital Planning Commission
- National Cemetery Administration (Veterans Affairs Department)
- National Commission on Fiscal Responsibility and Reform
- National Constitution Center
- National Council on Disability
- National Counterintelligence Executive, Office of
- National Credit Union Administration
- National Defense University
- National Drug Intelligence Center
- National Economic Council

- National Endowment for the Arts
- National Endowment for the Humanities
- National Gallery of Art
- National Geospatial-Intelligence Agency
- National Guard
- National Highway Traffic Safety Administration
- National Indian Gaming Commission
- National Institute for Literacy
- National Institute of Food and Agriculture
- National Institute of Justice
- National Institute of Standards and Technology (NIST)
- National Institutes of Health (NIH)
- National Interagency Fire Center
- National Laboratories (Energy Department)
- National Labor Relations Board
- National Marine Fisheries Service
- National Mediation Board
- National Nuclear Security Administration
- National Oceanic and Atmospheric Administration (NOAA)
- National Ocean Service
- National Park Foundation
- National Park Service
- National Railroad Passenger Corporation (AMTRAK)
- National Reconnaissance Office
- National Science Foundation
- National Security Agency (NSA)
- National Security Council
- National Technical Information Service
- National Telecommunications and Information Administration
- National Transportation Safety Board
- National War College
- National Weather Service
- Natural Resources Conservation Service
- Navy
- Nebraska Home Page
- Nebraska State, County and City Websites
- Nevada Home Page
- Nevada State, County and City Websites
- New Hampshire Home Page
- New Hampshire State, County and City Websites
- New Jersey Home Page
- New Jersey State, County and City Websites
- New Mexico Home Page
- New Mexico State, County and City Websites

- New York Home Page
- New York State, County and City Websites
- North Carolina Home Page
- North Carolina State, County and City Websites
- North Dakota Home Page
- North Dakota State, County and City Websites
- Northern Command
- Northwest Power Planning Council
- Nuclear Energy, Science and Technology
- Nuclear Regulatory Commission
- Nuclear Waste Technical Review Board

O

- Oak Ridge National Laboratory
- Occupational Safety & Health Administration (OSHA)
- Occupational Safety and Health Review Commission
- Office of Compliance
- Office of Federal Housing Enterprise Oversight
- Office of Government Ethics
- Office of Management and Budget (OMB)
- Office of National Drug Control Policy (ONDCP)
- Office of Personnel Management
- Office of Refugee Resettlement
- Office of Science and Technology Policy
- Office of Scientific and Technical Information
- Office of Special Counsel
- Office of Thrift Supervision
- Ohio Home Page
- Ohio State, County and City Websites
- Oklahoma Home Page
- Oklahoma State, County and City Websites
- Open World Leadership Center
- Oregon Home Page
- Oregon State, County and City Websites
- Overseas Private Investment Corporation

P

- Pacific Command
- Pardon Attorney Office
- Parole Commission (Justice Department)
- Patent and Trademark Office

- Peace Corps
- Pennsylvania Home Page
- Pennsylvania State, County and City Websites
- Pension and Welfare Benefits Administration (now the Employee Benefits Security Administration)
- Pension Benefit Guaranty Corporation
- Pentagon Force Protection Agency
- Pipeline and Hazardous Materials Safety Administration
- Policy Development and Research (Housing and Urban Development Department)
- Political Affairs (State Department)
- Postal Regulatory Commission
- Postal Service (USPS)
- Power Administrations
- Presidio Trust
- Prisoner of War/Missing Personnel Office
- Public and Indian Housing
- Public Debt, Bureau of
- Public Diplomacy and Public Affairs (State Department)
- Puerto Rico Home Page

There is nothing listed under Q. I wonder why. There definitely should be!

R

- Radio and TV Marti (Español)
- Radio Free Asia (RFA)
- Radio Free Europe/Radio Liberty (RFE/RL)
- Railroad Retirement Board
- Reclamation, Bureau of
- Refugee Resettlement
- Regulatory Information Service Center
- Rehabilitation Services Administration (Education Department)
- Research, Education and Economics (Agriculture Department)
- Research and Innovative Technology Administration (Transportation Department)
- Rhode Island Home Page
- Rhode Island State, County and City Websites
- Risk Management Agency (Agriculture Department)
- Rural Business and Cooperative Programs
- Rural Development
- Rural Housing Service
- Rural Utilities Service

S

- Saint Lawrence Seaway Development Corporation
- Science Office (Energy Department)
- Secret Service
- Securities and Exchange Commission (SEC)
- Selective Service System
- Senate
- Senate Committees
- Senate Leadership
- Senators on the Web
- Small Business Administration (SBA)
- Smithsonian Institution
- Social Security Administration (SSA)
- Social Security Advisory Board
- South Carolina Home Page
- South Carolina State, County and City Websites
- South Dakota Home Page
- South Dakota State, County and City Websites
- Southeastern Power Administration
- Southern Command
- Southwestern Power Administration
- Special Forces Operations Command
- State Agencies by Topic
- State Department
- State Home Pages
- State Justice Institute
- Stennis Center for Public Service
- Strategic Command
- Substance Abuse and Mental Health Services Administration
- Supreme Court of the United States
- Surface Mining, Reclamation and Enforcement
- Surface Transportation Board
- Susquehanna River Basin Commission

T

- Tax Court
- Taxpayer Advocacy Panel
- Tennessee Home Page
- Tennessee State, County and City Websites
- Tennessee Valley Authority
- Territories of the United States

- Texas Home Page
- Texas State, County and City Websites
- Transportation Command
- Transportation Department (DOT)
- Transportation Security Administration
- Transportation Statistics, Bureau of
- Treasury Department
- TRICARE Management
- Trustee Program (Justice Department)

U

- U.S. Border Patrol (now Customs and Border Protection)
- U.S. Capitol Visitor Center
- U.S. Citizenship and Immigration Services
- U.S. Customs and Border Protection
- U.S. Immigration and Customs Enforcement
- U.S. International Trade Commission
- U.S. Military Academy, West Point
- U.S. Mint
- U.S. Mission to the United Nations
- U.S. National Central Bureau - Interpol (Justice Department)
- U.S. Postal Service (USPS)
- U.S. Sentencing Commission
- U.S. Trade and Development Agency
- U.S. Trade Representative
- U.S. Virgin Islands
- Unified Combatant Commands (Defense Department)
- Uniformed Services University of the Health Sciences
- Utah Home Page
- Utah State, County and City Websites

V

- Vermont Home Page
- Vermont State, County or City Websites
- Veterans Affairs Department (VA)
- Veterans Benefits Administration
- Veterans' Employment and Training Service
- Veterans Health Administration
- Vietnam Educational Foundation

- Virginia Home Page
- Virginia State, County and City Websites
- Voice of America (VOA)
- Veterans Day National Committee

W

- Washington Headquarters Services
- Washington Home Page
- Washington State, County and City Websites
- Weather Service, National
- Western Area Power Administration
- West Point (Army)
- West Virginia Home Page
- West Virginia State, County and City Websites
- White House
- White House Commission on Presidential Scholars
- White House Commission on the National Moment of Remembrance
- White House Office of Administration
- Wisconsin Home Page
- Wisconsin State, County and City Websites
- Women's Bureau (Labor Department)
- Woodrow Wilson International Center for Scholars
- Wyoming Home Page
- Wyoming State, County and City Websites

There is nothing listed for x, y and z. Probably this is where they put “black ops”.

Here are a couple of links for public education information:

http://en.wikipedia.org/wiki/State_school#United_States

http://www.edreform.com/Fast_Facts/K12_Facts/ This link is very informative!

For instance: TOTAL PUBLIC SCHOOL ENROLLMENT: 49,293,000

Elementary: 38,751,000
Secondary: 16,451,000

TOTAL PUBLIC SCHOOL TEACHERS: 3,178,142

Elementary: 1,688,240
Secondary: 1,258,069
Unclassified: 231,833

You can easily see that we have approximately 1 member of the teachers' union for every 16 children enrolled in the public school system. This does not include colleges and universities. Does the teachers' union represent the best interests of the children and their parents or the best interests of the UNION?

This link talks about 2.15 million federal employees:
http://www.washingtontimes.com/news/2010/feb/02/burgeoning-federal-payroll-signals-return-of-big-g/

This link says that the number of federal employees is 2,748,978:
http://www.numberof.net/number-of-federal-employees-2/

"There are 2,748,978 civilian federal employees in the United States as of January 2009. This is according to the Federal Employment Statistics published by the U.S. Office of Personnel Management. Employees with security agencies (CIA, NSA, etc) as well as the National Imagery and Mapping Agency are not included in this number. 97.6% of civilian federal employees work in the executive branch of government."

The same website also says this: 14.6 million federal government employees.

"The correct number of the federal government stands at 14.6 million employees. In the total population of the US only 14.6 million people are doing the government jobs. Lots of unemployed people are there who are willing to work in the government and the government also looking for new recruitments, so we can see more number of government employees in near future."

The same website also says this: 1.9 million federal employees. Who in the world is collecting this information and doing these little write-ups? The way it reads, this is a task that has been outsourced. Way, way out there!

"The number of federal employees has neither dramatically increased nor decreased during the history of the United States, which gives it an aura of job security. There are currently 1.9 million people employed by the federal government (without counting postal workers or military members)."

The same website gives this interesting statistic: 846,000 black males in prisons. Wonder why they don't give numbers for white prisoners.

"As of June 30, 2008, there are 846,000 black male inmates held in state or federal prisons or local jails in the United States. This represents 40.2% of all inmates for the same year. This data is based on the Prison Inmates at Midyear 2008 Statistical Tables of the U.S. Bureau of Justice Statistics. About 65% of black inmates are aged 20-39."

So, how many Americans are on welfare? Around 50 million according to this website.

"In September 2009, around 4 million Americans were served by a state cash-assistance or welfare program, more than 37 million received federal food stamps and about 9.1 million received unemployment benefits. If treated as exclusive numbers, there would be a total of 50.1 million Americans who received federal aid in September 2009. This data is based on a report published in USA today in January 2010."

Next question is how many registered voters in the U.S.? 146,311,000

"There are currently 146,311,000 registered voters in the United States. This is based on U.S. Census Bureau data from the November 2008 Presidential Elections. California has the most number of registered voters at almost 14.9 million, while Wyoming has the least number with 270,000."

Really important question: How many illegal aliens are there in the U.S.?

22,214,000

"The latest foreign-born population survey conducted by the US Census Bureau (2008) reports that 22,140,000 illegal aliens live in the US – i.e., foreign-born individuals who are not US citizens. This group amounts to 60% of the foreign-born population, and over 7% of the country's population."

Let's just play with these statistics a little bit even though we know some of them are totally whacked!

In a Democracy, which is what we are, right? The majority rules. (Please disagree with me.) So, with only 73,155,501 voters any candidate would certainly have a "mandate" to do whatever he/she wanted to do with this country.

One of the other (probably erroneous) stats above stated that there were 50 million people on welfare. Are they all registered voters?

Add 50 million on welfare to the 22 million illegal aliens and we get 72 million. Hey, that's pretty close to the 73,155,501 needed for a majority mandate. It's OK though. Those 22 million illegal aliens can't vote, so not to worry. Aren't numbers fun?

Chapter 5

Problem #5 Unions allied with government create another malignant tumor.

* Unions and other groups getting their sustenance from taxpayers.
* Living organisms and organizations share the same drive to survive.
* Self survival and self interest are the highest priority.
* Unions and union members have their own agenda, separate from their clients, customers or companies where their members are employed.
* Unions decrease freedom and increase costs for everyone outside the union(s).
* Why isn't it a crime for public employees to create or join a union?

Guess what the largest labor union in the United States is?
Answer: The NEA teachers'union!! It is also affiliated with a global union with global ambitions. Of course, these global ambitions supersede the interests of American citizens. It's the same situation with our Federal Government joining the United Nations, which definitely does NOT have the best interests of American citizens on its agenda. The U.N. just wants to make sure that the U.S.A. pays the bills!

National Education Association

NEA founded 1857. In 2006 had 3.2 million members, affiliated with E.I. (Education International) the global federation of teachers' unions, major funder of liberal organizations and the Democratic Party. Headquarters in Washington, D.C.

NEA website: http://www.nea.org/

From Wikipedia, the free encyclopedia: (Lots of links to follow here!)

*"The **National Education Association** (**NEA**) is the largest professional organization and largest labor union in the United States, representing public school teachers and other support personnel, faculty and staffers at colleges and universities, retired educators, and college students preparing to become teachers. The NEA has 3.2 million members and is headquartered in Washington, D.C. With affiliate organizations in every*

state and in more than 14,000 communities across the nation, it employs over 550 staff and had a budget of more than $307 million for the 2006–2007 fiscal year. Dennis Van Roekel is the NEA's current president.

NEA, which describes itself as a professional employee organization, is incorporated as a professional association in a few states and as a labor union in most. The group holds a congressional charter under Title 36 of the United States Code. It is not a member of the AFL-CIO, but is part of Education International, the global federation of teacher's unions. The NEA is a major funder of liberal organizations and the Democratic Party, and is a frequent target of conservative criticism for opposition to efforts for education reform."

"Federal law prohibits unions from using dues money or other assets to contribute to or otherwise assist federal candidates or political parties, in accordance with their tax-exempt status. The NEA Fund for Children and Public Education is a special fund for voluntary contributions from NEA members which can legally be used to assist candidates and political parties. ***Critics have repeatedly questioned the NEA's actual compliance with such laws, and a number of legal actions focusing on the union's use of money and union personnel in partisan contexts have ensued."***

The majority of NEA members are teachers who are training our 50 million children (in the public school system) to honor the various state governments, the federal government and other collectivist groups. How can an "individual rights" political organization like the Libertarian Party compete with these organizations that are funded by governments, directly or indirectly (through their members)? Answer: If the individuals and organizations listed in the Resources Section of this book cannot get it together in time, then the collectivists and other violators of individual rights **will** destroy the greatest nation that has ever existed.

Of course, The Federal Reserve, by itself, is creating a global super cycle of inflation (hyperinflation) that will demolish all of the fiat currencies in the world and anything even remotely resembling a culture of freedom. Refer back to Chapter 2.

Do you think entrepreneurship, sovereign individual rights, the life and philosophy of Thomas Jefferson, the Constitution and Declaration of Independence and the principles of freedom are a high priority with these union teachers? As a group, they are definitely using a very effective strategy for insuring their survival and growth. This is the same strategy that all malignant tumors use: get the needed nutrients (funding) from the host organism. They don't need to compete in a free market for money and funding like their enemies, the free market capitalists, home schoolers and other taxpayers have to do. How can concerned parents who want to school their children at home compete with organizations like this? Hint: Check our Resources Section.

California School Employees Association and CalPERS

Website for CSEA is:
http://members.csea.com/memberHome/AboutUs/tabid/89/Default.aspx

The information below is interesting in that it shows how the organization (union), formed for the specific purpose of promoting the welfare and financial interests of itself and its members, **publicly states another (more noble) purpose**, in this case, *"...but classified employees have remained dedicated to one goal: helping the students in our public schools and colleges."* Yeah, right!

Also note that this union is not part of the NEA, National Education Association, described above, even though its name says "School Employees".

Another website for a California union: http://www.calpers.ca.gov/ Note that all important .ca.gov/ The website says: "*We provide retirement, health, and related financial programs and benefits to more than 1.6 million public employees, retirees, and their families and more than 3,000 public employers."*

It is also important to note that at the time this book is being written, California is trying to stave off bankruptcy. The US Bureau of Labor Statistics says that the California unemployment rate is 12%. I wonder what percentage of CalPers employees have lost their jobs during this economic crisis. CalPERS wages and pensions are one of the many **money pits** that Californians are being forced to fill with their tax dollars. I bolded the part regarding SB 400 (below). One of the items on the news today was that the newly elected Governor, Jerry Brown, is considering trying to repeal Proposition 13, which protects California homeowners from being raped by the State and County governments. He's not trying to repeal SB 400.

"The legacy of that pension quest can be felt today. Under the California Public Employees' Retirement System (CalPERS), classified employees enjoy some of the best retirement benefits in the country. ***In 1999, CSEA helped pass SB 400, landmark legislation that dramatically increased classified employees' retirement income****."*

This same scenario is being played out all over the United States, in each of the states and in Washington, D.C. At a time when millions of ordinary citizens have lost their jobs and/or their homes, the politicians, public employees and all their unions continue to drown the rest of us in public debt to pay their salaries, perks and pensions. There is no "equality under the law". Corrupt governments and organizations take care of their own.

"CSEA was formed in 1927 by a determined group of Oakland custodians who saw the need to gain protections for themselves and other classified employees. Through this initial determination, CSEA proved to be an organization that would stand the test of time. CSEA is affiliated with the AFL-CIO."

CSEA Overview

Statewide Organization (info in italics is direct quote from Wikipedia)

"The state is divided into ten geographic Areas. Each Area is represented by an Area Director elected by members in that Area. The Area Directors serve on the Board of Directors, along with five additional executive members of the Board who are elected at the annual CSEA conference.

The ten geographic Areas of CSEA are further divided into 100 Regions. Each Region is represented by a Regional Representative appointed by the Association President. The Regional Representatives serve the Association President for one year. Regional Representatives also serve on many crucial committees at the President's request.

CSEA is democratically controlled through members in more than 750 local chapters. Chapters elect officers, bargain collectively and implement CSEA programs locally. Chapters send delegates to the annual CSEA conference where resolutions and policies are discussed and the future direction for CSEA is democratically decided.

Professional Staff

The professional staff is headed by the Executive Director at Headquarters in San Jose, California. Other services housed in San Jose Headquarters are: Accounting, Communications, Field Operations, Human Resources, Information Systems, Legal, Member Benefits, Office Services, and Research.

CSEA is served by Labor Relations Representatives statewide. The Labor Relations Representatives perform a range of professional services, working out of strategically located field offices, to better serve local membership.

CSEA also maintains a professional Governmental Relations staff. The Governmental Relations office is responsible for passing legislation favorable to the interests of classified employees. The Governmental Relations office is located adjacent to the state Capitol in Sacramento.

CSEA History

On Aug. 9, 1927, a group of nine men and one woman assembled for CSEA's first conference. During the three-day meeting, they established a framework for the union and set an agenda of progress that continued to elevate the status of classified employees for the next three-quarters of a century."

*"**From the Capitol to the bargaining table, CSEA has pursued the interests of classified employees up and down the state,** transforming non-certificated, "support staff" into classified professionals and respected partners in the education community. Through the years, the faces have changed, but classified employees have remained dedicated to one goal: helping the students in our public schools and colleges."*

The quest for retirement benefits

"The first step was to secure retirement benefits for custodians throughout the state. In 1928, just a year after CSEA formed, the union helped push through SB 551, which allowed school districts to establish retirement benefits for all school employees, not just teachers. More importantly, it became the first law on the books recognizing school employees other than teachers and administrators."

"The legacy of that pension quest can be felt today. Under the California Public Employees' Retirement System (CalPERS), classified employees enjoy some of the best retirement benefits in the country. In 1999, CSEA helped pass SB 400, landmark legislation that dramatically increased classified employees' retirement income.""

List of unions affiliated with the AFL–CIO:

The AFL-CIO is an 11 million member federation of unions

From Wikipedia, the free encyclopedia. Press Ctrl and click on any of the links below to go to the union website.

*"Below is a **list of unions affiliated with the AFL-CIO**. Since its founding in 1886, the AFL-CIO and its predecessor bodies have been the dominant labor federation (at least in terms of the number of member workers, if not influence) in the United States. As of June 30, 2008, the labor federation had 11,013,317 members. As of 2010, the AFL-CIO had 57 member unions."*

This is a list of AFL-CIO affiliated member unions:

- Air Line Pilots Association (ALPA)
- Amalgamated Transit Union (ATU)
- American Federation of Government Employees (AFGE)
- American Federation of Musicians of the United States and Canada (AFM)
- American Federation of School Administrators (AFSA)
- American Federation of State, County and Municipal Employees (AFSCME)
- American Federation of Teachers (AFT)
- American Federation of Television and Radio Artists (AFTRA)
- American Postal Workers Union (APWU)

- American Train Dispatchers Association (ATDA)
- Associated Actors and Artistes of America (4As)
    - Actors' Equity Association (AEA)
    - American Guild of Musical Artists (AGMA)
    - American Guild of Variety Artists (AGVA)
    - The Guild of Italian American Actors (GIAA)
    - Screen Actors Guild (SAG)
- Bakery, Confectionery, Tobacco Workers and Grain Millers' International Union (BCTGM)
- Brotherhood of Railroad Signalmen (BRS)
- California School Employees Association (CSEA)
- Communications Workers of America (CWA)
    - Association of Flight Attendants (AFA-CWA)
- Farm Labor Organizing Committee (FLOC)
- Federation of Professional Athletes (Professional Athletes)
- Glass, Molders, Pottery, Plastics and Allied Workers International Union (GMP)
- International Alliance of Theatrical Stage Employees, Moving Picture Technicians, Artists and Allied Crafts of the United States, Its Territories and Canada (IATSE)
- International Association of Bridge, Structural, Ornamental and Reinforcing Iron Workers (Ironworkers)
- International Association of Fire Fighters (IAFF)
- International Association of Heat and Frost Insulators and Allied Workers
- International Association of Machinists and Aerospace Workers (IAM)
- International Brotherhood of Boilermakers, Iron Ship Builders, Blacksmiths, Forgers and Helpers (IBB)
- International Brotherhood of Electrical Workers (IBEW)
- International Federation of Professional and Technical Engineers (IFPTE)
- International Longshore and Warehouse Union (ILWU)
- International Longshoremen's Association (ILA)
- International Plate Printers, Die Stampers and Engravers Union of North America
- International Union of Allied Novelty and Production Workers (Novelty and Production Workers)
- International Union of Bricklayers and Allied Craftworkers (BAC)
- International Union of Elevator Constructors (IUEC)
- International Union of Operating Engineers (IUOE)
- International Union of Painters and Allied Trades (IUPAT)
- International Union of Police Associations (IUPA)
- Marine Engineers Beneficial Association (MEBA)
- National Air Traffic Controllers Association (NATCA)
- National Association of Letter Carriers (NALC)
- National Nurses United (NNU)
- National Postal Mail Handlers Union (NPMHU)[44]
- Office and Professional Employees International Union (OPEIU)

- Operative Plasterers' and Cement Masons' International Association of the United States and Canada (OPCMIA)
- Seafarers International Union of North America (SIU)
- Sheet Metal Workers International Association (SMWIA)
- Transport Workers Union of America (TWU)
- Transportation Communications International Union/International Association of Machinists and Aerospace Workers (TCU/IAM; will merge by 2012)
- UNITE HERE
- United Association of Journeymen and Apprentices of the Plumbing and Pipe Fitting Industry of the United States and Canada (UA)
- United Automobile, Aerospace and Agricultural Implement Workers of America International Union (UAW)
- United Mine Workers of America (UMWA)
- United Steel, Paper and Forestry, Rubber, Manufacturing, Energy, Allied Industrial and Service Workers International Union (USW)
- United Transportation Union (UTU)
- United Union of Roofers, Waterproofers and Allied Workers (Roofers and Waterproofers)
- Utility Workers Union of America (UWUA)
- Writers Guild of America, East Inc. (WGAE)

Formerly affiliated unions

Disaffiliated or merged:

- International Union of United Brewery, Flour, Cereal, Soft Drink and Distillery Workers - merged with International Brotherhood of Teamsters in 1973
- Service Employees International Union (SEIU) - disaffiliated in 2005 and became founding member union of the Change to Win Federation
- International Brotherhood of Teamsters (IBT or Teamsters) - disaffiliated in 2005 and became founding member union of the Change to Win Federation
- Union of Needletrades, Industrial and Textile Employees (UNITE) - merged with HERE in 2004 to form UNITE HERE
- Hotel Employees and Restaurant Employees Union (HERE) - merged with UNITE in 2004 to form UNITE HERE.
- United Food and Commercial Workers (UFCW) - disaffiliated in 2005 and became founding member union of the Change to Win Federation
- United Brotherhood of Carpenters and Joiners of America - disaffiliated in 2001; joined Change to Win Federation in 2005, disaffiliated from Change to Win in summer 2009
- United Farm Workers of America (UFWA) - announced in 2005 that the union was joining Change to Win, officially disaffiliated in 2006
- United American Nurses (UNA) - merged with the California Nurses Association/National Nurses Organizing Committee (CNA/NNOC) and the the

Massachusetts Nurses Association to create new AFL-CIO member union National Nurses United

Disaffiliated and re-affiliated

- UNITE HERE - Became founding member union of the Change to Win Federation in 2005, but re-affiliated with the AFL-CIO in 2009
- United Auto Workers (UAW) - disaffiliated in 1968, re-affiliated in 1981

Quote from a recent Motor Trend magazine article regarding the UAW:

"Though we've passed the biggest holiday season of the year, the United Auto Workers union still has a long wish list, and one of those is to gain an executive board seat with each domestic automaker.

Seeking to mimic the labor relations shared between German automakers and their respective national unions, newly appointed UAW president Bob King has gone on record with his desire to get a union representative onto manufacturer boards in the interest of preserving job security while creating new opportunities.

"We have asked for them in the past," relayed King to Automotive News*. "And I expect that we will continue to ask."*

Obviously, the potential situation would have its pros and cons. A union rep on an automaker board may improve negotiating leverage in either direction, and there's little doubt a direct line to the automaker's C-level would open another line of all-important communication with those ultimately responsible for producing product.

"A seat on the board would be a dramatic, newsworthy event, and it doesn't cost anything," said Gary Chaison, professor of labor relations at Clark University, to AN*. "It would be largely symbolic."*
Read more: http://wot.motortrend.com/uaw-eyes-seats-chrysler-ford-gm-executive-boards-21474.html#ixzz1AJU1op6c "

"Largely symbolic" Yeah, right! What else can a professor of labor relations say?

These people make Bernie Madoff look like a small time, pool hall hustler.

Here's a 2006 internet post from the Mises Institute:

Where Would General Motors Be Without the United Automobile Workers Union?

Mises Daily: *Wednesday, April 19, 2006 by George Reisman*

"This is a question that no one seems to be asking. And so I've asked it. And here, in essence, is what I think is the answer. (The answer, of course, applies to Ford and Chrysler, as well as to General Motors. I've singled out General Motors because it's still the largest of the three and its problems are the most pronounced.)

***First**, the company would be without so-called Monday-morning automobiles. That is, automobiles poorly made for no other reason than because they happened to be made on a day when too few workers showed up, or too few showed up sober, to do the jobs they were paid to do. Without the UAW, General Motors would simply have fired such workers and replaced them with ones who would do the jobs they were paid to do. And so, without the UAW, GM would have produced more reliable, higher quality cars, had a better reputation for quality, and correspondingly greater sales volume to go with it. Why didn't they do this? Because with the UAW, such action by GM would merely have provoked work stoppages and strikes, with no prospect that the UAW would be displaced or that anything would be better after the strikes. Federal Law, specifically, The National Labor Relations Act of 1935, long ago made it illegal for companies simply to get rid of unions.*

***Second**, without the UAW, GM would have been free to produce in the most-efficient, lowest cost way and to introduce improvements in efficiency as rapidly as possible. Sometimes this would have meant simply having one or two workers on the spot do a variety of simple jobs that needed doing, without having to call in half a dozen different workers each belonging to a different union job classification and having to pay that much more to get the job done. At other times, it would have meant just going ahead and introducing an advance, such as the use of robots, without protracted negotiations with the UAW resulting in the need to create phony jobs for workers to do (and to be paid for doing) that were simply not necessary.*

(Unbelievably, at its assembly plant in Oklahoma City, GM is actually obliged by its UAW contract to pay 2,300 workers full salary and benefits for doing absolutely nothing. *As The New York Times describes it, "Each day, workers report for duty at the plant and pass their time reading, watching television, playing dominoes or chatting. Since G.M. shut down production there last month, these workers have entered the Jobs Bank, industry's best form of job insurance. It pays idled workers a full salary and benefits even when there is no work for them to do.")*

***Third**, without the UAW, GM would have an average unit cost per automobile close to that of non-union Toyota. Toyota makes a profit of about $2,000 per vehicle, while GM suffers a loss of about $1,200 per vehicle, a difference of $3,200 per unit. And the far greater part of that difference is the result of nothing but GM's being forced to deal with the UAW. (Over a year ago, The Cincinnati Enquirer reported that "the United Auto Workers contract costs GM $2,500 for each car sold.")"*

This article continues with an awesome critique of the UAW's immoral practices at the expense of General Motors and United States citizens. See http://mises.org/daily/2124 for the complete article. All of this was before General Motors was forced into bankruptcy and the Federal Government acquired a 60% interest with funding provided by The Federal Reserve, but the U.S. taxpayer is on the hook, of course.

See below for George Reisman info. His book Capitalism: A Treatise on Economics is also listed in our Resources Section. The PDF copy is 1100 pages**!**

About the Author

George Reisman

George Reisman, Ph.D., is Pepperdine University Professor Emeritus of Economics and the author of *Capitalism: A Treatise on Economics* (Ottawa, Illinois: Jameson Books, 1996). His web site is www.capitalism.net. His blog is at georgereismansblog.blogspot.com. Send him mail. (A PDF replica of the complete book *Capitalism: A Treatise on Economics* can be downloaded to the reader's hard drive simply by clicking on the book's title, immediately preceding, and then saving the file when it appears on the screen.)

view archives

Chapter 6

Problem #6 Gang rule destroys individual rights.
The "might makes right" ideology pervades our state and federal governments. They emphasize "democracy" not a "republic".
An individual is one human being. A gang is two or more human beings.

Here is a concept, a principle, that is so simple that a 6 year old can understand it.
It is not "right" for a bully (an aggressor of any sort) to beat up another person or steal his/her property.
Certainly, if it is not "right" for one person (bully) to beat up another person then it is not "right" for two people to beat up another person or steal his/her property.
If it is not "right" for two people then it is not "right" for any group, no matter the number, to violate the person or property of an individual.

So, here we have the idea, the principle, that the "rights" of the individual are sovereign, not the "rights" of the bully (aggressor) or the group. If the "rights" of the group are considered higher than the rights of the individual, then we have the concept, the principle, that "might (force) makes right". If we understand the status and authority that financial superiority might bring to bear on this type of situation we have the perversion that is a take off on the golden rule: "He who has the gold makes the rules." Then, usually we hear "ha, ha" as though this is a humorous comment.

Why is this battle between the rights of the individual and the rights of the collective (gang) so important to me? When I was 5 years old (72 years ago) my family lived in a rural community outside the city limits of a small town in Oklahoma. There were some older kids in this community who acted like a modern day street gang. They were bigger and older (6-10 years old) than I was. From their perspective, I was obliged to do whatever they told me to do. Even at 5 years of age I was inclined not to follow the orders of a "gang". My dog, Duke, agreed with me. Every time this gang would threaten me, Duke would bare his canines and threaten them. Duke was my army of one, my protector, my best friend in the whole world. One or more of the parents of the gang members did not like the idea that Duke and I could stand off their little gangsters. They poisoned Duke. As a 5 year old I watched in absolute grief and agony as my best friend in the whole world died a slow and extremely painful death on our front porch. This event was burned into my psyche. Even now, as I write this story, tears come to my eyes. Duke defended me but I was not able to defend Duke. Please forgive me, oldest and best friend.

Why am I writing this and who are the people I visualize as my audience? I see three groups of people:

(1) Individuals who understand and apply the principles of individual rights to everyday events. I wish these people were the majority. If this were the case I would not even be writing this book.

(2) Individuals who believe that the rights and authority of the group, the collective, the union, the government, the gang are superior to the rights of any individual. The group, whatever it is, is sovereign. Individuals are not sovereign beings. Of course, this individual gets his/her sense of self worth, power and efficacy from being the leader or member of a group. He/she is nothing more than a gang leader or member. Usually this individual will claim to be a realist, a pragmatist, a diplomat, a mediator, a negotiator, a leader with a mandate. These are the individuals who claim to want the greatest good for the greatest number or they work for "the greater good". Today, in the waning days of the American Republic, these individuals swell the ranks of legislative and judicial bodies, and the thousands of executive branch bureaucracies listed in Chapter 4, as well as the millions of union leaders and members mentioned in Chapter 5.

These individuals are collectivists, socialists, communists and gangsters who use whatever sweet sounding phrases their gangs want to hear to convince their gang that they have the **right** to violate any individual's rights or the rights of any other gang. After all, from their perspective, might (force, the power of the police or the military, sheer numbers or financial superiority) makes right. He who has the gold makes the rules. Ha ha. These individuals do not comprise the majority of my audience even though they want all of us to believe that they do. **These individuals want to herd and control the majority! They are power mongers.** I don't need to waste my time with these people.

(3) The third group is comprised of the millions of individuals who have been, more or less, a static mass in this ages long battle between individual rights and the rights (so-called) of the gang or collective. These individuals are the ones who comprise my primary audience. If you are in this group, I am writing this book for you. If, throughout your life so far, you haven't given much thought to the importance of liberty, freedom and individual rights in your daily life, then you better listen up!

Do you belong to one or more groups?
Do your groups acknowledge the Creator and the fact that morality is evidence of a spiritual existence?
Are the groups to whom you have given your allegiance concerned with upholding individual rights or with upholding and enforcing their collectivist, statist, elitist ideology?
Do your groups honor the principles of liberty and freedom on which the United States of America was founded?

Do your groups care about morality at all or are they only concerned with making sure that their demands are fulfilled?
Do your groups demand that you be given legal and financial benefits that ordinary citizens do not have?
Do your groups demonstrate that equality under the law is a basic tenet of liberty?

Equality Under The Law

Today is January 11, 2011. A few days ago a deranged young man attacked a group of people in Tucson, Arizona. He killed 6 and wounded 14 more. He wreaked havoc on the lives of many families, including his own. He is a murderer, one of the worst types of criminals. There are laws on the books regarding how this type of criminal activity should be handled. Murderers have been killing good people since day one and they will be killing good people as long as we exist.

What are some of the official government reactions to this terrible event? What are some members of the collectivist, statist, elitist media saying? They are saying that, because of this mass killing, we should **create more inequality under the law.** They are saying that politicians are a special class of citizen and should be provided with protection that ordinary citizens do not have and cannot afford. If a person bent on murder and mayhem attacks a group of ordinary citizens, so be it, these people will only have the "ordinary, run of the mill" protection under the law. However, the losses, in human terms, are the same in both cases, for the ordinary people and the politicians.

This is a prime example of how the collectivist mentality works, "My gang is superior to your gang and we want more legal protection than you. We are a legally superior group because we are legislators, judges, politicians, government workers, public servants, etc, etc. Equality under the law should not apply to us. Equality should only apply to ordinary citizens."

Do you go along with the idea of special classes of people requiring different treatment under the law? If so, you should stop reading because you are not in my selected audience. You are in group #2, above, and I am writing for group #3.

I found the news article (below) in Newsmax, an online news service. Kennedy exhibits, more or less, the mindset of Group 2 people. You can understand why there can be no rational discussion with this group:

Patrick Kennedy: Blame Palin, Tea Partyers

Tuesday, 11 Jan 2011 05:53 PM

By David A. Patten/Newsmax

Former Rep. Patrick Kennedy, whose uncles John and Robert Kennedy both fell to assassins' bullets, says there is a direct connection between Sarah Palin and the shooting rampage in Arizona that killed six people and wounded 14 others, including critically injured Rep. Gabrielle Giffords.

Kennedy indicated that he also blames the tea parties for the tragedy.

In an interview published on Politico Tuesday, Kennedy states: "When Sarah Palin puts targets on people's districts? Or you have 10,000 signs on the mall during the healthcare battle saying 'Bury Obamacare with Kennedy'? When the vitriol and the rhetoric is so violent, we have to connect consequences to that."

Kennedy, the son of the late Sen. Edward Kennedy, has represented Rhode Island since 1995. He did not run for re-election and left the House of Representatives this month when the new Congress was sworn in.

Importance of Group #3

Group #3 is important to me because I believe (I hope) that this group comprises the majority of individuals in America. If Group #3 does not comprise the majority of Americans or if Group #3 will not mobilize to re-establish our Constitutional Republic,

then I am just wasting my time with this book. Millions of freedom loving Americans are absolutely depending on Group #3 to rise to the challenge.
What is the challenge? Choose to be on the unpopular "good" team instead of the popular "bad" team. Of course the "bad" team would say I have it backwards.
The title of this book asks a question and provides and answer. It is:
Why?...So That Our Children May Know Freedom"

If you care about whether or not your children may know freedom, then you are choosing the "good" team. Your are choosing morality, individual sovereignty and freedom. However, making that choice is only the first step of many. Creating an aware and vigilant lifestyle requires a great deal of time and effort. Are we up to it?

Here is the crux of our problem. We are concerned with our own welfare and the welfare of our children in this physical dimension but this requires a certain spiritual awareness. It is our nature to do our best to create a physical environment where our families will be safe, secure and happy. The history of the United States shows that we can achieve this if we have a system of government that officially **recognizes and enforces** the spiritual concepts of morality, individual sovereignty and freedom. This is our Constitutional Republic!

If our governments (city, county, state, federal) instead recognize and enforce the "might makes right" concept of the collectivists, statists, elitists, the groups, unions, etc. over and above the rights of individuals, then we have started (long ago) our decline into serfdom and inequality under the law.

The concepts, ideas and principles of liberty require the ability to use force to protect them from the attacks of gangsters. (The types of gangsters who are usually our authority figures; religious, governmental and intellectual.) Because we have delegated our natural right of self defense to our various levels of government, we have delegated the legal right to use force in protecting our rights. **If our agent, a governmental entity, determines that it has rights that are superior to our own, we are in deep, deep trouble.** We are now in the control of a gang using the color of law to deprive us of our rights and property.

So, in the end, every person reading this must decide if the future of our children is worth the time and effort required to re-establish our Nation's basic principles within our various levels of government. Are we going to end up as a land of warring gangs or as a country where "equality under the law" is the law of the land?

Maybe we can begin to understand how the Founders of our Nation felt as they took stock of their situation and the prospects for the future. If we cannot educate ourselves in the principles of individual liberty and freedom which they understood so well, perhaps we deserve to live at the mercy of whatever group is in control at the moment.

Without your individual commitment to stand up for your rights, your rights do not exist!

In the Preface to this book, I inserted the following and it needs to be repeated here:

Thomas Jefferson told us almost 200 years ago and it is absolutely true: “The price of freedom is eternal vigilance.” We definitely have not been vigilant, so we will pay the price.

Thomas Jefferson (April 13, 1743 – July 4, 1826) was the third President of the United States (1801-1809) and the principal author of the Declaration of Independence (1776).

Another famous quote:

“If you will not fight for the right when you can easily win without bloodshed; if you will not fight when your victory will be sure and not too costly; you may come to the moment when you will have to fight with all the odds against you and only a small chance of survival. There may be a worse case: you may have to fight when there is no hope of victory, because it is better to perish than to live as slaves.”

Chapter 7

Solutions: Principles! Principles! Principles!

We are in a terrible mess! Because we, our parents, our grandparents and our great grandparents were not vigilant enough to stop the insidious encroachment of the collectivists, statists and elitists, we now find ourselves, metaphorically speaking, in the coils of a monstrous anaconda, with our lives being squeezed out of us!

Whoops! It's time to realize that we may not survive. History shows us that all other empires and civilizations in this situation **did not survive.** Perhaps the same will be true for us. Be that as it may, we cannot just give up without a fight. Our Creator endowed us with the will to live, to survive, to endure and to overcome obstacles, no matter how great. We certainly will not survive unless we can understand how and why we got into this situation in the first place.

"Those who cannot remember the past are condemned to repeat it."

George Santayana (Dec. 16, 1863 – Sept. 26, 1952

Many individuals and private educational institutions in our country understand very well what has happened to us and why. Some have been mentioned previously in this book and there are others in our Resources Section. Individual liberty and freedom are doomed if we cannot convince enough people to learn how to create and maintain the environment of morality required for liberty to flourish. In the Preface I mentioned that one of the prospective titles for this book was "Ask for Kakistocracy, Get Kakistocracy"

Kakistocracy is a relatively obscure word that my dictionary defines as: "Government by the least qualified or most unprincipled citizens". I first came across this word about 30

years ago and I thought it was appropriate at the time. It has only increased in appropriateness over the last 30 years!

Key concept:
When a very large number of our citizens are <u>unprincipled</u> our democratic electoral system will put <u>unprincipled citizens</u> into positions of power within our various levels of government.

How can we vote for principled citizen/representatives if we are not principled citizens ourselves? This is why the title of this chapter is Principles! Principles! Principles! We cannot begin to turn this country around unless the majority of voters know, understand and can apply the basic principles of freedom.

The task of learning and implementing the principles of freedom are critical for our immediate survival. If I am correct in my understanding of the level of "principles awareness" for the majority of Americans, then the learning and implementing process must be virtually simultaneous for both the parents and the children.

Previous statistics told us that we have approximately 50 million children in public schools (K-12). If those 50 million children each have a mother and a father (smile), we have 100 million parents who need to begin bringing the principles of liberty and freedom into their homes. This entails home schooling while the children are still in the public school system. Why? Because the resistance of the government, the education system and the teachers' unions is too great to overcome in the time that we have left.

"Home schooling our kids while they're still in the public school system? That's too tough! We can't do that! We don't have the time or the money!"

If there are not enough parents and children who are able and willing to give up a few TV programs (including some football, basketball and baseball games) in order to school themselves in the principles of liberty, entrepreneurship and free market economics, then we will not survive as a nation of free men and women. Simple fact.

Unemployment and Foreclosures

Another seemingly insurmountable obstacle is that millions of Americans are unemployed and/or have lost their homes. I would like to see these families participating in the rebuilding of America. If I were to make a wild guess (w.a.g.) I think there could be approximately 15 million parents in the ranks of the unemployed and foreclosed. (For sure we cannot trust the government statistics.) Suffice it to say, there are many millions of people in this country who know what it's like to have their livelihood ripped out of

existence because of government policies and shenanigans. What can we do to help these families regain a foothold?

Freedom 101 Project

I propose the following plan of action:

(1) Create a plan that can be easily and instantly made available to everyone on the planet with a computer and internet connection. Make this plan self funding with a low enough price so that everyone can afford it. **$49.95** However, if the prospective buyer will promise to vigorously help promote the plan, discount it to **$19.13** (The year the Federal Reserve was created) This plan should be in the form of an ebook. The title of the ebook will be: **Why?...So That Our Children May Know Freedom**.

(2) Create a product that all Americans need in order to begin to pull ourselves out of this terrible mess we are in. Call this product the **Freedom 101.1 Library**. This very basic library is all about Principles! Principles! Principles!
Use the principles of entrepreneurship described by Robert Kiyosaki in "The Business of the 21st Century" to build network marketing teams who will promote the Freedom 101.1 Library packages. If the packages sell for $101 and the profit to each affiliate marketer is $51 then I can see the possibility of some immediate and real financial relief for the individuals involved. 1,000 sales = $51,000

Ask for help from all the individuals and entities listed below to join in the affiliate marketing program in order to promote the **Freedom 101.1 Library**.
After all, it is in their best interests that this country remains free and financially viable.

(3) The major **network marketing companies** in the United States. Ask them to set up special recruiting programs for the specific purpose of bringing people into their companies to promote the Freedom 101.1 Library in addition to their standard product or service line. I hope they are not too shortsighted to see the benefits of this program.

(4) Every **Libertarian** in the country.

(5) Every member of **Freedom Force International**

(6) Every existing **home schooling family and organization** in the country will be asked to promote the Freedom 101.1 Library in addition to their usual teaching curriculum. Existing home schooling groups and organizations should also be prepared to help the parents of the 50 million children who will be forced by circumstances to remain in the public education system.

(7) **Tea Party members and organizations**.

(8) All **police, fire and sheriffs departments**.

(9) All members of our **military services**.

(10) Everyone who has a **social media** account.

I don't know if you had typing classes in school. I know that I did. One of the drills that we typed thousands of times in order to increase our typing speed was:

Now is the time for all good men and women to come to the aid of their country.

Now is the time for all good men and women to come to the aid of their country.

Now is the time for all good men and women to come to the aid of their country.

It was about 60 years ago when I first learned this drill. Now is the year 2011.

Now it is truly the time.

What Information Is Contained In a Freedom 101.1 Library ?

The information in a Freedom 101.1 Library package consists of hard copies of selected books and documents that will be in the home of every freedom loving American even if the internet goes down or our electronic communication systems are hacked or disabled for one reason or another. We may even be in for a period of time when the concepts of liberty and freedom will be officially censored. Totalitarian regimes routinely censor the information available to the people under their control. Under our present circumstances we could slip from a Constitutional Republic to a Police State or Martial Law in the blink of an eye. If you don't know this maybe you should study your history more.

Freedom 101.1 Library package:

(1) The Law by Frederic Bastiat
(2) Economics in One Lesson by Henry Hazlitt
(3) The 5000 Year Leap by W. Cleon Skousen
(4) The Business of the 21st Century by Robert Kiyosaki
(5) U.S. Constitution and Declaration of Independence
(6) Statement of Principles of the Libertarian Party
(7) Creed of Freedom of Freedom Force International
(8) Broke by Glenn Beck and Kevin Balfe

The Freedom 101.1 Library is considered very basic. We hope you will go to our Resources Section to download additional books, videos and PDF files for your personal "Principles of Freedom Library".

The Freedom101.2 Library package is not presently available. I am still working on it. I know that it will contain at least:

Our Enemy, The State by Albert Jay Nock
Human Action by Ludwig von Mises
Rollback by Thomas E. Woods, Jr.
The Case for Gold by Ron Paul

Chapter 8

Action Item #1:

Go to my blog, www.WillBarkley.com to begin the 7 step process to get yourself set up with an internet business presence and to get involved with network marketing and affiliate marketing. The very first thing you should do after you go to my blog is to "Opt In" by entering your name and email address in the opt in box and click on the Sign Up Now button. That puts you on my email list. Below I have copied/pasted the information you will look for on my blog regarding the 7 step process:

It is not easy and it does not happen overnight. We have to educate ourselves and then APPLY that education in the real world, on the internet. Why the internet? Because that's where our potential customers and team members are, **unless** you have already recruited over 500 people for your team. The 7 steps below and the Freedom 101 Project are both self education processes. Here's how we **begin** the journey to making money from home and promoting the **Freedom 101.1 Library** with affiliate marketing:

(1) Go to www.richdad.com and buy Robert Kiyosaki's "The Business of the 21st Century". You need to read this book to understand **why** you should be involved with network marketing. (If you want to enroll with PrePaid Legal Services right away I will mail a copy of this book to you for $7.50 to cover the cost of shipping and handling.)

(2) Click on our banner ad/link (top) for the **free** ebook "The 7 Great Lies of Network Marketing".

(3) Click on our banner ad/link (right) for Ann Sieg's 143 page ebook "The Renegade Network Marketer".

(4) Click on our banner ad/link (right) for Ann Sieg's **free** 72 page ebook "The Attraction Marketer's Manifesto".

(5) Click on one of our links for Mark Klingler's "How I Built My First List". We have a banner ad/link (right) or you can just click on this url: http://willb.therenegadenetworkmarketer.com/firstlist/

(6) Click one of our links for the free 3 DVD training, Blogging For Prospects. The banner ad/link is to the right and the URL is here: http://willb.bloggingforprospects.com/

(7) Click on one of our links for MLM Bog Secrets. This training course has step by step, click by click instructions suitable for someone who has never created a blog or website. The banner ad/link is to the right. Here is the URL link: http://willb.mlmblogsecrets.com/

ANY QUESTIONS? EMAIL: Will@WillBarkley.com

Chapter 9

Action Items #2-10

Below are my personal suggestions regarding the steps required to re-establish a Constitutional Republic with individuals being the sovereign entities and the various levels of government being the delegated agents of the electorate. Over the last 200 years the various levels of government have usurped the rights and powers of the people and made themselves the master(s) over the citizens. We **must** reverse this situation as soon as possible! Government agencies are created **by** the people and **for** the people and have no rights to existence for their own benefit. I say again:

Individuals are the sovereign entities, not governmental agencies!

Action Item #2: **Self education in the basic principles of liberty and freedom**. We must become principled citizens in order to elect principled governmental representatives. Buy, read and begin to apply the information in the **Freedom 101.1 Library**. Use the Resources Section of this book to augment your family's education.

Action Item #3: Even if your children are in the public education system, **begin home schooling your entire family in the principles of freedom**. Do it a.s.a.p.! Yesterday would be good. Existing home schoolers...good job! Keep it up and try to find the time to help your neighbors do the same. Buy, read and begin to apply the information in the **Freedom 101.1 Library.**

Action Item #4 Network and, if you have not done so already, create social networking accounts so that you can promote the principles of freedom on the internet. **Join the Libertarian Party** and join **Freedom Force International**. Join home schooling organizations and others who promote individual sovereignty and freedom. Cut loose from organizations promoting collectivist, statist or elitist ideologies. Continue to add to your **Freedom 101.1 Library.**

Action Item #5 Try to get your elected representatives at all levels of government (city, county, state and federal) to begin immediately to **reduce the size and scope of government operations. Like 15%-20%** per year until further notice. This means cutting government employees and entire bureaucracies. Government's proper function is to protect the sovereign rights and property of the citizens. At the local levels of government this translates into fire and police protection. Actually, even at the federal level the same principles apply. Revoke all government employee pensions. If Federal Social

Security is good enough for the citizens, then it should be good enough for government employees. Government /public employees and all politicians must get exactly the same treatment as ordinary citizens. No more preferential treatment or inequality under the law for any individual, group or collective.

Action Item #6 **Repeal the Federal Reserve Act of 1913.** Put the Federal Reserve out of business. See Chapter 3. Watch the videos and read the literature available on the Federal Reserve. The owners of the Federal Reserve are presently the slave masters of everyone in the United States. Because the U.S. dollar is the "reserve currency" for the rest of the world, that makes them the slave masters over the world. These are individual human beings who used our unprincipled members of government (1913) to enslave us all. The principle is "If you control the money of a country, you control the country."

Our money must be under the control of the people and must be 100% backed by gold. Since the Federal Government sold us down the river in 1913, we know they will do it again if they are given the opportunity. Three of many videos are below:

http://video.google.com/videoplay?docid=-4662105405670025 53# 42:09 video/Mises

http://www.teachpeace.com/teachpeacemomentfedreserve.htm G.Edward Griffin This page has numerous resources at the bottom including the introductory video, which runs 42 minutes. Great teaching resource!

http://www.youtube.com/watch?v=A4kxTkhwR_Q&feature=related 5:10 Ron Paul The congressman is extremely knowledgeable regarding the Fed.

Action Item #7 **Make all government/public employee unions illegal.** If not illegal they must not have any legal authority or right that is superior to the legal rights available to an individual. Principle: Equality under the law. The rights of a group do not supersede the rights of an individual. The rights of a non-human legal entity (corporation, partnership, LLC, etc) do not supersede the rights of an individual.

Action Item #8 **Get all government entities out of the education business entirely.** Check our Resources Section and Chapter 2 for information regarding this issue. When governments control education they will **always** use it as a tool to enhance government control, to invert the relationship between sovereign individuals and the subservient agency relationship with government. So, the

Federal Department of Health, Education and Welfare is NOT in the best interests of the people of the United States. Shut it down.

Action Item #9 **Shut down the I.R.S.** The agent of a sovereign does not set the amount of compensation that the agent will receive for performing its agency function. In the case of the federal and state governments, the people and their representatives should set the amount of funding the government agencies will receive for doing the tasks delegated to them. The people and their representatives should determine what method to use for funding each of the state governments and the federal government. Personally, I am in favor of a level national sales tax, collected by each of the states. The states could then forward to the federal government its predetermined share. Get rid of the very idea of the federal government bribing the state governments with federal funding.

Action Item #10 **Phase out the Social Security Administration.** This was another rip-off from the get-go. Suggestion: All the individuals who are not yet collecting social security should be paid back everything they have paid into the system, with interest. Those individuals who are already collecting social security should continue to be paid until they die. The government's only proper function is protecting the lives and property of its citizen taxpayers, not planning a criminally inadequate retirement program. The Social Security program makes Bernie Madoff look like a small time pool hall hustler.

Of course, I will be long gone before these action items are even really started. However, that does not prevent me from hoping that the American people will be able to pull all of this off in the long run. **Why?...So That Our Children May Know Freedom!**

The price of this ebook is $49.95 If you promise to promote this ebook and my blog on all your social media sites (like FaceBook or Twitter) I will cut the price to $19.13 (The year the Federal Reserve was created) I will be using money from the sale of the ebook to buy the hard copy books for our Freedom 101 Project and (hopefully) to get millions of Americans involved in network marketing to promote the **Freedom 101.1 Library**. Please tell everybody that you know about this little ebook and ask them to **pay for and download a copy** rather than getting it from a friend. Ask them not to cheat for a free copy. To order your copy go to:

www.Freedom101Project.com

Thank you for sticking with me this far. I wish the best for you in all that you do!

Resources Section

Most of the individuals, agencies, organizations, unions and educational institutions who are benefiting from the collectivist, statist and elitist tactics of the Federal Government, the various State Governments and the International Banking Interests would prefer that all of the "Resources" listed here would just go away and/or be censored out of existence.

http://www.chrismartenson.com Click on this link and take the Crash Course now!

http://www.nccs.net/
National Center for Constitutional Studies (5000 Year Leap)
"Discover the 28 Principles of Freedom our Founding Fathers said must be understood and perpetuated by every people who desire peace, prosperity, and freedom. Learn how adherence to these beliefs during the past 200 years has brought about more progress than was made in the previous 5,000 years."

http://www.fee.org/pdf/books/The_Law.pdf The Law 107 pages Walter E. Williams Forward Foundation for Economic Education (http://www.fee.org)
offers a variety of resources for high school students and home schooling.

http://bastiat.org/en/the_law.html Another source to download The Law

http://fee.org/library/books/economics-in-one-lesson/
Economics in One Less by Henry Hazlitt 198 pages PDF free download

http://mises.org/
Ludwig von Mises Institute: Literature of the Austrian School and libertarian ideas
This website contains over 3,800 publications in PDF format, ready to download!

http://econfaculty.gmu.edu/wew/
Dr. Walter Williams: George Mason University, Dept. of Economics (Freedom Scholar)
http://fora.tv/2005/02/06/Walter_Williams_Entrepreneur_As_American_Hero

http://www.lp.org/
Libertarian Party Website: Minimum Government, Maximum Freedom
Partial Statement of Principles:

"We, the members of the Libertarian Party, challenge the cult of the omnipotent state and defend the rights of the individual We hold that all individuals have the right to exercise sole dominion over their own lives, and have the right to live in whatever manner they choose, so long as they do not forcibly interfere with the equal right of others to live in whatever manner they choose.
http://www.capitalism.net/ Capitalism: A Treatise on Economics is an 1100 page PDF.

George Reisman

George Reisman, Ph.D., is Pepperdine University Professor Emeritus of Economics and the author of *Capitalism: A Treatise on Economics* (Ottawa, Illinois: Jameson Books, 1996). His web site is www.capitalism.net. His blog is at georgereismansblog.blogspot.com. Send him mail. (A PDF replica of the complete book *Capitalism: A Treatise on Economics* can be downloaded to the reader's hard drive simply by clicking on the book's title, immediately preceding, and then saving the file when it appears on the screen.)

http://www.freedomforceinternational.org/
Freedom Force International is a network of men and women from all parts of the world who are concerned over loss of personal liberty and expansion of government power. They are not mere complainers. They have a plan to do something about it. They also share a common belief in The Creed of Freedom*, which is a statement of principles that guide them in their mission to build a better world.*

http://www.cato.org/pubs/#books
The Cato Institute: Individual Liberty, Free Markets and Peace

http://www.glennbeck.com/
Glenn's book **"Broke"** It is: **The Plan to Restore Our Trust, Truth and Treasure**
This book is in our Freedom 101.1 Library package.
Glenn Beck is a precious resource for anyone who loves morality, liberty and freedom.

http://www.heritage.org/
The Heritage Foundation: Leadership for America, 10 Transformational Initiatives

www.richdad.com
Robert Kiyosaki's books and his company website constitute a rich source of information on freedom and entrepreneurship. The Business of the 21st Century challenges readers to take control of the future and their income source by using the principles of entrepreneurship and network marketing.

http://www.deliberatedumbingdown.com/
Deliberate Dumbing Down of America, the best selling 738 page book by Charlotte Thomson Iserbyt. For a free PDF download, press Ctrl and click on the link below:
http://www.deliberatedumbingdown.com/MomsPDFs/DDDoA.sml.pdf

http://www.johntaylorgatto.com/bookstore/index.htm
John Taylor Gatto's book "Dumbing Us Down" is available from this website.
Another of his books is "Weapons of Mass Instruction" focusing on the mechanisms of compulsory schooling which cripple imagination and discourage critical thinking.

http://www.billofrightsinstitute.org/teach/freeresources/ConstitutionDay/
This is a rich resource for home schooling.

http://www.homeschoolfacts.com/index.php Home schooling facts website.

http://www.homeschool.com/ "The #1 Homeschooling Community"

http://mises.org/store/Money-Banking-and-the-Federal-Reserve-P269.aspx
Click on this link to go to the Mises Store. Buy this video for $15 and invite all your family, neighbors and friends over to watch and learn. This is essential to understanding the problems that we must solve.

http://mises.org/journals/qjae/pdf/qjae2_3_1.pdf
This link will provide you with a 49 page PDF file (free) that explains the Origins of the Federal Reserve by Murray Rothbard.

http://video.google.com/videoplay?docid=-4662105405670025 53# 42:09 video
Mises Institute video on the Federal Reserve

http://www.teachpeace.com/teachpeacemomentfedreserve.htm
G.Edward Griffin This page has numerous resources listed at the bottom including the introductory video, which runs 42 minutes. Great teaching resource!

http://www.youtube.com/watch?v=A4kxTkhwR_Q&feature=related 5:10
Congressman Ron Paul is extremely knowledgeable regarding the Fed

http://mises.org/resources/6041/The-US-Constitution-and-Money-Corruption-and-Decline By Michael S. Rozeff Free PDF download, 491 page eye-opener!

http://www.lewrockwell.com/rozeff/rozeff285.html Looting by U.S. Government at All-Time Highs by Michael S. Rozeff retired Professor of Finance

http://www.antonysutton.com/

I am proud to say that Antony (Tony) Sutton was a personal friend and I highly recommend his books to anyone with an interest in the truth and facts behind the headlines. He was a scholar of the highest caliber and a staunch Libertarian.
Antony C. Sutton — Feb. 14, 1925 - June 17, 2002

"Antony Sutton has been persecuted but never prosecuted for his research and subsequent publishing of his findings. His mainstream career was shattered by his devotion towards uncovering the truth. In 1968, his Western Technology and Soviet Economic Development was published by The Hoover Institute at Stanford University. Sutton showed how the Soviet state's technological and manufacturing base, which was then engaged in supplying the North Vietnamese the armaments and supplies to kill and wound American soldiers, was built by US firms and mostly paid for by the US taxpayers. From their largest steel and iron plant, to automobile manufacturing equipment, to precision ball-bearings and computers, basically the majority of the Soviet's large industrial enterprises had been built with the United States help or technical assistance."

Here is an excerpt from Tony's new preface from his most recent edition of his magnum opus:
***"America's Secret Establishment** has had little publicity, few reviews, ignored by mainline distributors, yet has sold steadily for the past 16 years at a rate of several hundred copies a month. This activity, in turn, has generated other articles and books by other authors. But my real intent, to generate an exploration of Hegelian influence in modern America, has not been fulfilled. In great part, this can be attributed to an educational system based on a statist-Hegelian philosophy, and which has already achieved the dumbing down of America. This disastrous, destructive philosophy, the source of both Nazism and Marxism, has infected and corrupted our constitutional republic. Much of the blame for this corruption is with an elitist group of Yalie Bonesmen. Their symbol of Skull and Bones and their Hegelian philosophy, say it all, although, with typical duplicity, they would have you believe otherwise. Hegelianism glorifies the State, the vehicle for the dissemination of statist and materialist ideas and policies in education, science, politics and economics."*

Many thanks to Kris Millegan for the above tribute to Tony. Kris is the publisher of:
www.trineday.com

http://www.youtube.com/watch?v=3sCpsq55uic When you go to this youtube video link you will have access to a great deal of Antony Sutton's work and a number of video interviews. Go Tony!!

http://sandiego.indymedia.org/media/2006/10/119639.pdf
This link provides access to Antony Sutton's 219 page book: America's Secret Establishment (Skull & Bones) downloadable as a PDF file. If you want to know about the super secret international governmental puppet masters, read this book.

http://www.thunderbolts.info/online_videos.htm
This video challenges the existing scientific paradigm. The **Thunderbolts Project** is my favorite candidate for a new scientific model. The Electric Universe vs. The Gravity Universe

http://www.newsmax.com/US/Apple-Christian-app-iPhone/2010/12/29/id/381394?s=al
This is a Newsmax article regarding Apple, Inc. deleting a Christian app. The iPhone/iPad software application contains the text of the Manhattan Declaration.

http://www.barefootsworld.net/index.html
This is an incredible website. It's great for researchers and history buffs. It just goes on and on.

http://www.teapartypatriots.org/

http://www.teaparty.org/

http://arizonateaparty.com/

http://www.teapartynation.com/

http://teapartypatriots.ning.com/

http://www.theteaparty.net/

http://www.teapartyexpress.org/

http://www.sanantonioteaparty.us/

http://teapartychicago.netboots.net/

http://michellemalkin.com/2009/02/21/tea-party-usa-the-movement-grows/

http://www.spartanburgteaparty.org/

http://www.lfb.org/
Laissez Faire Books, an essential resource for liberty since 1972.

That's all for now.
Will Barkley
www.Freedom101Project.com