

## Origins & History of American Compulsory Schooling

### An Interview with John Taylor Gatto (From [Flatland Magazine #11](#))

© 1994 by Jim Martin

After nearly 30 years in the public schools, John Taylor Gatto has quit his job as a schoolteacher to become one of the country's most articulate critics of American education. The author of *Dumbing Us Down* currently lives in New York City, where he is working on a book about the history of compulsory education called *The Empty Child*.

I wanted to get John Gatto's opinions on President Clinton's *edu-du-jour*, which is called "**Goals 2000**". Rather than address the specifics of **Goals 2000**, or any other educational "*reform*" efforts aimed at public schools, **Gatto** soon had me reeling back almost two centuries to the origins of compulsory schools, when children were marched off at bayonet-point to attend the first universal state-run schools. Mind control is as pervasive and commonplace as those bright yellow school busses that come for our children at 8am each weekday morning.

**Martin:** What do you know about **Goals 2000**? Is this the so-called **Outcome-Based Education**?

**Gatto:** It's a confluence of powerful interests who don't necessarily like each other, who have been scrambling for sovereignty of the school institution. For, unbeknownst to the rest of us, it has become the center of the **American** economy. In most of the small towns and in medium size cities, the school industry is the big business. What appears to be the school budget in large cities is only a fraction of the school budget, because money is generated and flows into the school institution from every division of the **American** government but doesn't show up in the budget.

**Martin:** You mean there is a **black budget** for the school system?

**Gatto:** Let's think of it this way. It's a **black budget** but it doesn't necessarily have to be like the defense department who spends billions of dollars on schools to conceal the fact you're doing that from general scrutiny. The **Department of Agriculture**, the **Department of Health and Human Services**, all have a substantial stake in **American** schooling. The average informed person only sees the **Tax Levy budget**. So when **New York City** says that **X amount of dollars** are being spent per kid, they're giving you the minimal figure they possibly can.

**Martin:** As far as "**Goals 2000**", is what you are saying is that people are fighting over the pie now?

**Gatto:** The big business of the **United States** is to school the young so that all the rest of the aspects of the social engine won't be destabilized. It's the major business. What the average parent thinks of as the purpose of schooling hasn't been for many years, and probably hasn't been for this whole century, although there was more resistance in some places than in others. So: the development of the mind--*which probably comes to the mind of the average person who thinks about schooling*--is antagonistic to **Goals 2000**. It's antagonistic to any stated goals of schooling from any source at all in this century. **This is certainly deliberate.**

**Martin:** What they say they are going to do is to allow mixed grades, be "*task oriented*" and be "*project based*" rather than curriculum-oriented.

**Gatto:** The difficulty with that kind of an abstraction is that you've got to see the translation to really understand what's going on. One of the things this apparatus has done successfully decade after decade is to borrow the terminology of its opposition. It's fascinating. When I first heard about it I would have thought you'd be a lunatic to not judge the value of a schooling plan by its outcome. But then I saw some of the lists of outcomes that would be aimed for and I said, "*but those are political outcomes.*" They are mixed in. Each time the opposition would win the field for the day, they would mix in more conventional outcomes. It's a semi-serious rhetorical statement, but what hides behind it is a pretty frightening concentration of forces that have at times been antagonistic.

**Martin:** What are they specifically? Do you mean, say, the **Republicans**?

**Gatto:** No.

**Martin:** Which forces?

**Gatto:** Okay. Somewhere between **1890** and **1905**, a coalition was formed of large business spokesmen, foundation people, university people from select universities. I will name a few of these: **Columbia, Johns Hopkins, University of Wisconsin** and **Michigan**. To name a few of the foundations: **Carnegie, Rockefeller**, eventually **Ford** (*but back then Ford didn't exist*), **Mellon, Peabody, Sage**, and the **Whitney group**. The **Morgan interests** were very active in arranging this final centralization of schooling. There is a trace that spills out during the years **1890** to **1907**, that anyone can check on. The **early Readers' Guide to Periodical Literature** for those years **1905** till the **First World War** contain an absolute gusher of articles attacking the intellectual nature of schooling. One day there aren't any. Then suddenly they just pour out year after year 'til the **N.E.A.** surrenders. They just "*got it*".

By **1913** the old line guard that saw the glory of **American** schooling in creating a larger and larger self sufficient intellectual class, that is, the **N.E.A.**, was stripped entirely of its power. What took the place of that cadre was a group of psychological administrators. It's interesting that every single one of them had either studied directly under a **German psychologist** named **Wilhelm Wundt** at the **University of Leipzig** or like in **John Dewey's** case the chief protegé of someone who had studied with **Wundt**. Of course **Dewey** was the chief protegé of **G. Stanley Hall**, who brought **Freud** to **America** to distribute his message: *that the family was at the heart of all human troubles*.

It was absolutely a promotional scheme that worked brilliantly and was abundantly underwritten by the **Carnegie and the Rockefeller Foundation**.

**Martin:** Who was **Wilhelm Wundt**?

**Gatto:** He was the **official state psychologist of Prussia** even though his laboratory was, I think, in **Upper Saxony**. By the time **Wundt** was active **Germany** had been **Prussianized**. **Prussia** had vanished, **Prussia** was **Germany**.

Let me think, let's not get into too many thickets. Okay, everybody in the world knows **John Locke's *tabula rasa***. That doesn't come out of his book on education that everyone reads in graduate school, but from his essay "**Concerning Human Understanding**". **Locke** announces in **1690** that children are blank slates. He actually says wax tablets but it is mistranslated blank slates, which is even worse because you can write on them over and over again. It's a reference to the notebook the roman kids took to school. In the century that **Locke** announced that, this idea electrified the upper classes of **Europe** and the **United States**. This book was read by everybody who was anybody for a century; books didn't have as short a life or the same kind of competition they have today. Between him and **Rousseau**, who in about **1770** wrote **Emile**, during that **80 year period**, this idea of children as absolutely blank and subject to anything that is written on them by their possessor really becomes **the foundation for the emergence of the strong state**, which always comes to a cropper if it can't control its population.

Suddenly philosophy is offering the state a way to secure its territory: get hold of the children. **Rousseau's Emile** is a demonstration of exactly how, quite against the kid's own volition, this can be done. While appearing to play funny games and sing songs and have a good time you can shape the person perfectly. **Emile** electrified the **Prussian state**, which is really a religious kingdom. Few people realize that there was one **Crusade** authorized by the **Pope** that wasn't to the **Holy Land**, it was to the **Barbarian Lands of northern Europe** to slaughter the **Prussian primitives**. It was a religious crusade.

**Prussia** is an interesting synthetic state founded on religious principle. Almost no body knows this: **48%** of the soldiers in the **American revolution** on both sides were **Prussian mercenaries**, and not just on the **British side**. All this is a river of information about what's going on in **northern Germany** (*which is becoming a more regulated state*) and it's flowing into the **German colonies in Pennsylvania**. **Ben Franklin** is totally aware of it, and interested in borrowing the principles and apply them in the activities of the **American state**.

**Prussia** is the first state in human history to have a compulsory schooling law that works. There were a handful of them that existed prior to the **Prussian law of 1819** but they don't work. Nobody is dumb enough to keep going to school after a few days. It collapses when the cops don't come after you. That's what happened to the famous **New England compulsory school law**. It was there as a piece of window dressing.

But not in **Prussia**. **They really were marched to school at bayonet point**. It was after **Napoleon's defeat of Prussia** at the **battle of Jena at 1806**. A famous **Prussian** philosopher named **Fichte** announced in an ***Address to the German People***: that the

party was over. Now the children would be taken. Now they were going to be told what to think and how long to think it. They were going to understand that the state is the primary parent and the blood family is secondary. Between **1806** and **1819**, two brilliant brothers, the **Humboldts**, a guy named **Stein**, and a few others, divide the society into children who will become **policy makers**; children who will become **assistants** to policy makers (the engineers, architects, lawyers, and doctors); and the children who will be the vast, massed, **the used**.

**Prussia** sets up a three-tier school system, in which **one half of one percent** of the population is taught to think. They go to school called *academie*. **Five and a half percent** of the population go to *Realschulen*, where they partially learn to think, but not completely, because **Prussia** believed their defeat at the hands of **Napoleon** was caused by people thinking for themselves at times of stress on the battlefield. They were going to see to it that scientifically this couldn't happen. The lowest **94%**, (*that's some pyramid, right?*) went to *volkschulen*, where they were to learn harmony, obedience, freedom from stressful thinking, how to follow orders. They worked out a system that would in fact guarantee such results. In the *volkschulen*, it was to divide whole ideas (*which really simultaneously participate in math, science, social thinking, language, and art*) into subjects which hardly had existed before, to divide the subjects further into units; to divide the time into small enough units of time. With enough variations in the course of a day, no one would know what was going on.

**What they would learn is that someone else told you what to think about, when to think about it, how long to think about it, when to stop thinking about it, when to think of something else, and someone else sets up the secrets.**

Now that was surely one of the most brilliant discoveries in human history. Obviously, my sympathies are not with it. It's evil in the genuine sense of the word. Nevertheless, in the next thirty years a stream of **American** dignitaries, including **Horace Mann**, traveled to **Prussia**. Whoever they were, when they returned to the **United States**, they would say we must have this **Prussian system**.

**Martin:** So it is that old. You are saying this whole system goes back to 1819?

**Gatto:** It's construction phase is between **1807** and **1819**. It's in place in **1819**. An important part of the **Prussian system** is to break the link between reading and the young child. Because the young child who reads too well is independent of instruction and capable of finding out anything at all. In order to have an efficient policy-making class and a sub-class beneath it you've got to have ready access to information. But you can diffuse that if you can remove the power of most people to make anything out of the information.

So they figured out that by replacing the alphabet system of teaching reading, we teach sounds. (*The **Prussian system** was a whole sentence system, rather than a whole word system. You memorize whole sentences.*) If they could get the kids and keep them from reading well for the first six and seven years, then it didn't matter after that. They had broken the link between printed information. Guess who disseminates that very idea about reading in the **United States**? It is **Horace Mann's second wife's sister, Elizabeth Peabody**, who of course is a member of the family that produces the

**Peabody Foundation**, that after the civil war imposes (*by a system of very sophisticated leverages*), the northern system of schooling on the south between **1865** and the battle is over when **Mississippi** surrenders in **1918**. Of course the northern system is the **Prussian system**.

In **1850** two states, **Massachusetts** and **New York**, bring about the realization of the ancient dream that the state is father of the children. **Massachusetts** does something in tandem that is at least as radical a piece of legislation as any in the **last 2000 years**. The same legislature that gives us schooling, the same famous "*know nothing*" legislature, gives us the **American adoption law**.

There had not been an adoption law on this globe since the one that had been passed by **ancient Rome** which had said you can adopt an heir but you cannot conceal the heir's actual bloodline from them, and you could not adopt them until they were seventeen or older. All the **Antonine kings** were adopted, that is a century or longer starting from **Marcus Aurelius** (*the most famous of them*). There was no other adoption law. I'm absolutely certain that the new adoption law moved on line with the school law for the identical purpose: to begin the process of phasing out the blood family. As long as it exists it is the eventual destabilization of any long term state design. If your first loyalty goes to your blood family it can't go to the state. For the same reason, the **Christian's sects** had to be stamped out. **Christianity** can exist as something to pay ceremonial attention to on holidays and can exist as a philosophy of good behavior. But as long as you have an appeal that goes beyond the sovereign state, the state can't scientifically direct its population. **Christianity** has to go, the **sects** have to go, **Mann** says that over and over again.

**Mann** is not a principal, **Mann** has no interest at all in schooling. **Mann** is recruited by the **Unitarian "Pope"** [*William Ellery Channing?*]. **Mann** is in his parish. He is a young go-getter, with a lot of ambition, from a somewhat poor, rural, family. The **Unitarians** take over **Harvard** and the legislature. They are masters at the use of leverage. They are **75%-80%** of the **Boston School Committee** that advocates the compulsion law. **Mann** struck a deal with this guy: that he would forward this cause, but when this battle was won he wanted a payoff in **Washington**. Indeed he was paid off that way. They recruited and won the loyalty of all the major business interests because the industrial situation was a labor shortage. In fact from the beginning of this country what we've always offered the world, except for this century, was the picture of citizens with independent livelihoods. In **1776** about **85%** of the citizens had independent livelihoods (*except for the slave population*). In **1840** after the **Jackson presidency** it was still at **70%**. So it was damned tough, even if you had the industrial machinery, to get anyone reliable to work for you for very long. The educational traditions in our country had been such that if somebody else has a good thing, you work for them. You watch what they do and the minute you know how they do it, you strike out on your own. That attitude had to be broken. A huge mass of cheap labor had to be brought in. This was unfortunate from the point of view of the people who were catholic, because that was the only body of free-floating labor that was available in **Europe**. Worst-off were the **Irish**, who had been systematically brutalized and exterminated. They were brought over because of an alleged potato famine, but during that time the **Irish** were exporting food to **England**. The **Irish** didn't come over, they were brought over. Their way was paid for them. They were met at the boats by guys who would load up a labor crew then go and auction off their wagons. They were also going to have to be brought in because of the empty lands



in the west. The empty lands were almost all owned. They weren't public domain. They were valueless unless someone was on the land. **You could actually afford to give the land away if you owned the railroads, the banks. Those people's labor would eventually be translated into your pocket.**

If this compulsion schooling legislature is so popular with the citizenry, how come, in the next **25 years**, did no other state follow suit? Now **25 years** is a long time in human affairs, a quarter of a century. Of course, there is a tremendous reluctance. At the time of the passage of these laws, a lot of people are aware of what their purpose is. Between the passage of those laws in **1900** there was one institution of long standing that had to be eliminated because it actually worked so well in an educational sense, cost so little, had produced so fine a crop of thinkers and cooperators, that it had to be destroyed. And of course it was the **one room school**.

The **one room school** had a mixture of six or seven ages simultaneously. Everybody got the same work but the teacher didn't teach. The teacher only taught a few kids, who taught a few kids, who taught a few kids. There was this tremendous powerful interdependence, where terrific confidence of talking to people older than you was developed in the course of the school day. There was concern for people younger than you. There was responsibility. It was almost a cost-free institution, and it worked splendidly, **but it had to be eliminated because it doesn't subordinate the professional staff**. There are no principals, or superintendents, or assistant superintendents.

It took **50 years** to institute, and it took a man who was the leading **Hegelian scholar** in the **United States, William Torre Ayres(?)**, from **St. Louis**, who was the **Washington spokesman** for education for **16 years**. **He brought the German system in and he set the purpose of the schools is to alienate children from their parents and religion. He didn't say this behind the scenes, he said it openly.**

He began the process of creating a densely articulated professional staff. That process was picked up by the new teacher colleges that were exclusively underwritten by the **Rockefeller family**, and the **Carnegies**, the **Whitney** and **Peabody families**. The **University of Chicago** was underwritten by the **Rockefellers**. **Stanford** (*the key western link*) is an important railroading family. These people got a hold of the training mechanism that had only existed in **Germany**. **In Germany they were called teacher seminaries, because it was well understood that state schooling was a religion.** In the **American colonial days** it was well understood. The reason schools or education aren't mentioned in the **Bill of Rights** or the **Constitution** isn't because the nature of those institutions wasn't clearly understood by the people who debated. They were a very sophisticated body of men. **They debated whether or not a civil religion was necessary in a country that didn't have a state religion as ours was to be.** Proponents of a civil religion lost.

We had a perfectly literate country long before we had schooling, perfectly literate. More literate than today, I believe. I have a small collection of textbooks from the **1810's** and **1820's**, and of course all schools were voluntary then. I would say a fifth grade textbook was easily pitched on a college level. The reason books by the popular writers of the time, like **Fenimore Cooper**, are unreadable by the average college graduate today, isn't that they are badly written. It is that they make such dense allusion to history,

philosophy, mathematics, science, and politics that no one can follow them without a pony.

**Martin:** In *Dumbing Us Down*, you speak of education as almost mind control and the conscious effort to keep people stupid.

**Gatto:** Let's take "*the empty child*" metaphor. You begin with **Locke**, the blank tablet, and go through **Rousseau 80-100 years later**, who demonstrates how to write on that blank tablet, and we are on the lip of the **19th century**. So who institutionalizes the thinking that is codified over the **last 100 years**? The **Prussians**. **Prussia** becomes a very *proprius* state under the **Prussian's forced-schooling scheme**. The **King of Prussia**, from a dirt poor country, with no natural resources, had subordinated labor so precisely that **Prussian industry** was a world leader, and **Prussian scholarship** was the world leader. In **1814** the **first American, Edward Everett**, goes to **Prussia** to get a **PhD**. He eventually becomes the **governor of the state of Massachusetts** [*and spoke on the same occasion when Lincoln delivered the **Gettysburg Address***]. By **1900 all the PhD's in the United States** were trained in **Prussia**. The degree doesn't exist any other place. It's a **German** invention.

It's based on **Francis Bacon's** idea, in *The New Atlantis* [**1627**], of a world research university that scans the world for babies and talent and draws it into the university called **Solomon's House**, talent which is given to the state. The state becomes invincible. It's impossible to revolt against the state, because the state knows everything. **Francis Bacon's** book was widely read by **German mystics**. By the **1840's Prussia** has a number of **Solomon's Houses** available that are utterly democratic, or about as much as is possible in an imperfect world. They are drawing talent and developing it for the purposes of state power and stability.

The **PhD's** come back to the **United States** and they become, to a man, the **Presidents of all our Universities**, the heads of all our research bureaus, and corporate research is done by **German Ph.D.'s**. It would still be going on except for the **First World War**. Obviously, there were dissident elements, and some of them had power, who didn't want this development but weren't strong enough to stop it.

By the middle of the nineteenth century, **Prussia** had openly acknowledged a new development in the sciences called "*psycho-physics*" which argued that people were in fact complex machines. **Prussia** institutionalizes this, and by the **1870's** has created the new science (*or pseudo-science, if you're John Gatto*) of **experimental psychology**, the purpose of which is to discover what the nature of this machine is and how to program it. **American elite sons** travel and study at the feet of **Wundt**. They come back during the period **1880-1910** and become the heads of **Psychological Departments at Harvard, University of Pennsylvania, Cornell, etc.** and there aren't any exceptions to this. Now **Wundt** is extremely prolific, his published works run to about **67,000 pages**. **Wundt** was an industry. He trains [**James McKeen**] **Cattell**, who trains **322 PhD's** after the **Wundtian system**, in this next decade or so. These people set up the new discipline of educational psychology, which becomes a big bucks system. With the help of the **Carnegie and Rockefeller Foundations** the system gets control of psychological testing for all the soldiers of the **First World War**. Aside from the vast power they wielded, it is the sorting mechanism of our whole economy. If we just talk about the money that can be used to buy votes, to change people's minds, to bludgeon down

opposition, we're talking about an enormous amount of money flowing out of psychological testing. All of the proponents of which are **Wundtian-trained** and now head psychological departments in the **United States**.

A very little known chapter: in **Gary, Indiana** (*Andy Carnegie's company town*), an isolated town, with a captive population, tied to the steel mills, a new schooling system called the **Gary System** was tried. This was between **1910** and the **First World War**. In this system traditional academic endeavor was not a part of schooling at all. This system worked so well, according to its auditors, that it was brought to **New York city** in **1917**. It was tried out in **12 schools**, where **Jewish immigrants** were the dominant immigrant strain in the schools. The idea was that they would try it for a few months in these **12 schools** then they would enlarge it to **100 schools** eventually it would be all the **New York schools** by the end of the war. But the **Jewish immigrants** rioted for three weeks in the streets; they were aware of what was happening. The **New York Times** came down strongly against the plan, they said this scheme of the **agents of the Rockefeller family** was nonsense. There were dozens of editorials in the **Times** against it. Meanwhile there were **200 Jewish school children** thrown in jail. Maybe if the **Jewish community** was reminded of this piece of history, they would think twice about certain things that are happening right now and use their political clout to effect change. This is the second or third attempt to ensure the system is total and comprehensive. The **mayor of New York**, who was going to run for **President**, was then thrown out of office in the next election, the whole political regime that had installed the **Gary school system** was thrown out of office. This information came from a book written **15 years ago** by **Diane Ravishow(?)** called **The Great School Wars**.

**Willard Wirt(?)**, the school superintendent, who had pioneered the system in **Gary**, was lionized by the **New York Times** and other important press lords, as one of the **Solomon's of the 20th century**, who came to **New York** to personally oversee the installation of his system in **1917**. In **1930**, **Willard Wirt** was committed to an insane asylum in **Washington, DC** where he died two years later, quietly. **He was committed because he began to make public speeches saying that he had been part of a world-wide conspiracy to bring about a controlled state in the hands of certain people**. And on the basis of making those statements he was committed and then died two years later in an insane asylum. I find it interesting that **Diane Ravishow**, a very intelligent woman with time and research assistance on her hands, could dig up the whole story of the **Gary plan** and what happened in **New York City** and not that little coda about the creator of the **Gary plan** and his claim...

By **1910** the **one room school** has been destroyed. The **factory school** has been installed everywhere. Thanks to the actions of the great foundations, a national system of schooling was in place. The **Carnegie credit** guaranteed you'd have a high degree of uniformity but something else did too. There was a shadow organization in existence that has been well documented by mainstream historians. It was called the **Educational Trust** and it was run out of **Stanford** and **Columbia's Teacher's College**. It literally controlled all the **Superintendencies in the United States** and it placed key students for these jobs. The **Superintendents** had to guarantee, of course, to hire for all sorts of out-of-class positions, so the **Educational Trust**, in a very short time, became a very powerful national shadow organization controlling all the jobs in schooling. The source of this information is **Managers of Virtue** by **David Tyack**. It is an elite mainstream history, one that is not challenged by the school establishment, because **Tyack** is part of the



school establishment. He has no wish to overthrow the system but just doing his job in documenting the existence of the "*educational trust*".

The **Palmer Raids** and the red scare take place right after the **First World War**. Hysteria is always a friend of this thing that is shaping the destiny of all the children. It finds allies in times of public panic. Its champions step forth and say "*We'll do this to stop the public panic*". The panic around the **Palmer Raids** was that finally, after **60 of 70 years** of talking about it, a major nation had gone **Marxist**.

Remember that in **1848** the immigration had occurred at exactly the time those little revolutions were winking on and off all over **Europe**. The **Communist Manifesto** had been written. As the first **Irish** came in, the **Boston paper** said every third "*Mickey*" has a **Manifesto** in his back pocket. That fear was used to steamroller the natural scepticism of our own population to allow compulsion schooling in **New York** and **Massachusetts**. The idea had been brought up since **Ben Franklin's** time but had always been rejected. But now with these waves of Irish poor pouring off the boats, they're **Catholic**, they sound different, they look different, and there are revolutions taking place all over **Europe** that seemed clearly coordinated with each other. The school group is able to use that to ram compulsory school laws through the legislature.

Move **69 years later**. We are now in **1917** and by **1922**, **Russia** has fallen. It is clear that there is a government that meets the test that the fears of the **last 70 years** had posed. A government that is hostile to the idea of property. The reach of schools and their grip on the public budget becomes much stronger in these times of panic. If you step back from school as an isolated institution you can see it as the control institution for all the others. It's the ultimate screening mechanism, the ultimate creator of a receptive, docile public. It was exactly what the **Prussians** had produced in their little demonstration. "*Follow our method and you will get this population.*" It was what we wanted and it was what we got.

There is resistance strata that hold out longer than others. It still takes some **70 years** of steady work. Before control could be guaranteed an important surrender that had to be made was the **individual communities' right to hire its own teachers**. That required a very illicit but comprehensive subordination of state legislatures everywhere to the idea of a certification procedure controlled by the teacher colleges. The teacher colleges set the standards for the certification, *they train the people and they weed out trouble makers*.

Prominent men and women, agents of foundations worked on one legislature after another. Once it passed in **New York, Massachusetts, Wisconsin, and Michigan**, it became easier and easier. Of course they could demonstrate by then how useful it was to the legislature to have this power over schooling and not to allow it to be locally administrated. There were enormous contracts to be let. All the jobs that had never existed before in schooling history, non-teaching jobs, were now at the disposal of the legislature.

We've psychologized the schools by the end of the **First World War**. Now that's in place. (*I'm presenting this as though it was a sequence, actually these things are happening simultaneously but it's easier to see the necessity of having one solidified before another can really get very far*). The next step came in **1890**, when **Andrew**

**Carnegie** wrote eleven essays, called ***The Gospel of Wealth***. In it he said that capitalism--*free enterprise*-- was stone cold dead in the **United States**. It had been killed by its own success. That men like himself, **Mr. Morgan**, and **Mr. Rockefeller** now owned everything. They owned the government. Competition was impossible unless they allowed it. Which, human nature being what it is, was a problematical thing.

**Carnegie** said that this was a very dangerous situation, because eventually young people will become aware of this and form clandestine organizations to work against it. Ultimately they'll bring down this edifice. You've got to read all eleven essays, sometimes several times, and only then the majesty of the design emerges. **Carnegie** proposed that men of wealth re-establish a **synthetic free enterprise system** (*since the real one was no longer possible*) **based on cradle-to-grave schooling**. The people who advanced most successfully in the schooling that was available to everyone **would be given licenses to lead profitable lives, they would be given jobs and promotions** and that a large part of the economy had to be tied directly to schooling. So if you ever have two years of your life you want to spend investigating the **American licensing industry**, you need to look at what occurred in the two decades following **Carnegie's original proposal (1890-1910)**. You're talking about the realization of **Carnegie's design**. These licenses, which now extend to bus drivers and all sorts of unlikely people who never had to be licensed are then tied to forms of schooling. So they've reserved that part of the work market. Through the cooperation of the business community a large part of the rest of the jobs are reserved. Through the cooperation of the government, many of the government position have very precise schooling requirements. **You can in fact control all of the economy by tying jobs to schooling, and therefore you have a motivation for people to learn what you want them to learn.**

This agenda, laid down by **Carnegie**, was to tie the entire economy to schooling and hence to place the minds of all the children of a few social engineers.

But it's moving forward fairly slowly until **1959**. One of the most graphic ways you can trace its progress is that between **1932** and **1960**, the number of school boards drops from **140,000** to about **30,000** in **1960**, and today it's about **15,000**. These consolidations are necessary to pry the hands of local groups with different philosophies loose from the tiller. **New York State** has carried it to a pass where you can vote down a school bond issue, but **97%** is still automatically approved in order to keep the business of the schools running.

The consolidations serve to get rid of oversight and hold it in as few hands as possible. They don't need a conspiracy, they just have to remember what they heard in administrative courses they took to become an assistant principal. They would have heard that in a hundred different mellow ways, but essentially it would lead to the same thing.

In **1959** two things happened. One is the **Sputnik**, which caused a panic and hysteria like the **Palmer Raids** earlier. **Russia** operates very traditional, academic schools. We have an **H-bomb**, but we have to build a **6,000 ton concrete structure** to set it off. There's some evidence, not definitive, but enough to worry people in the highest levels of the **Council on Foreign Relations**, that **Russia** has dropped an aerial weapon near the end of the fifties. Some huge clot of shit hits the fan. By **1960** it becomes clear that the school people had not delivered what they promised when they were handed over

the children of the nation fifty years earlier. They were allowed to psychologize part of them, but they were supposed to deliver part of them as scientists and technicians. They apparently have failed in that latter part of their very important mission. I think what we've been living through during the **last 30 years** is some kind of struggle at the very top between different agencies to get a hold of this thing again.

Back in the time of **Sputnik**, we get the dike opened and a blank check offered to anyone who can come up with a way to make the thing work. From **1950 -1990** we get, in **inflation-adjusted dollars**, a **quadruple increase** in funds available to schooling. The aspect of school as one of the central parts of the economy, independent of its schooling function, is now true in spades. Rivers of money are flowing back and forth, always being augmented never getting being cut back.

**There is an increase in the centralization**, with fifteen thousand school boards rather than forty thousand previously. **One in every six thousand Americans serving on school boards that are almost stripped of their power.** Whereas in the beginning of the century we have **one in every sixty-five Americans** serving on school boards that still have control of the purse. It hasn't yet been transferred to the state legislature. An explosive intrusion of foundation agents are wandering around the halls of state legislatures, key businesses, key teacher colleges. They are writing a tight script to seal the loop holes that have prevented **Andrew Carnegie's dream** from working smoothly. **You get these amazing constructions of organized psychologizing that link together all the school years, all the testing functions, the hiring functions, you get these things being imposed without public knowledge. That's the dead give-away that something isn't kosher.**

What we have now is a wide open scene where the concealment is thinner than it's ever been before. The naked power is closer to the surface. My instincts are that it is the identical groups that surfaced around **1905**. One of the great evidences of that is a semi-secret group that keeps its deliberations utterly secret, called the **Businessmen's Round Table**, made up of the **200 largest corporations**, announced a few years ago that it was going to take a major seat at the **National School policy table**, and that it was backing national testing, national examinations. Even--among its radical members--there was a scheme to tie hiring and promotions to school performance.

In **1889** the **United States Commissioner of Education** assured a prominent railroad man, **Collis P. Huntington**, when he protested that the schools seemed to be "**over-educating**" (meaning they were going to be producing too many engineers, too many people who knew the score, and therefore who would be tough political opponents). He was guaranteed, by **William Torriares(?)**, the **United States Commissioner of Education**, that schools had been scientifically designed not to over-educate. I don't think anyone hearing that understood what the mechanism that **Torriares** was referring to was, but it was the **German mechanism** devised between **1806** and **1819**.

**Once a kid is addicted to fragmented studies and stutter steps and confusion, it is the rare person who can ever get control of their own mind and their own will again.** They may get angry and refuse to do something but they don't know how to write policy for themselves, they can't write the script of their own lives. So if they can't get it from their jobs, they get it from television, or from some other kind of mind control.

--April, 1994