Education is the backbone of any society. Without education there can be no developments in science, economy, medicine, music and just about any field of knowledge in the Universe. It is every child’s right to a proper, complete and EQUAL education. But as you look through history, the lesson that we have been taught is that receiving this education has not always been as easy. “Educating the masses” was a famous quote of Thomas Jefferson’s and to him it had just that meaning. He believed firmly that in order to make a change in a society you would have to educate that society as a whole. However accurate and true this statement may have been, the actual “practice” of educating the masses was not something that was commonplace. Instead of this practice, many chose to recognize the danger behind having people receive an education on the system, the times, the trends and the future. They preferred the more safe expression of “ignorance is bliss” indicating that by keeping society stupid, blind, docile as sheep they could easily be led into whatever direction the powers that be felt necessary to achieve whatever goal they had in mind. Not far from the truth.

Going back to Thomas Jefferson, the author of the Declaration Of Independence, we can see that it was his fervent wish that humanity wake up and recognize its responsibilities and its power in the decision making process for the world. Not just to idly stand by while decisions are made for them. He was an advocate of human rights being staunch oppositionist to slavery and even including a section in the “original” Declaration Of Independence which abolished slavery. It was unfortunately removed since the then slave-rich southern states would not ratify the Declaration and sign it if this portion remained included thus not allowing the then 13 colonies to become the United States Of America. Jefferson was voted down and silenced by the masses for what was then considered the greater good. Up until then, most people accepted slavery never really knowing the full extent of what slavery meant to the slaves as well as the various “kinds” of slave-owners at that time. Even Thomas Jefferson was a slave-owner, a state that he
quickly rectified by freeing all of his slaves including his lifelong companion Sally Hemmings who it was thought that Jefferson had a secret romantic involvement with his entire life producing several offspring from this union.

The main reason for keeping a body of people, or a mass, uneducated and in the dark, is that it is easier to lead them. Another expression to help make this point clearer is “knowledge is power”. The idea that the more you know, the more educated you are about an issue, subject or altercation the better equipped you are to make a rational, reasonable and well thought out decision to respond and/or rectify the situation seemed to be something which frightened people. Mostly politicians. If we look back in time, further back towards the beginning of time, the concept of weak and strong, the leaders and the led, the master and the slave has always been the basic tool used by a society to control and suppress. Suppression of a people through education, or better still an equal education has proven time and time again an effective tool in misleading the masses.

Equality is a state of mind that all men should aspire to. Thomas Jefferson was such a firm believer that is forever preserved for posterity in The Declaration Of Independence: “We hold these truths to be self-
evident, that ALL MEN are created”. With one simple statement and affirmation he set America on a path that was true. History, however, contradicts this belief if we look at what has happened in America since those words were written. Slavery persisted in the United States nearly another 100 years in spite of the obvious truth of that statement. It was not until Abraham Lincoln, another president of faith, conviction, extreme morality and basic humanity, enforced the end of the oppression of over 2,000,000 human beings who were forced into submission simply because of the color of their skin. The Civil War was brutal, cruel, unnecessary and seemingly unending battle took the lives of an estimated 1,030,000 soldiers and civilians some 3% of the population of the United States making this conflict the most gruesome and highest death toll of Americans in all of the wars the United States has fought in combined. Yet, still while the war raged on over the issue of slavery, and in spite of Lincoln's timely and powerful Emancipation Proclamation, slavery was not abolished until the bill was ratified by the Congress and became law with the 13th Amendment. **A bill that nearly did not pass.** Had the amendment not become law before the end of the Civil War the likelihood that end of slavery becoming law would have taken much longer to come to fruition.

The end of slavery by law was just the beginning of the struggle for equality. Even with the slaves being freed, they still had no rights. They could no vote as citizens of the United States, a fate that was also shared by women at that time in American history. Amendment XV did give black people the right to vote in 1870, and some used it right away, electing state and federal senators and representatives. Jim Crow quickly snatched away that right for all practical purposes, however, as poll taxes and literacy tests and Ku Klux Klansmen denied blacks that fundamental right. The Jim Crow laws were state and local laws in the United States enacted between 1876 and 1965. They mandated de jure racial segregation in all public facilities in Southern states of the former Confederacy, with, starting in 1890, a "separate but equal" status for African Americans. The separation in practice led to conditions for African Americans that tended to be inferior to those provided for white Americans, systematizing a number of economic, educational and social disadvantages. De jure segregation mainly applied to the Southern United States. Northern segregation was generally de facto, with patterns of segregation in housing enforced by covenants, bank lending practices, and job discrimination, including discriminatory union practices for decades. Some examples of Jim Crow laws are the segregation of public schools, public places, and public transportation, and the segregation of restrooms, restaurants, and drinking fountains for whites and blacks. The U.S. military was also segregated.

These Jim Crow Laws followed the 1800–1866 Black Codes, which had previously restricted the civil rights and civil liberties of African Americans with no pretense of equality. State-sponsored school segregation was declared unconstitutional by the Supreme Court of the United States in 1954 in Brown v. Board of Education. Generally, the remaining Jim Crow laws were overruled by the Civil Rights Act of 1964 and the Voting Rights Act of 1965. President Johnson's Civil Rights Act of 1964 was the true turning point in the USA's history of beginning to embrace blacks as full citizens with equal rights. The Civil Rights Act was first introduced by President John F. Kennedy who believed as fiercely as both former presidents Thomas Jefferson and Abraham Lincoln that the concept of equality was not a concept but a fact and that INDEED all men were created equal in spite of what history has shown us. To fully understand why equality has
never been a true part of the humanity one has to look at the meaning of equality and look at the character of humankind.

EQUALITY: State of being equal in rights, treatment, quantity, or value equal to all others in a specific group. This is the definition you will find if you look in the dictionary but history has shown us that this state of being has been a difficult one to achieve and maintain for humanity.

From the dawn of man there has been one constant struggle that has overshadowed our development: superiority. Looking through the annals of history, civilization after civilization has been based upon the concept of the OVERLORD and the UNDERLINGS. Ancient Egyptian, Roman, Greek, Asian and Nordic have all been scourged with this malady. Slavery has been accepted practice from the beginning of time. The strong rule while the weak serve. Even biblical history is blighted with the atrocities committed by power hungry overlords exploiting the lower classes and forcing them into submission. The Feudal System was sustained by the rights and privileges given to the Upper Classes and in most cases enacted by laws. Everything was a source of privilege for the nobles. They had a thousand pretexts for establishing taxes on their vassals, who were generally considered "taxable and to be worked at will." Kings and councils waived the necessity of their studying, in order to be received as bachelors of universities. If a noble was made a prisoner of war, his life was saved by his nobility, and his ransom had practically to be raised by the "villains" of his domains.

We are not talking about private education which, of course, offers far more advantages for a child as it should, considering the cost and is up to every parent with money how they spend their money. What we are talking about is something more basic and inalienable and, unfortunately, grossly overlooked; namely public education. The public education system to be more exact.

Public means government controlled and regulated since this is what your tax dollars pay for. But when public education is unequal, then the society that is produced from this system is also unequal or
imbalanced. It has become true that those families in the lower income bracket who also reside in less desirable real estate areas, such as the inner cities, get a less effective and lower level of education. How is this possible? Should the geography of a person’s birthplace dictate their future economic opportunities in life? But in today’s society, it has become regrettably the key variable. Public education should imply equal economic education. Nothing would improve our society more than Equal Economic Education. It is the basis of our democratic system…equality… but still financing for education in the urban and inner cities, where the concentration of minorities is high, is far less than the financing being provided to schools in the same public system which are located in prime real estate areas. Thus making geography and real estate key factors in achieving a proper and equal education. If there is more money spent on public schools which are geographically located in more desirable areas, then this is bias, bigoted and unfair. We need Equal Economic Education… anything less is just prejudice.
Per-Pupil Spending for Rich & Poor Systems—Figure 1

Total per-pupil spending for school operations varies surprisingly little among North Carolina school districts, despite rhetoric to the contrary. Indeed, the average spending of both the 25 districts with the lowest per-capita incomes and the 25 lowest-spending ones in 1998-99 exceed what the 25 most affluent districts spent in real terms 11 years before.

Health and Social Problems are Worse in More Unequal Countries

Income Inequality (Top 20% : Bottom 20% Ratio)
UnEqual Education Hurts our Society in So Many Ways

untrained. It's difficult to retain good teachers.

Paying capacity not enough for quality education.
THE COST OF INEQUALITY

THREE DECADES OF THE SUPER-RICH AND THE ECONOMY

stewart lansley
Discrimination is perpetuated by an unequal education that makes the minorities stupid.

"To give a man a fish feeds him for a day, but to teach a man to fish, feeds him for a lifetime". Earlier we discussed the 350 richest people in the world. 100 million dollars from each of these people could teach less fortunate people how to fish and etc... We're also uncovering a very profound problem here, education of the poor. The poor need to be educated. Many of these 350 richest people pay almost no tax whatsoever, because they avoid it. We need to look at the ideas of an economic funding between the wealthy and the poor areas. In some places there is a hundred dollars spent on a student per year, sometimes less. However, in other places where there are a hundred thousand dollars per student per year.

The tax situation was incredibly unfair, in turn creating unequal education. If we were to take all of this money and spread it around equally amongst all of the high schools in the nation, it would have a massive effect in the overall economic situation in the country.

John Kennedy had the idea of Equal Economic Education, twenty one days later he was dead. President Nixon had the same idea after being elected for a second time. Nobody gave a damn about Watergate until he came up with the idea of equal economic education. Then the powers that be or should we say lurk, got rid of him.

If we had equal economic education, the massive amount of money that the rich areas have people used could be used to help increase funding in the other areas. But in reality what we’ve done in America is we’ve created this strata based on the idea of taxation. If we had true equal economic opportunity we would not be in this situation of the people leaving the inner city to go into suburbia. People’s economic future should not be a factor of where they live. Public education means public and should be equal. It is the next step in making this world a better place to live.
THERE ARE MORE PROBLEMS FACING OUR SOCIETY. SOME ARE OF MENTAL ORIGIN

1. Unequal education perpetuating discrimination and making minorities poor, stupid, and frustrated

2. Uncontrolled Greed, Hate and Anger, Delusion of False Beliefs, Conceit and Arrogance, Fear, and a host of negative emotions.

3. Small minds and a controlled news media that perpetuates problems.

For our society to progress, we must correct these problems by readjusting our minds and facing our false beliefs.

The Angel and Brad Vee Johnson Unite for Equal Economic Education
History has taught us that every idea with regards to equality particularly with regards to education of the masses, has been met with opposition. Why is that?
Abraham Lincoln, wrote the Emancipation Proclamation and pushed the 13th Amendment through both Senate and Congress demanding for the equality of ALL in the United States regardless of race, creed, religion, economic status or geographical location. Abraham Lincoln, was assassinated two months afterwards. Franklin Delano Roosevelt introduced the “new” Bill of Rights giving EVERY American the same opportunities in life and re-affirming our inalienable rights to a place to live, healthcare, a means to make a living, a proper education and the ability to benefit from that education. Franklin Delano Roosevelt died two days before this Bill of Rights became law. John F. Kennedy enforced the equal rights act by forcing southern universities to open their doors to admission for minorities thus desegregating the American school system forever. Several months later he was assassinated. The relationship between those recognizing that education is truly the key to an equal society and that making an equal education available to all children regardless of their geographical location, is the key to a more stable and productive society. This issue runs to the very core of our society. Reminiscent of the ancient Asian cast system, the need to have a suppressed society and an over-privileged one continues to define this distinction and our future. Would not humanity be served better by having a world where everyone, regardless of their race, economical status or living situation had the opportunity, no RIGHT to an equal education? Was this not the point being made by three presidents whose untimely deaths foreshadowed their earnest desire to bring this reality about?

Education economists analyze both what determines or creates education and what impact education has on individuals and the societies and economies in which they live. Historically at the World Bank a great deal of emphasis has been placed on determining outcomes to educational investment and the creation of human capital. The primary mission of the economics of education group is to identify opportunities for improved efficiency, equity, and quality of education and promote effective education reform processes; to help improve, among both World Bank staff and clients, knowledge of what drives education outcomes and results; to better understanding how to strengthen the links of education systems with the labor market; and to build and support a network of education economists and build bridges to all those who are interested in their work.
The World Bank addresses key themes of Economics of Education through work in these six topic areas:

1) Economic Analysis of Education Interventions

More children drop out of High School in more unequal US states

2) Finance and Expenditures in Education

INJUSTICE
why social inequality persists

1.1 billion people in developing countries have inadequate access to water, and 2.6 billion lack basic sanitation

Wilkinson & Pickett, The Spirit Level

www.equalitytrust.org.uk

Equality Trust

Daniel Dorling

With a new foreword by Richard Wilkinson and Kate Pickett, authors of The Spirit Level
3) Public-Private Partnerships in the Education Sector

4) School-Based Management
5) Impact Evaluation

How much richer are the richest 20% than the poorest 20%?

6) Quality of Education

What is economic analysis?
The economic analysis of a project helps select and design projects that contribute to the welfare of a country. Various tools of economic analysis help determine the economic and fiscal impact of the project, including the impact on society and the major stakeholders involved, as well as the project’s risks and sustainability. A good economic analysis answers the following questions:

What is the objective of the project?

This helps identify tools for the analysis. A clearly defined objective also helps in identifying the possible alternatives to the project. Alternatives that will prove to be helpful in making the difference between accurately assessing the possibilities of growth and how this can be achieved.

What will be the impact of the project?

This question concerns a counterfactual as the difference between the situation with or without the project is crucial for assessing the incremental costs and benefits of the project.

Are there any alternatives to the project? If so how would costs and benefits of the alternatives to achieve the same goal compare to the project in question?

Is there economic justification of each separable component of the project?

Who gains and who loses if the project is implemented?
The analysis has to make sure that the most benefit accrues to the poor.

What is the fiscal impact of the project?

Is the project financially sustainable and what are the risks involved?

Are there any other externalities? What is the environmental impact of the project?


Why is economic analysis important?

All countries face the problem of allocating limited resources such as capital, skilled and unskilled labor, land and other natural resources to a variety of different uses such as production of consumer goods, investment in industry, infrastructure, education, health etc. with an aim to reach a more fundamental goal of reducing poverty, accelerating economic growth and/or reducing income inequalities. Given limited resources, choices have to be made between alternative uses of these resources such that the benefit to the economy and society is as large as possible. Therefore, all World Bank projects must meet certain selection criteria, including economic justification.
The World Bank's Ten Dimensions of Economic Analysis are used as an organizing framework to represent categories necessary for sound economic analysis for education projects. Information on these ten dimensions are available from "Key Issues".

Equal Education Opportunities Leads to Economy Growth

Economic growth is a goal set by many nations aiming to have sustainable development initiatives that will boost the living standards of people. As asserted by many economic specialists, it is the presence of educational excellence in a nation or state that will promote significant sustained economic growth. While insisting on the importance of education to the growth of the economy, the most important facet is the equality in the education system that will offer every individual the right to undertake a preferred educational program. With equal education, people will become more enlightened which will raise manpower rates resulting to remarkable developments. It is hence paramount that all governments should focus on increasing proper investments to the education system as well to order all education costs. This is bound to reduce the high rates of inequality in the education sector.

Educated and skilled workforce
It is only the presence of an equal education system that countries will be able to have a rise in educated and skilled workforce. By embracing important priorities such as high quality education systems youths will be able to gain relevant skills and significant knowledge that will be utilized in diverse economic levels. This is bound to lead to the raise in the general economic status of a nation. To attain this, the new OECD report has offered nations with the vital advice of effectively supporting the less fortunate in the society so that education can be easily access by all.

Rise in Employment rates

As past studies have revealed, it is only a nation that has ordered its education systems coupled with social mobility that will be able to have a rise in equal employment rates to all. It is hence evident that for economic growth to be attained, a nation will have to create educational policies that promote equal education. It is through this that the unemployment rates will be reduced. This in turn will raise the number of people who attain higher education standards with the assurance that will have attained relevant skills and knowledge. Long-term economic growth will be witnessed due to the presence of the following benefiting factors

- Increased productivity in the companies
- Rise in public and public spending which will be a great investment to the government
- Enhancement in the national business cycle
- Institutional development
- Growth in human capital

Anything Less is Just Prejudice
Looking at all the listed industrial and individual alterations that will be witnessed in a nation due to equal education, you will be pleased to know that the economic growth per capita will certainly rise. The living standards of people will also be better which will generate an improved cycle of increase in money circulation boosting the economy. Higher saving rates will also be experienced since the educated generation would have attained relevant financial knowledge. This means that the banking industry will have sufficient funds to lend out while still gaining higher returns from the borrowers who will also have attained substantial profits. In summary enhanced national economic operations is bound to be witnessed with equal education. You can be able to get an in-depth view into the OECD equal education research by assessing their ‘OECD Education at Glance’ video obtainable at their website.

The Great Divide is a series about inequality. President Obama’s second Inaugural Address used soaring language to reaffirm America’s commitment to the dream of equality of opportunity: “We are true to our creed when a little girl born into the bleakest poverty knows that she has the same chance to
succeed as anybody else, because she is an American; she is free, and she is equal, not just in the eyes of God but also in our own.”

Mark Pernice said: “The gap between aspiration and reality could hardly be wider. Today, the United States has less equality of opportunity than almost any other advanced industrial country. Study after study has exposed the myth that America is a land of opportunity. This is especially tragic: While Americans may differ on the desirability of equality of outcomes, there is near-universal consensus that inequality of opportunity is indefensible. The Pew Research Center has found that some 90 percent of Americans believe that the government should do everything it can to ensure equality of opportunity.”

The reality is that this is not the case. The education provided to Inner City inhabitants is significantly lower than those who reside in the more “affluent” areas of any given city in the United States ever increasing the gap providing American youth with the possibilities to better themselves. This fundamental flaw in the system is key in the ever increasing crime rates and is the main factor as to why the assimilation of the minority groups into the “mainstream” is at an even lower rate than it was 50 years ago.

Perhaps a hundred years ago, America might have rightly claimed to have been the land of opportunity, or at least a land where there was more opportunity than elsewhere. But not for at least a quarter of a century. Horatio Alger-style rags-to-riches stories were not a deliberate hoax, but given how they’ve lulled us into a sense of complacency, they might as well have been.

It’s not that social mobility is impossible, but that the upwardly mobile American is becoming a statistical oddity. According to research from the Brookings Institution, only 58 percent of Americans born into the bottom fifth of income earners move out of that category, and just 6 percent born into the bottom fifth move into the top. Economic mobility in the United States is lower than in most of Europe and lower than in all of Scandinavia.
Another way of looking at equality of opportunity is to ask to what extent the life chances of a child are dependent on the education and income of his parents. Is it just as likely that a child of poor or poorly educated parents gets a good education and rises to the middle class as someone born to middle-class parents with college degrees? Even in a more egalitarian society, the answer would be no. But the life prospects of an American are more dependent on the income and education of his parents than in almost any other advanced country for which there is data.

How do we explain this? Some of it has to do with persistent discrimination. Latinos and African-Americans still get paid less than whites, and women still get paid less than men, even though they recently surpassed men in the number of advanced degrees they obtain. Though gender disparities in the workplace are less than they once were, there is still a glass ceiling: women are sorely underrepresented in top corporate positions and constitute a minuscule fraction of C.E.O.’s.

Discrimination, however, is only a small part of the picture. Probably the most important reason for lack of equality of opportunity is education: both its quantity and quality. After World War II, Europe made a major effort to democratize its education systems. We did, too, with the G.I. Bill, which extended higher education to Americans across the economic spectrum.

But then we changed, in several ways. While racial segregation decreased, economic segregation increased. After 1980, the poor grew poorer, the middle stagnated, and the top did better and better. Disparities widened between those living in poor localities and those living in rich suburbs — or rich enough to send their kids to private schools. A result was a widening gap in educational performance — the achievement gap between rich and poor kids born in 2001 was 30 to 40 percent larger than it was for those born 25 years earlier, the Stanford sociologist Sean F. Reardon found.

Of course, there are other forces at play, some of which start even before birth. Children in affluent families get more exposure to reading and less exposure to environmental hazards. Their families can afford enriching experiences like music lessons and summer camp. They get better nutrition and health care, which enhance their learning, directly and indirectly.

Americans are coming to realize that their cherished narrative of social and economic mobility is a myth. Unless current trends in education are reversed, the situation is likely to get even worse. In some cases it seems as if policy has actually been designed to reduce opportunity: government support for many state schools has been steadily gutted over the last few decades — and especially in the last few years. Meanwhile, students are crushed by giant student loan debts that are almost impossible to discharge, even in bankruptcy. This is happening at the same time that a college education is more important than ever for getting a good job.

Young people from families of modest means face a Catch-22: without a college education, they are condemned to a life of poor prospects; with a college education, they may be condemned to a lifetime of living at the brink. And increasingly even a college degree isn’t enough; one needs either a graduate
degree or a series of (often unpaid) internships. Those at the top have the connections and social capital to get those opportunities. Those in the middle and bottom don’t. The point is that no one makes it on his or her own. And those at the top get more help from their families than do those lower down on the ladder. Government should help to level the playing field.

Americans are coming to realize that their cherished narrative of social and economic mobility is a myth. Grand deceptions of this magnitude are hard to maintain for long — and the country has already been through a couple of decades of self-deception.

Without substantial policy changes, our self-image, and the image we project to the world, will diminish — and so will our economic standing and stability. Inequality of outcomes and inequality of opportunity reinforce each other — and contribute to economic weakness, as Alan B. Krueger, a Princeton economist and the chairman of the White House Council of Economic Advisers, has emphasized. We have an economic, and not only moral, interest in saving the American dream.

Policies that promote equality of opportunity must target the youngest Americans. First, we have to make sure that mothers are not exposed to environmental hazards and get adequate prenatal health care. Then, we have to reverse the damaging cutbacks to preschool education, a theme Mr. Obama emphasized on Tuesday. We have to make sure that all children have adequate nutrition and health care — not only do we have to provide the resources, but if necessary, we have to incentivize parents, by coaching or training them or even rewarding them for being good caregivers. The right says that money isn’t the solution. They’ve chased reforms like charter schools and private-school vouchers, but most of these efforts have shown ambiguous results at best. Giving more money to poor schools would help. So would summer and extracurricular programs that enrich low-income students’ skills.
Achieving learning for all will require ensuring that all students, not just the most advantaged, acquire the knowledge and skills they need to end the intergenerational cycle of poverty and lead healthy, productive lives. This means identifying and working towards removing the barriers that often keep girls, children with disabilities, the extreme poor, and indigenous people, from accessing a quality education.

As countries make progress toward achieving the Education for All (EFA) goals and the Millennium Development Goals (MDGs) for education - achieving universal primary education and gender parity in education - the global community is focusing on the nearly 70 million children who are still out of school. Together we are working to ensure they too are able to reap the full benefits of a quality education. In addition, the international community is focusing on the millions of children who are in school but are not acquiring the necessary skills to compete in the global knowledge economy. Now more than ever, countries are zeroing in on children who are hardest-to-reach and disadvantaged - because, even when these children attend school, they often do not complete primary education or benefit from quality teaching and learning. Recent results of regional and international assessments consistently show large learning gaps among students based on their socioeconomic backgrounds.

The colloquium, Getting to Equal in Education: Addressing Gender and Multiple Sources of Disadvantage to Achieve Learning, brought together leading researchers, thinkers from the public and private sectors, and practitioners to discuss interventions that help address multiple sources of educational disadvantage, with a focus on gender. In addition to knowledge sharing, the colloquium ensured that a wealth of experiences and viewpoints were shared in order to further the dialogue around improving the quality of evidence used for policy making. The colloquium reaffirmed the World Bank’s commitment to gender equality and to reducing multiple sources of disadvantage. This commitment is detailed in the World Bank’s Education Sector Strategy, Learning for All: Investing in People’s Knowledge and Skills to Promote Development, and recommendations for going forward are outlined in the World Bank’s World Development Report 2012, Gender Equality and Development.

Finally, it is unconscionable that a rich country like the United States has made access to higher education so difficult for those at the bottom and middle. There are many alternative ways of providing universal access to higher education, from Australia’s income-contingent loan program to the near-free system of universities in Europe. A more educated population yields greater innovation, a robust economy and higher incomes — which mean a higher tax base. Those benefits are, of course, why we’ve long been committed to free public education through 12th grade. But while a 12th-grade education might have sufficed a century ago, it doesn’t today. Yet we haven ...

When will our world be free of bigotry finally? Free of bias? Free of intolerance to those not of the same economical status as our own?

Equal Economic Education...the time for this long overdue reality, is NOW and it is the only viable future that makes sense and will give humanity a chance.
The price of apathy towards public affairs is to be ruled by evil men.
– Plato, ancient Greek philosopher

...The 20th century has been characterized by three developments of great political importance: The growth of democracy, the growth of corporate power, and the growth of corporate propaganda as a means of protecting corporate power against democracy.
– Alex Carey, Australian social scientist

The most effective way to restrict democracy is to transfer decision-making from the public arena to unaccountable institutions: kings and princes, priestly castes, military juntas, party dictatorships, or modern corporations.
– Noam Chomsky, M.I.T. emeritus Professor of Linguistics

On Tuesday, January 19 (2010), the Obama administration got a kick in the pants from the Massachusetts voters when they filled former Senator Ted Kennedy’s seat by electing a conservative Republican candidate. The essence of their message was: stop dithering and start governing; stop trying to satisfy the bankers and please the editors of Rupert Murdoch’s Wall Street Journal, and start caring for the ordinary people.

Two days later, President Barack Obama seemed to have understood the people’s message when he announced a “Volcker rule” that will forbid large banks from owning hedge funds that make money by placing large bets against their own clients, using information that these same clients gave them. It was about time. Such a policy should have been announced months ago, if not years ago.

On the same day, however, a nonelected body, the U.S. Supreme Court, threw a different challenge to the Obama administration. Indeed, on Thursday January 21 (2010), a Republican-appointed majority on the U.S. Supreme Court took it upon itself to profoundly change the U.S. Constitution and American democracy. Indeed, in what can be labeled a most reactionary decision, the Roberts U.S. Supreme Court, ruled that legal entities, such as corporations and labor unions, have the same purely personal rights to free speech as living individuals. Indeed, the First Amendment of the U.S. Constitution says “Congress shall make no law ... abridging the freedom of speech.

The only problem with such a wide interpretation of the U.S. Bills of Rights (N.B.: The first ten amendments to the United States Constitution are known as the Bill of Rights) is that this runs
contrary its letter and its spirit, since it clearly states later on that “the enumeration in the Constitution, of certain rights, shall not be construed to deny or disparage others retained by the people, and reserves all powers not granted to the federal government to the citizenry or States.” The words “people” and “citizenry” clearly refer here to living human beings, not to legal or artificial entities such as business corporations, labor unions, financial organizations or political lobbies.

Such entities, for example, cannot vote in an election. Indeed, laws governing voting rights in the United States clearly establish that only “Adult citizens of the United States who are residents of one of the 50 states have the right to participate fully in the political system of the United States”. No mention is made of corporations or other legal entities.

However, with its January 19 (2010) decision, the majority on the Roberts U.S. Supreme Court is saying in effect that even if artificial entities cannot vote in an election, they can spend as much money as they like to influence the outcome of an election. Money is speech for them, and the more a legal entity has of it, the more it has a right to become powerful politically and control the political agenda.

In fact, what Chief Justice Roberts and his conservative Supreme Court majority have done is to overcome a century-old democratic tradition in the United States in granting a constitutional right to business corporations and to banks, (because they are really the ones with a lot of money), to use their enormous resources to not only participate in debates about public issues, but also, and above all, to de facto dictate the election of candidates of their choice to public office.

That’s plutocracy, not democracy!

Plutocracy is defined as a political system characterized by “the rule by the wealthy, or power provided by wealth.” Democracy, on the other hand, is defined as a political system where political power belongs to the people. This means “a political government either carried out directly by the people (direct democracy) or by means of elected representatives of the people (representative democracy). The terms “the power to the people” are derived from the words “people” and “power” in Greek.

This fundamental idea of democracy was well summarized by President Abraham Lincoln, in his 1863 Gettysburg Address, when he said that it is “a government of the people, by the people and for the people.” This is a definition that is based on the basic democratic principle of equality among human beings.

But now, the Roberts Court’s decision must have made President Lincoln turn in his grave, because that decision, in effect, transfers political power from the living “people” to artificial corporate entities, with tons of money to spend. If Congress does not act quickly to reverse this decision, legal
entities will be able to spend freely in the media to support or oppose political candidates for president and Congress, and this, as far as the last moment of a political campaign. This is quite something!
The Ultra-Rich Fear EEE and they Seek to Prohibit even Discussion of Equal Economic Education

Presidents have died and been shamed to stop discussion

FDR said "Of course we believe in things like Social Security, work for the Un-employed, Saving Homes, Saving Farms, Good Equal Education as long as it does not in any way cost the rich any money"

After FDR proposed this 12 days later he died.
"There's a plot in this country to enslave every man, woman and child. Before I leave this high and noble office, I intend to expose this plot."

- President John F. Kennedy

7 days before his assassination

On his death bed a CIA agent recently confessed that Kennedy was killed because of his Beliefs on Education
The ultimate measure of a man is not where he stands in moments of comfort, but where he stands at times of challenge and controversy.

"The function of education is to teach one to think intensively and to think critically... Intelligence plus character - that is the goal of true education."

"Why bus children to a different school when we could change the old school with equal distribution of education tax money?"

Martin Luther King Jr.
Jan. 15, 1929 – April 4, 1968
Fought + Died for Equality
"For there is another kind of violence, slower but just as deadly destructive as the shot or the bomb in the night. This is the violence of unequal institutions; indifference and inaction and slow decay. This is the violence that afflicts the poor, that poisons relations between men because their skin has different colors. This is the slow destruction of a child by hunger, and schools without books and homes without heat in the winter."
"I believe that, as long as there is plenty, poverty is evil."

The Kennedy Bros were killed for Wanting Equal Economic Education
The quickest and cheapest way to stabilize our society's housing problems is to distribute the education tax equally.
Is it possible, because it looks probable that the Ultra-Rich so fear Equal Economic Education in its stark simplicity and logic, that the Ultra-Rich have to kill or slander all who even discuss it.

[Image: After full exposure of WaterGate + being Re-Elected By a Large Landslide, Nixon Proposed Equal Economic Education and to stop discussion of this the Ultra-Rich reintroduced the WaterGate issue

**Equal Educational Opportunities Act of 1972**

[Image: The Have$ versus The Have Not$]

Upper Class Watching Knowing who to bet on

Lower Class

Wall St.

Middle Class

Liberté • Égalité • Fraternité

République Française

France has Equality as part of its basic motto but there is no equality in education. There are vast differences in rich schools vs poor schools.
The devaluing of the American dollar over the last five years has made every American’s worth 50% less than before. The Americans have allowed hypocrisy to expound and the unequal education has made most students think education is a joke. Everyone devalues education and looks for the easy way out. The best expression of lazy stupidity and how marketing has taken over is the election of George Bush for two terms. George was a stupid psychopath who hurt the country. If you hired a set of trained intellectual terrorists to plot how to hurt America, you could not have hurt America more. His devastating and destructive legacy has now made every American poorer, hated, and less respected. There are still Americans with their chest stuck out trying to get themselves to believe that America is still the leader of the world. But inside they know different, and their own self deception is weakening. It will take more than bravado to save America. The global recession that began in America’s housing market has shaken the world’s economic order and possibly knocked the United States down a notch or two or more, maybe much more. The spendthrift American consumer is out of money. American wages are flat. Despite some hopeful signs, the U.S. economy could muddle along for decades. Technology has shifted from America to other countries. And as oil shifted from Texas oil men to Arab henchmen, America has made many other countries rich. The lazy shortcut driven Americans have all went on strike for more and more pay only for most of them to be laid off as victims of takeovers and early sale of the assets of their company. Only America has such cruel takeovers and asset sales leaving thousands into millions of workers out of jobs. Everyone wants to be rich. Lying and hypocrisy thrive in America. And if they don’t watch America could go bankrupt. Even now they are borrowing from the Chinese and Japanese.

Meanwhile, actions in China -- rather than in the United States -- may have been the trigger for a global economic recovery. Many other nations will grow faster than the United States over the next few years and command an increasing share of the world’s resources. In the Chinese constitution it is said that the government must encourage and develop the sense of self discipline in the people. Americans have all but lost the idea of self discipline.

"The message to Americans," says Mauro Guillen, an economist at the University of Pennsylvania's Wharton School, "is you need to redouble your efforts to be more competitive." Another suggestion is to not be so greedy. Work harder steal less.
American innovation has solved daunting problems before and could again. But it would be a grave mistake to assume that American prosperity will continue on some preordained upward course. Nations rise and fall, often realizing what happened only in retrospect. To rebuild America we need to be focused onto the mistakes and the problems of the past.

Here are some of the many problems that are undermining our future prosperity:

**America is a land of haves and have-nots**
The Federal Reserve is not owned by Americans but is owned by the Ultra Rich bankers. These people are above the law. The Federal Reserve does not need to account to the American government. They do not need to account to anybody or anything. Each American now owes the Federal Reserve more than $40,000 usd. Our debt to the Federal Reserve is approaching twenty trillion dollars. This means that Americans have become a land of indentured servants working only to pay taxes to go to the Federal Reserve. And with the interest charged per minute, we can never be free. This massive con job Federal Reserve was pushed into existence by a trick of the government in 1913 and 1914. Woodrow Wilson said of this that he had doomed his country to death by allowing the bankers to take control. We are now seeing the possible death of America with such large hypocrisy as this. We think we are free and that we own our possessions but we are all debtors to a country who is sinking us deeper into debt. Illusions of ownership, material wealth, equality and freedom stop us from seeing the truth.

**America has no real health care but disease care**
The system of health insurance has failed and people are not getting healthier but they are getting poorer. The medical system is run by corporations bent on profit not people. Health care is more and more expensive. And attempts to give all a care will bankrupt the system when everybody got their hands out. There is a basic lack of understanding of the biology and health taught in schools and the killers, processed foods, nitrate meats, processed sugars, synthetic compounds, tobacco, and drugs, drugs, drugs all killing and making us sick. There is no working definition of health. And no consciousness of
stress effects by the main players, the FDA and the AMA. So the rich get richer and the poor get poorer. The people causing the health care problem are getting rich and don’t want their excessive profits taxed. They then invest their money into drugs and hospitals to get secondary benefits from causing disease, charge to palliate the symptoms. Don’t cure them palliate and make them dependent on a drug. Make them run to a doctor in fear when their child sniffsles. We have a “wake you up to give a sleeping pill” system; with “did you take your meds” as the key mantra. All about drug co. profit.

Police are preparing to put those who refuse Vaccination into Concentration Camps

To get a Drug to Market

1. find a natural compound and reduce the key ingredient
2. hire SYNthetic Chemist to make a petro-chemical fake similarity
3. start clinical trials on college kids to show effect
4. get boiler room sales people to sell the stock
5. Get a key doctor to sign off the papers
6. 7. 8 data goes to stat man to twist data to not show side effects + to enhance results
9. FDA men are promised grants, jobs, or some kind of kick back often he recommends to go back to testing that has to at least appear regular
10. 11. 12. the drug is marketed and advertised as the best thing in history and we await the side effects and hope we make enough money before it is recalled
FDA employees are trained in SINthetic drugs, and hope to get better paying jobs, grants, trips, favors to relatives and friends by Drug companies. They are unable to see the damages of evidence based SINthetic drugs.
Too Many Americans don't want to work
Sure, now that jobs are scarce, everybody's willing to put in a few extra hours to stay ahead of the ax. But look around: We still expect easy money, hope to retire early and embrace the overly simplistic messages of bestsellers like "The One Minute Millionaire" and "The 4-Hour Work Week."
Unfortunately, the rest of the world isn't sending as much money our way as it used to, which makes it harder to do less with more. White-collar jobs are now migrating overseas just like blue-collar ones. Kids in Asia spend the summer studying math and science while American mall rats are texting each other about Britney and Miley.
"We need a different mind-set," says Guillen. "People need to invest more in their own future. Instead of buying stuff at the mall, spend the money on evening classes. Learn a language or skills you don't have."
I recently interviewed entrepreneur Gary Vaynerchuk, who transformed his father's neighborhood liquor store into a $60 million business anchored by the Web site winelibrarytv.com. An overnight success? Hardly. Vaynerchuk has big plans, and
he works at least 16 hours a day to achieve them. "If you want to work eight hours a day," he says, "you're going to get eight-hour-a-day results. There's nothing wrong with that, but I don't want to hear you bitch about money if you're only willing to work eight hours a day." Take pride in what you do, enjoy the work, and bring a positive sense to the job.

Vaynerchuk is only 33, but he has something in common with John Bogle, the founder of the Vanguard mutual fund company, who's 80 years old. I talked to Bogle recently about how Americans need to change their approach to work and money. He told me this: "We need more caution, more savings and we may have to work harder. Maybe we need more people who like to work and don't count down every day till retirement."

Too Many Americans don't want to sacrifice

Why should we? The government is standing by with stimulus money, banker bailouts, homeowner aid, cash for clunkers, expanded health care and maybe more stimulus money. And most Americans will never have to pay an extra dime for any of this. Somehow, $9 trillion worth of government debt will just become somebody else's problem. The American government can just print money, make it from paper. And the rest of the world will just smile and let us. Actually they won't that is why the big devaluation of the dollar will happen when the Ultra Rich have properly removed more of their liquid investments from the US shores. With it impossible to attack the Ultra Rich what else can we do but let someone else do it. Everyone is afraid, and most problematic is the lawyers are afraid. Lawyers used to fight for law but now they all just play let's make a deal. They are afraid to step out of the line, afraid to stand up to the Ultra Rich, afraid to do their job.

When he was campaigning, candidate Barack Obama dabbled with the "personal responsibility" theme, and in his acceptance speech in November he called for a "new spirit of sacrifice."

Obama's plan is to get a tiny portion of the American public -- the wealthy and the corporations-- to pay higher taxes for the benefit of the majority. Hey, if we can convince 1% of the population to bear some responsibility for fighting two open-ended wars that is supposedly in the interest of every American. It would just be best to tell the middle class that if they want something, they need to earn it themselves. The Ultra Rich has manipulated the system for profit and should now be asked to help out. Obama Ultra Rich and corporation tax will get over 2 trillion of the debt back. Apparently a good start, but more will be needed. There is enough money in the excess of the Ultra Rich to fund this recovery. Joy, pride, equality, honesty, transparency, caring, sharing, Honor all of these and more need to be brought back into the system.
Way TOOOOO MANY Americans are uninformed and uneducated

The health care battle-- sorry, "debate" -- is Exhibits A, B and C. The soaring cost of health care is a problem that affects most Americans. Those shrinking paychecks, squeezing small businesses, bankrupting families and swelling the national debt add to the burden. Yet outraged Americans seem most concerned about media fictions like death panels and government-enforced euthanasia, while clinging to the myth that our current system of selective availability and perverse incentives somehow represents capitalist ideals. The public is easily diverted and the media shapes all attention and thought. Hypocrisy rules but few see it. The Ultra Rich controlled media influences our perspective.

People who lack the sense to question Big Lies always end up in deep trouble. Being well informed takes work, even with the Internet. In a democracy, that's simply a civic burden. If we're too foolish or lazy to educate ourselves on health care, global warming, financial reform and other complicated issues, then we're signing ourselves over to special interests of the Ultra Rich who see nothing wrong with plundering our national -- and personal -- wealth.
Science has become a search for funding not a search for truth
It is foolish to think that technology will solve the problems that technology caused. Scientist's opinions can be bought for a fee. Money is in control and Machiavelli was right. The Ultra Rich control science and use it for profit. Protestors and those who believe in truth are made fun of in the media, and not allowed into the science club. We used to look up to scientists but now we view them as most often self interested, arrogant or paid to say the things they say.

Energy is a problem, the Environment is a problem
The same oil that powers our cars and comes from deep in the earth can be grown on farms. There is Bio-mass, Bio-fuels, wind, solar etc not really being tapped. Our problem is too much carbon dioxide and too little oxygen in the air. If we switch to farming our energy, we have plants taking in carbon dioxide and giving off oxygen. All the while the plants are supplying us with bio-fuels and bio-mass, Problem solved. America is no longer dependent on foreign oil, the environment is saved, people move to more rural farming communities that improve health, more good healthy air, more fresh food, less congestion, less crime. Hydroponics brings water desalination and life to the dry deserts; we channel sea water and remove the threats of rising sea, and a host of cleaner lifestyle choices all from using plants rather than drilling for oil. Brazil has made major advances in the way of getting energy from plants. They even use sugar to make plastics and other chemicals that used to be only Petro-chemical. The technology exists today to do this. But America is under control of the Ultra Rich who want us to keep the money flowing to the Arab world. With very little help we could jump to a new system of energy and save planet, money etc. but the Ultra Rich don't want this. So America is the leader in pollution and oil consumption.

The I Culture
We may be chastened by the recession, but Americans still believe they deserve the best of everything -- the best job, the best health care, the best education for our kids. But now we do not have the best of any of these. America is way down the list for almost all good categories except cost of health care, where it is the leader by far. And we want everything at a
discount -- or better yet, free -- which brings us back to the usual disconnect between what we want and what we're willing to pay for. What's in it for me is the guideline.

Rationing is a dirty word, so we can't have a system that officially rations something as vital as health care or education. Instead, we have unacknowledged, de facto rationing that directs the most resources to those with the best connections, the most money or the savvy to game the system.

What keeps the rest of us content is the illusion that we, too, eventually might be able to game the system -- as long as the government doesn't interfere. There is a possibility to hit the lottery, make the NBA, sell drugs, retire to Hawaii, get an insurance settlement and somehow beat the game. As if material goods and money were all it needed. Solutions that serve some public good -- like Social Security and bank deposit insurance in the 1930s and Medicare in the 1960s -- usually require everybody to give something to get something. If it works, the overall benefits outweigh the costs.

Good programs leave individuals the option to pay more if they want more. Bad programs promise more than they can deliver. But often we don't know that until it's too late. True solution could come from facing the hypocrisy.

To get out of the toilet America has slipped into we need to go from a "ME ME" society to a "WE WE" society. We can take a "We WE" to get out of the toilet.
What a bunch of knuckleheads: according to Zogby, the majority of Americans—three in four—can correctly identify Larry, Curly, and Moe as the Three Stooges. Only two out of five respondents, however, can correctly identify the executive, legislative, and judicial branches as the three wings of government.
America has lost some of its Honor

The average American tells three lies every ten minutes. The marriage vows of love forever are 85% broken. A businessman can make a deal in one room and another in a different room on the same day. Americans feel it is Ok to lie to themselves, and to others. All because they know the system lies to them every day so it must be Ok. In Norway and Sweden and other Scandinavian countries the public transport is on the honor system, and 99% pay. If the American subway system was to use the honor system almost no one would pay. We have less and less a sense of right and wrong. In a recent poll 65% of American children thought it was Ok to commit a crime as long as you don't get caught. This is a tragedy. And for the people who are annoyed by this truth, I’ll wager you live in a good neighborhood with good expensive public schools. 25% of American children going to school are below the poverty line, more than any other country. In Europe it is 10%.

America is has become the land of incredible Hypocrisy

There are so many incredible and unbelievable hypocritc money swayed ideas, procedures and things in America. The leading killers of people are tobacco and doctor prescribed pharmaceuticals, with millions of deaths and associations with deaths. The FDA is to protect us but the killers are allowed to kill as the FDA chases alternative medicine. The hypocrisy is astounding.

There is public water, public roads, public utilities and public areas, where there is equality. There is no Gucci water system or Armani roads. But in education there is vast vast vast differences. The public education is still based on local taxes, so there is an incredible difference in the money for education in a state. In most grade schools and high schools there is little chance for a good education, and this produces four big problems 1. Lack of respect for education 2. Lack of caring for others 3. Areas of ghetto devastation, 4. Rising Crime as certain people have no other resort. The land of the free has more people in jail by far more than any other. And 99% of those in jail are from less funded lower class PUBLIC schools. The jobs will go to the people graduating from the schools with more money. Not public education at all. In fact since the most prevalent difference between the people living in poor school areas versus rich areas is race, the unequal system produces apartheid. The unequal education system maintains and encourages racism, those graduating from poor schools with little money, appear to be stupid, when it is a product of hypocrisy. The simple solution of a state or country to give equal economic education is not even aloud to be discussed. People who discuss this seem to vanish. Children grow up asking why and the parents say Because I say so. People grow up asking why and the Ultra Rich say Because I say so. There is a different set of laws for people who can afford good lawyers. O.J. Simpson’s case would have turned out different with public offenders. Equality as a word is laughable, as an American concept ludicrous.

The hypocrisy of the media is extreme. The movie industry is of just a few chosen few insiders who don't rock the boat. The music industry who used to have protest singers has no been under control of a few ultra rich who deny access from true protest. The news media tell us one per cent of the truth of what's really happening. The marketing media tell the uneducated public what to buy, when to wear it and when to buy another. The celebrity culture is designed to make us feel inadequate, give us false hope and drive us into conformity. Ultra Rich hypocrisy is at the heart of American problems.

As today’s children grow up and pose questions on the hypocrisy, they are met with scolding, witticisms like you can’t fight city hall, keep your mouth shut and get with the program. They are taught to fear power, obey authority and remain stupid. Just get by and find what happiness you can in drugs, sex, or music. And as music slips more and more non-verbal, less and less protest is allowed. The protesters are humiliated, maliciously aligned, and dealt with severely, all just below the
uncomfortable level to not get too much attention. Conform and stand in the proper line say the proper thing and you will be OK. School cares more for conformity and reduced tension than education. "Step out line and they take you away" as BS once said. The minds become dull and the ultra Rich get richer. And after America is under indentured slavery and mindless oppression the Ultra Rich will try to move elsewhere and they will find out that they can't fool or control everyone. Sexuality and sexual identity is a decision for the brain or big head to make. But in America all are taught to think with the little head. Your sexual identity is decided not in your big head brain but in your little head penis. Whether you have one or not makes you male or female. In fact most of American culture is encouraged to think with the little head. Turn on the music video channels and see how sex is used to help you make every decision. America thinks with the little head and you what trouble can then result. Latent homosexuals in the media will not allow stories of sexual freedom to be shown.

So the attacks on me went from regulatory to media, to revoking my American passport. All because of my social protests and greatness of free spirit. Freedom expressed in writing articles like this and making movies the way I do. The small petty minded army of the Ultra Rich attacks me. The recent financial crisis has seen the destruction of a host of banks. The remainder are funded and controlled by the Ultra Rich who fund and control the drug companies. So when I proved that synthetic compounds are not compatible with the human body, I became a threat. With ten words appearing in my movies I became more. Those ten words are "if I were you I'd sell my drug company stock". The chain reaction of these words could destroy the American economy. America has invested its future in a lie. Synthetic drugs are not compatible with life. The simple truth could destroy a nation.

The Ultra Rich controls every aspect of American life. The hypocrisy makes some that can see this, feel depressed and helpless. And some of them resort to drugs or alcohol to forget. Some who see this succumb to the pressure and drop out. This makes for a bad society of drones and some protesters dismissed in the media as cranks. But as the Angel I hope you will see that there is hope for America. It lies in breaking the back of the Ultra Rich. It lies with the Americans waking up. We must fight against the Ultra Rich and their army of small petty minds. The Angel Book was written to help. America must reduce its greed, avarice, hypocrisy, anger, and false beliefs. America can be saved and restored to the days of glory, through compassion, caring, sharing, truth, equality and freedom.

See more of our movies on Equal Economic Education

http://indavideo.hu/video/Equal_Economic_Education- a_Story_of_Sacrifice_versus_Conspiracy
http://indavideo.hu/video/Minorities_are_Not_Stupid_- Our_Educational_Funding_is_Stupid
TOTAL CRISIS

PANIC BUTTON

START RUNNING
Danger Is Eminent

DON'T THINK
Stay Fearful And Alert

FLASHING

OBEY ORDERS
We, The Ultra Rich Controlled Media will tell you How to Think and Act.
We should be panicked. The Ultra-Rich and the FDA want to completely control medicine and the profit. The FDA has gradually given itself more and more control over medicine. The idea is that soon there will be an automatic prescription of a SINthetic drug given to you for any ailment. A blood test or perhaps a DNA test or maybe a symptom and a drug and dose will be automatically made without real human intervention. And if you don’t go to the doctor they will punish you. And if the doctor resists he will lose his license. There would be absolute control of medicine by the drug companies.

The drug company’s synthetic drugs have all failed and they need to make their use mandatory to make you use them. This anal retentive form of government control is possible in a system where intelligence is so low and complete control over the minds of the population has come about.

Nationalize Medicine?

100,000 die annually using FDA’s “safe and effective” drugs

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Anything Less is Just Prejudice
COUNTERTHINK
THE DIFFERENCE BETWEEN CHINA AND THE U.S.A.

IN CHINA, THE PEOPLE KILL CORRUPT FDA OFFICIALS.

IN AMERICA, CORRUPT FDA OFFICIALS KILL THE PEOPLE.

FACT: CHINA EXECUTED ITS TOP FDA OFFICIAL FOR ACCEPTING Bribes FROM DRUG COMPANIES. IN THE U.S., SUCH OFFICIALS GET PROMOTED.

Look into my eyes... you are feeling sleepy... sleepier... let yourselves go... Now, listen carefully... you are in grave danger... danger, danger... the swine flu will kill you... will kill you... vitamins can't help you... can't help you... you alone can save yourselves... you alone... you alone... you alone, and Tamiflu too... save yourselves... with Tamiflu... Tamiflu, Tamiflu...

Do Not Listen to Desire' Dubounet your Dr knows best
COUNTERTHINK

WELCOME TO HELL

MURDERERS

ANIMAL ABUSERS

PHARMACEUTICAL REPS

IS THIS WHERE WE GET OUR BONUS?
With the cost of bringing a drug to market at over 1.5 million dollars, when will we see the ludicrous folly.

Equal Rights, Equal Respect, Equal Economic Education

Anything Less is Just Prejudice
If U.S. land were divided like U.S. wealth:

**AFTER MESS 8-8-2008**

1% would own this

9% would own this

30% would own this

20% would own this

40% would own this red dot

**Before MESS 8-8-2008**

1% would own this

9% would own this

30% would own this

20% would own this

40% would own this red dot
The Future Projections

References


13. [http://gas.sagepub.com](http://gas.sagepub.com)


Appendix

Liberté • Égalité • Fraternité

RÉPUBLIQUE FRANÇAISE

France has equality as part of its basic motto but there is no equality in education. There are vast differences in rich schools vs poor schools.
Inequalities in France are particularly volatile these days, with high unemployment, rising income inequality, increasingly evident differences in opportunities for young people from immigrant communities, and rather different levels of schooling available to different communities in France. Social conflict, strikes, and political disagreements are rising in France, and it will take skillful work by community leaders and public policy makers to arrive at a new and sustainable social consensus. There seems to be a new social reality in France - - and to cope with these new realities, there is an urgent need for good social understanding of the causes of social distress, social inequality, and social conflict.

Some recent work in French sociology, economics, and journalism provides some useful contributions towards arriving at that better understanding of contemporary France.

Noteworthy along these lines is an important institute at the Sorbonne that focuses on inequalities in France, L'Observatoire des inégalités. Researchers affiliated with the Observatoire have recently published the institute's second report on inequalities, L'état des inégalités en France 2009 (link). The volume includes extensive statistical information about social and economic inequalities in France, as well as a set of short, thoughtful essays offering analysis of several dimensions of current inequalities. Observatoire Director Louis Maurin and President Patrick Savidan provide the introduction to the volume. The book is a solid and illuminating snapshot of the situation of wealth, income, education, gender, and ethnic status in France today, and it provides a useful empirical baseline for understanding current debates and conflicts in France during this period of severe economic crisis.

The major categories of measurement include income and poverty, employment, education, life style, social origin, gender, age, nationality and immigration, space and territory, health, housing, and comparisons with Europe and the world.

The book brings forward a great range of social data. Several graphs and charts caught my eye as being...
particularly interesting. Here's a map of poverty across the face of France:

And here is a graph indicating the rate and volume of poverty over several decades. The second panel indicates a fairly large decline in the percentage of poverty since 1970, with relatively little change in the past ten years.
Women's equality in the workplace appears to have made more progress than in many other countries. Since 1951 median female salary has increased from about 65% of median male salary to about 82% in 2005:

And the percentage of adults with higher education is also an interesting variable. Overall, 17.7% of adults have a two-year or four-year degree beyond the Baccalaureat (roughly, high school diploma). This compares to a U.S. figure of about 27% of the adult population with an bachelor's degree (link), with an additional percentage of adults with a two-year associate's degree. This is especially important because another table...
documents that 72% of young people with the Bac+2 have regular jobs, compared with only 43% of young people lacking a diploma. Clearly, access to higher education is a critical component in economic opportunity in France, as it is in the United States.

<table>
<thead>
<tr>
<th>NIVEAU SCOLAIRE DE LA POPULATION (%)</th>
<th>Ensemble</th>
<th>20-24 ans</th>
<th>25-49 ans</th>
<th>50-64 ans</th>
<th>65 ans ou plus</th>
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<td>Diplôme ou CEP</td>
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</tr>
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</table>

The section on health is interesting, though it would be useful to have more public health variables and more disaggregation across regions and communities. In the fifteen years between 1976 and 1991 life expectancy for both men and women has increased by about three years, and the gap between male and female life expectancy has remained wide at about seven years (76 compared to 83 for the period 1991-1999). In general, this volume indicates that French public opinion and public policy seems to pay more attention to the situation of "handicapped" people than is the case in the United States.

The section on nationalities and immigrants is also eye-opening. 15% of immigrant households fall below the poverty line, compared with 5.6% of non-immigrant households. And households of North African origin show a staggering poverty rate of 22.6%. The report makes it plain that a significant part of this differential derives from overt discrimination; a candidate with a French surname is between 1.5 and 3 times more likely to receive a job interview than a French resident of Moroccan origin.

An excellent companion to this book is La France invisible, prepared by Stéphane Beaud, Joseph Confavreux, and Jade Lindgaard. (See an earlier posting on French sociology for a brief discussion of this book.) This book makes an extensive effort to catalogue the many slices of French society that are often overlooked; this is the sociological reality that underlies many of the forms of inequality described in L’état des inégalités en France 2009. La France invisible is not primarily interested in statistical measurement; there is not a single table or graph in the 650-page volume. Instead, it is an effort at sociological description and ethnographic insight into the situations of daily life of the various disadvantaged minority groups in France. The editors link their work to an earlier book by Pierre Bourdieu, La Misère du monde, in 1993. Their goal is to give voice to people and groups who have been largely unheard in the larger society in the past thirty years. And they have made a very powerful contribution to this effort.

Combine these books with the careful and intense fieldwork by Didier Lapeyronnie in Ghetto urbain, and you have a great survey of social inequalities in France today. (See an earlier posting on segregation in France that
refers to Lapeyronnie's work.) Lapeyronnie's work documents in great sociological detail, some of the social realities that define the situation of inequality, discrimination, and segregation that limit many of France's immigrant communities today. And it is self-evident, that France must address these issues in ways consistent with its highest civic values -- or social conflict is inevitable.

I am sure that every country is developing its own forms of analysis of the new social realities that the twenty-first century confronts us with. And it is an interesting fact that there are persistent differences across national traditions of social inquiry. We certainly need new approaches and new mental frameworks in terms of which to understand the rapidly changing social circumstances of the cities and populations of the world today. Berlin, Oslo, and Milan are probably creating equally interesting new ideas about how to conceptualize emerging social realities. But even in this global world of ideas, the obstacle of language makes transmission of these research traditions difficult. The contemporary French sociological framework is sufficiently distinctive from American and British sociology to serve as a highly interesting point of contrast and innovation for fresh thinking everywhere.

The Hidden Wealth of the Richest 1%

Including or excluding the so called "couch potatoes", Americans take in more information than they ever have. Newscasters such as Ted Koppel, Dan Rather, Tom Brokaw, Robert McNeil, and Jim Lehrer are as well known to this generation as Walter Cronkite was to previous generations. Not only do people watch their favorite newscasters regularly, they read mountains of newspapers and magazines as well.

Because the American media claims to be the freest in the world, few have reason to suspect that their mass media information is being very carefully controlled and colored. The shocking truth is that the American public is being purposely kept in the dark about many vital realities. For example are you aware that:

THE RICHEST 1 (ONE) PERCENT OF AMERICANS possess more wealth than THE COMBINED WEALTH OF THE BOTTOM 90 (NINETY) PERCENT.

Despite how incorrect that statistic may first appear, there is definitely no error or misprint involved. Not only that, the full significance of the above statement is rather
difficult to instantly appreciate, so we'll take a moment more to consider its implications.

Because the richest 1% prefer to associate almost exclusively with members of their own social and economic standing, few members of the bottom 90% of Americans have ever even met a millionaire let alone a billionaire.

Consequently if you belong to the bottom 90%, you can think of the wealth of the richest 1% as:
more wealth than the combined assets of every American you have ever met, plus all the assets of every American you would be likely to meet on a trip that took you through every single city and town in the nation!!

If you haven't been thinking of the rich and their wealth in quite that light, I suggest you begin to, because that information is only the tip of the iceberg of information being actively suppressed by the so-called freest media on the planet. Many references will be made throughout the book to the bottom 90%, so it is appropriate that we try to define the group a little more precisely.

Since the average person in the West considers himself or herself a member of the middle class, logic as well as popular opinion would suggest that half or more of the population fits into it. Initially then, let's arbitrarily consider that American society is comprised of 60% middle class, 20% lower class, and 20% upper class. Because the combined middle and lower economic classes only account for 80% of the population, the bottom 90% of society must also include half of the so-called upper class as well!

This means that the bottom 90% is comprised of:

1) Every member of the middle class
2) Every member of the lower class
3) Half the members of the wealthy upper class

So now our original statistics can be interpreted to mean that:

THE RICHEST 1 (ONE) PERCENT of Americans own more wealth than:

1) ALL of the wealth of ALL of the MIDDLE class
   COMBINED WITH
2) ALL of the wealth of ALL of the LOWER class
   AND ADDED TO
3) ALL of the wealth of the bottom HALF of the UPPER class

If you are surprised or shocked, don't feel bad. The elite have gone out of their way to ensure that you didn't know it. Nevertheless, my initial choice of (20%, 60%, and 20%) to represent the upper, middle, and lower class population percentages was arbitrary, so if you think the
arbitrary percentage breakdown of society was at fault, I welcome you to run your own idea of the class percentages through the preceding model. No matter what figures you choose, the bottom 90% of society would still have to include ALL of the lower class, plus ALL of the so-called middle class, plus a portion of the upper class. The staggering significance of the wealth of the richest 1% will not alter. Go ahead and try it.

The Hidden Wealth of the Next Richest 9%

Up to this point, we have referred only to the richest 1% and the bottom 90%. However, sandwiched in between those two groups is another wealthy minority, the next richest 9%. Let’s now find out how that group fares economically. You may be stunned to learn that:

THE NEXT RICHEST 9 (NINE) PERCENT also possess more wealth than THE COMBINED WEALTH OF THE BOTTOM 90 (NINETY) PERCENT

As unbelievable as it sounds, there are two minority groups, not just one, that own more assets than the bottom 90%. These two statistics alone should leave little doubt that the bulk of the wealth in America is owned by a very small minority of super rich individuals. This reality contrasts so drastically with the "equal opportunity", "equal prosperity" concepts fed to the bottom 90% and the world at large, that statistics such as these have had to be suppressed. Again, there is no misprint. The only deceit involved is that the bottom 90% have been purposely kept in the dark about wealth distribution realities.

Hidden Permanent Prosperity For The Rich

If you were unaware of the severity of wealth distribution inequities, then you are probably in for an even bigger surprise to learn that the rate, at which the economic elite are getting richer, is simply astounding.

Statistics published in Forbes magazine’s annual survey of America’s billionaires expose this little known but shocking reality. In 1982 there were 13 billionaires; in 1983....15; in 1984....12; in 1985....13; in 1986....26; in 1987....49. Note carefully that prior to 1986 the number of American billionaires had averaged around 13. Then the Reagan administration drastically altered the wealth distribution patterns by introducing new tax legislation favoring the top 1%. In 1986 the number of billionaires DOUBLED, and by 1987 the number of billionaires had virtually QUADRUPILED to 49!! By 1988, there were 68 individuals or families that each had net wealth in excess of $1,000,000,000. By 1989, the number had risen precipitously to 82. And by 1990, the Forbes survey reported the staggering total of 99!! With favorable tax laws in place, the super rich can enjoy bonanza years even during recessions!! The tax laws that allowed this to happen are still in place, and will remain in place till enough people get sufficiently concerned to insist that they be changed.
Pornography was the great vice of the Seventies; Plutography - the graphic depiction of the acts of the Ultra Rich - the great vice of the Future.

Quotation of Tom Wolfe

The Ultra Rich has secretly taken over all media and control most everything you hear, read, see on TV, see in a Movie, Hear on the radio and taste in a restaurant. In 2008 because of 911 America gave itself the right to listen to all electronic communications including telephone conversations, e-mails, bank transactions, and more. And the ultra rich buy access to this info. So they hear what you say, determine how to make you want you do not want, they can then sell you anything or get you to believe anything they want you to believe. They are now the power. They pay no taxes, they have no accounting, they have their own laws, and they do whatever they want. And you are the puppet slave paying for them. America is now a Plutocracy owned and operated by the Ultra-Rich. No longer the land of the free it is the land of the stand in line and conform.
Here is your new pledge of allegiance.

I Pledge Allegiance to the Flag of the Plutocracy of America and to the Dollar for Which it Stands One DOMINATION Under the Dollar God With the Owners Invisible With Liberty and Justice for All, a meaningless Joke
Dumb As A Rock: You Will Be Absolutely Amazed At The Things That U.S. High School Students Do Not Know
By Michael Snyder, on January 10th, 2012

Are we raising the stupidest generation in American history? The statistics that you are about to read below are incredibly shocking. They indicate that U.S. high school students are basically as dumb as a rock. As you read the rest of this article, you will be absolutely amazed at the things that U.S. high school students do not know. At this point, it is really hard to argue that the U.S. education system is a success. Our children are spoiled and lazy, our schools do not challenge them and students in Europe and in Asia routinely outperform our students very badly on standardized tests. In particular, schools in America do an incredibly poor job of teaching our students subjects such as history, economics and geography that are necessary for understanding the things that are taking place in our world today. For example, according to a survey conducted by the National Geographic Society, only 37 percent of Americans between the ages of 18 and 24 can find Iraq on a map of the world. According to that same survey, 50 percent of Americans between the ages of 18 and 24 can’t even find the state of New York on a map. If our students cannot even find Iraq and New York on a map, what hope is there that they will be able to think critically about the important world events of our day?

Sadly, almost every survey or study about high school students that gets done shows that most of our students are not even receiving a basic education.

For example, the following comes from an article posted on MSNBC....

Just 13 percent of high school seniors who took the 2010 National Assessment of Educational Progress — called the Nation’s Report Card — showed solid academic performance in American history.

So only 13 percent of our high school seniors are proficient in history?

That doesn’t sound good.

So what does that mean exactly?
Well, there have been some other surveys and studies that have quizzed U.S. high school students about specific historical facts.

The following are some of the absolutely amazing results of a study conducted a few years ago by Common Core....

*Only 43 percent of all U.S. high school students knew that the Civil War was fought some time between 1850 and 1900.

*More than a quarter of all U.S. high school students thought that Christopher Columbus made his famous voyage across the Atlantic Ocean after the year 1750.

*Approximately a third of all U.S. high school students did not know that the Bill of Rights guarantees freedom of speech and freedom of religion. (This is a topic that I touched on yesterday).

*Only 60 percent of all U.S. students knew that World War I was fought some time between 1900 and 1950.

Even more shocking were the results of a survey of Oklahoma high school students conducted back in 2009. The following is a list of the questions that were asked and the percentage of students that answered correctly....

What is the supreme law of the land? 28 percent

What do we call the first ten amendments to the Constitution? 26 percent

What are the two parts of the U.S. Congress? 27 percent

How many justices are there on the Supreme Court? 10 percent

Who wrote the Declaration of Independence? 14 percent

What ocean is on the east coast of the United States? 61 percent

What are the two major political parties in the United States? 43 percent

We elect a U.S. senator for how many years? 11 percent

Who was the first President of the United States? 23 percent

Who is in charge of the executive branch? 29 percent

Some have criticized the survey results above because they came from a telephone survey, but the truth is that they are not some sort of an anomaly. Many other surveys have produced similar results. It doesn’t take a genius to realize that a large percentage of our high school students are as dumb as a rock.

The following is from an article written by reporter Mark Morford in which he described his conversations with a longtime Oakland high school teacher that was nearing retirement....

*It’s gotten so bad that, as my friend nears retirement, he says he is very seriously considering moving out of the country so as to escape what he sees will be the surefire collapse of functioning American
society in the next handful of years due to the absolutely irrefutable destruction, the shocking — and nearly hopeless — dumb-ification of the American brain. It is just that bad.

Now, you may think he’s merely a curmudgeon, a tired old teacher who stopped caring long ago. Not true. Teaching is his life. He says he loves his students, loves education and learning and watching young minds awaken. Problem is, he is seeing much less of it.

Later on in that same article, Morford tells us that the high school teacher even admitted that very few of his students even know how to put a sentence together....

It gets worse. My friend cites the fact that, of the 6,000 high school students he estimates he’s taught over the span of his career, only a small fraction now make it to his grade with a functioning understanding of written English. They do not know how to form a sentence. They cannot write an intelligible paragraph. Recently, after giving an assignment that required drawing lines, he realized that not a single student actually knew how to use a ruler.

It is not that our students do not have the capacity to be great.

It is just that they have learned to be incredibly lazy and our schools do not challenge them at all.

One study found that **55 percent** of all U.S. high school students spend 3 hours or less per week preparing for class.

Other nations require their students to work far longer and far harder.

And they get much better results.

Today, American 15-year-olds do not even rank in the top half of all advanced nations when it comes to math or science literacy.

So how do we expect to compete if this continues?

If we would just challenge our students and require more out of them we could do so much better. What most public schools are doing right now simply does not work. The following is from a report that John Stossel did a few years ago entitled “Stupid In America”....

I talked with 18-year-old Dorian Cain in South Carolina, who was still struggling to read a single sentence in a first-grade level book when I met him. Although his public schools had spent nearly $100,000 on him over 12 years, he still couldn’t read.

So “20/20” sent Dorian to a private learning center, Sylvan, to see if teachers there could teach Dorian to read when the South Carolina public schools failed to.

Using computers and workbooks, Dorian’s reading went up two grade levels — after just 72 hours of instruction.

His mother, Gena Cain, is thrilled with Dorian’s progress but disappointed with his public schools. “With Sylvan, it’s a huge improvement. And they’re doing what they’re supposed to do. They’re on point. But I can’t say the same for the public schools,” she said.

It absolutely amazes me how millions upon millions of our students can get all the way through high school without ever learning how to read, write or speak at a functional level.
Instead of producing the leaders of tomorrow, our education system is producing a bunch of sheep that are trained to take orders and that are pretty good at taking multiple choice tests.

If you want to get really depressed about the future of America, just watch some of the Jaywalking segments that Jay Leno does. Yes, it is funny to watch as he demonstrates how little Americans actually know about world events. But it is also a sign of how far our education system has fallen.

If Americans cannot even answer basic factual questions about our own government, then how in the world will anyone ever be able to persuade them to think critically about the Federal Reserve, the economic crisis or about our corrupt political system?

Our children are the future of this nation, and right now that future is looking quite bleak.

11 Facts About Literacy in America

1. Two-thirds of students who cannot read proficiently by the end of 4th grade will end up in jail or on welfare. Over 70 percent of America’s inmates cannot read above a 4th grade level.

2. 1 in 4 children in America grow up without learning how to read.
3. As of 2011, America was the only free-market OECD (Organization for Economic Cooperation and Development) country where the current generation was less well educated than the previous.

4. Literacy is a learned skill. Illiteracy is passed down from parents who can neither read nor write.

5. Nearly 85 percent of the juveniles who face trial in the juvenile court system are functionally illiterate, proving that there is a close relationship between illiteracy and crime. More than 60 percent of all inmates are functionally illiterate.

6. 53 percent of 4th graders admitted to reading recreationally “almost every day,” while only 20 percent of 8th graders could say the same. (2009 study)

7. 75 percent of Americans who receive food stamps perform at the lowest 2 levels of literacy, and 90 percent of high school dropouts are on welfare.

8. Teenage girls ages 16 to 19 who live at or below the poverty level and have below average literacy skills are 6 times more likely to have children out of wedlock than the girls their age who can read proficiently.

9. Reports show that low literacy directly costs the healthcare industry over $70 million every year.

10. In 2013, Washington, D.C. was ranked the most literate American city for the third year in a row, with Seattle and Minneapolis close behind.

11. Long Beach, CA was ranked the country’s most illiterate city, followed by Mesa, AZ, and Aurora, CO.
Recent polls have shown a fifth of Americans can't locate the U.S. on a world map. Why do you think this is?

I personally believe that U.S. Americans are unable to do so, because, uh, some ... people out there in our nation don't have maps, and, uh, I believe that our education like such as South Africa and, uh, the Iraq everywhere like, such as and ... I believe that they should, our education over here in the US should help the US, er, should help South Africa and should help the Iraq and the Asian countries, so we will be able to build up our future, for our children...

Nothing to See Here. Just a Coincidence.

Country with the loosest gun control laws in the developed world.
Most anyone can buy a gun and not be traced back to the seller

Country with the highest gun-related homicides in the developed world.
75 Children a week die from Guns, 400,000 + people a year die from guns
And blondes wonder why there are blonde jokes.  

THE WORLD ACCORDING TO AMERICANS
“Nothing in the world is more dangerous than sincere ignorance and conscientious stupidity.”

Martin Luther King Jr.
23% of America is Illiterate

One in five Americans lacks the basic skills beyond a 4th grade level. Could you be one of them?

A few years ago, the U.S. Department of Education conducted the National Adult Literacy Survey. The figures are for 2003, the latest year available.

43% of American High School Graduates do not have satisfactory Reading and Writing Skills

Americans
Yes, they are that stupid

Get a Brain! Morans

Go USA
ELEPHANTS
Larger than the moon

BREAKING NEWS
78% of Americans legally retarded
BORN EQUAL
How reducing inequality could give our children a better future

Save the Children

EQUALITY...
How much further away?
Education inequality Displays Hypocrisy

Equal Rights, Equal Respect Equal Economic Education

Anything Less is Just Prejudice
PROOF of the ULTRA RICH CONTROL

& mind domination

1. Dec 23, 1911. The United States Congress is duped by bankers and tricked by the Ultra Rich into making a pseudo governmental but actually privately owned corporation, the Federal Reserve. The Federal Reserve is no more federal than Federal Express. It's owners are secret; it is never audited, reports to no-one, and covertly and firmly control the American government completely. The Ultra Rich from time to time will engineer and create a financial crisis by simply withholding their wealth from circulation. They scream at the paper losses they falsely incur. The middle classes, in a panic sell their stocks, make a run on the banks, lose their jobs and watch their properties devalue. The Ultra Rich then bring their money back into circulation and buy the stock and property for pennies on the dollar. The middle classes are then fooled into reinvesting, refinancing, and re-believing the chicanery.

2. The Ultra Rich control all. They put profits above people and prohibit the FDA from stopping the sale of cigarettes. The Ultra Rich push quick fix making white dextrose sugar over more healthy low-carbo fruit sugar. They push meat over vegetables, and a disease care system over a health or wellness care. Disease care is a major source of profit. They stop the electric car, push SINOCRIT patent drugs, limit malpractice suits, prosecute dissenters, pollute the waters, destroy the trees, promote stupidity, push a drug culture and slowly stop protests and squelch free speech. They push addiction to tobacco, sugar and drugs and take away dignity.

3. 1999 - The World Trade Towers fail a fire safety inspection sometime before 9-11. The Ultra Rich owners of the towers are told that the towers will be condemned sometime in the next ten years. A master plan is designed to use xenophobia and fear to give more control.

4. 2000- The Ultra Rich owners get a .35 billion dollar insurance policy. The Ultra Rich request a double indemnity 7 billion dollar clause if both towers fall in the same day from public transport. This clause is granted because how improbable would it be.

5. Sept 11, 2001. The towers fall under suspicious circumstances, The ULTIMATE PROOF is that the worst crime in history, 9/11 is totally ruled out from investigation. George Bush orders that they CAN BE NO investigation of the most outrageous crime of all time.

6. Aug 8, 2007. Five major corporations headed by Rupert Murdoch control all of the media, the newspapers, the Wall street journal, the TV, radio, and movies. Protest movies and new thinkers are weeded out and refused opportunities. The world slips to the stupid side. The Ultra Rich control, twist, distort, and deform what we hear and read about the world. The truth is hidden and the Ultra Rich are never to blame. 8-8 is the anniversary of Hiroshima, a date of infinity for many reasons.

7. Aug 8, 2007. The USA grants itself the power to listen to all conversations world wide, all bank transactions, and all electronic communications. The world blindly offers no resistance, the Ultra Rich control this power. The media is worshipped.

8. 2000- till now Small petty anal retentive geek minds are employed as paper pushers to control any attempts to challenge the Ultra Rich.

9. 2009- The plunders of the crime remain un-sought and un-investigated for almost a decade. Wars are made on lies. Billions live in fear. Millions die. Fear, anger, greed, hate accelerate. Weapon sales soar. Oil prices soar. All profits soar beyond comprehension. The financial power drifts from the USA to the Mideast.

10. 2008-2009 The US government spends a trillion dollars of taxpayer money to bail out the Ultra Rich who have mismanaged credit. The Ultra Rich make mistakes and the middle class lose their property and sell it for pennies on the dollar to the Ultra Rich. The Ultra Rich owned Federal Reserve is assuming control of the land and the money while America is being un-privatized and shifting from a land of owners to a country of indentured servants. The world watches helplessly powerless to stop as the Ultra Rich Federal Reserve print more money (from thin air) for the Ultra Rich to lend America with interest.

11. There is no proof that there is no lizard alien culture behind this. There is definitely a selfish crusty beat-alien lizard brain in all of us. So there is a lizard brain behind this conspiracy, and until we have proof that there is no covert alien presence we should pretend that the gun is loaded. We need more information to the people.

12. Today and until we do something to end it---The rich get vastly richer, the poor get poorer. The Ultra Rich control what we see, they control how we think, they listen to our every action, they use petty minds to twist and work against any who oppose them. They steal swindle money when they can and print money at whim.

When will the people wake up? Can the Angel wake us up? Is there any hope? Yes the internet media, I-AM-Films and Equal Economic Education are the start. Join and become one of the hundred million Angels predicted in the Bible. Tell your friends to watch TMT TV and to read this book. 2012 is approaching fast.
Champions of Equality