

A Question for American's:

by Michael H. Keehn - Updated February 26, 2018
Constitutional Attorney John Whitehead's Article Annexed October 2, 2015

We often fail to see what is clearly before our eyes. The construction of this “question” is intended to *invite* the reader to ***think outside the box***. Most of us seem to have our own *gripes* and *complaints* about government, and the way it does business. But we do not see how we contribute to the process of which we complain. This document constructs a question for the reader to examine, and in *answering*, he, or she, may see their own contribution to the *obligations* heaped upon all of us by government, thus providing an insight into how our lives are taken over and controlled.

In developing the question, the stage must be set to put matters into proper perspective. In *setting the stage* we will agree on some basics as a foundation for the “question.” That being said, we begin.

If I were to encounter you on the street and put a gun to your head in order to take your money (your property), what are the *mechanics* of what is taking place? In reality, I am using the threat of force and violence, or actual force and violence if necessary, to place your life in peril or at risk in order to force you to relinquish your money to me. Using force and violence (or the threat thereof) to take your money (property) without *your* permission is a crime! Anyone sitting in judgment of these actions would conclude that I am guilty of a crime, and I would be sent to prison for robbery.

That is, as it should be. Using force and violence is a criminal act, and we would all agree that this is not *proper intercourse* for the American landscape. I might have decided to rob you in order to *help out the needy and underprivileged*, but that makes no difference. With all the noble or selfish excuses stripped away, robbery is using force or violence, threatened or actual, to put your life at risk in order to take your property against your will.

As matters would have it, **Law** is also ***force & violence***, thus its proper role lies in defense only! Not in offense. Implementing legitimate law is using what ever ***force & violence*** necessary to make you comply with the law. That is why *law* must be ***just and honorable*** in its application. For if it is not ***just and honorable***, then law itself becomes criminal.

With these understandings we may now consider the question.

Is it not the same crime for Government to threaten through law (***force & violence***), to place your body in prison where your body will be brutalized and raped on a regular basis by other more powerful and aggressive prisoners, to deprive you of your liberty and ability to provide for yourself and your family, all to take your property (money) from you to educate *my child*?

Take a moment before continuing to consider this question. Is not the same crime of robbery being committed? The problem we face, of course, is that we in society tend to equate *law* with morality. The axiom is that if the action is sanctioned by law, it must be moral. But is it? This is your opportunity to ***think outside the box***. While it is probably necessary to have laws that govern the behavior of a people, those laws should confine themselves to defending people from injury, not become the source of injury themselves, and in this case we are referring to financial injury.

Law is just when it defends someone from injury, and it is unjust when it causes injury to one individual to benefit another.

So there is the question before us. Are we going to accept that *the law* may take the money (property) of my neighbor without his permission for my benefit? If we accept that the law can be so used, then we really have no law, only a fight for survival. We cannot be a free people so long as we are willing to '***unjustly***' plunder our neighbor for our own benefit and then try to rationalize it as necessary for the ***public good***. When law strays outside the realm of ***defending people from injury***, it has then entered into ***injustice***, it has entered into a world of crime. It is called ***perversion of law***.

The initial, and difficult task for the lawmaker, is getting the populace to accept a *criminal practice* as legitimate. But once the populace has been indoctrinated, or intimidated, into accepting the *criminal practice* they will exonerate the government for the same crimes for which they send '*street criminals*' to prison.

I suspect that the primary reason the populace will exonerate government's criminal behavior is because this behavior on the part of government has the potential to benefit them to some small degree. And so the average citizen gets his piece of the criminal action by sanctioning and supporting criminal behavior carried on by government.

Returning now to our focus on education.

If we were alive in 1885 and wished to have our children 'formally' educated, you and I, and other parents with children, went together and hired a teacher whom we paid for the service. Education was a privilege, not a right - as it should be. We did not expect our neighbor, who has no children, or maybe no children in the school, to pay for the education that our child was receiving. We certainly could have held a gun to our neighbors head and taken his money to pay for our child's education but someone might have called that robbery and put us in prison.

Children generally worked hard in these schools because their parents were paying for them to be there and learn. The children knew their parents were sacrificing their hard earned money and so the children generally did their best to take advantage of what was being offered. Those that did not, were taken out of school by their parents who did not want to waste their money, they would much rather commit that money to the education of their other children or the well being of the entire family.

In this private service and agreement for schooling, the teacher had a good environment for he, or she, was teaching young people who mostly wanted to learn. Mostly students who were enthusiastic and working hard to learn. In this environment the teacher could use the more advanced students to teach (help) the struggling students. In doing this, the older students became even more educated by virtue of teaching other students in various subjects. And

because no one was under any sort of *obligation or threat* from government to be present, their attitudes were a reflection of this freedom from punishment and *force and violent* intrusion by government.

We now make laws that require children to be in school ***and we force compliance***. The children are now essentially a prisoner. And in some cases, mostly in older children, their attitudes have reflected this *forced obligation*. They often resist learning, resist the school's efforts to indoctrinate them, resist the authority the school exercises over them. The result is that many schools in our country are now dangerous places to be.

Teachers of today are now faced with a different student attitude from those of 1885 and are trying to educate young people who, in many cases, do not want to learn. Because of this there has, for many years now, been a continual lowering of acceptable standards on achievement tests. With the *no child left behind policy*, we seem willing to lower achievement standards until a cow can pass on to the next grade. This frustrates teachers and so their attitude changes. If the *public school system* is going to adopt policies that virtually guarantee a general failure of the educational process, then why try? Just put in the hours, take the money and go home. This is a *no win policy* forced upon public educators and students alike.

What teachers generally do not recognize, or perhaps they do, is that **school administration policies are in place to prevent true education from taking place**. There is, on [my website](#) [link], a document titled: The [Underground History of American Education](#) [link]. This document, written by a teacher (John T. Gatto) is the most popular download on the entire web-page, generally averaging from a thousand to three-thousand downloads monthly. To me, it is an indication of *how seriously* parents take their children's education.

And the whole of Public Education is funded by ***force and violence***, by virtue of holding a 'statutory gun' to my neighbors head to pay for the education of my child ***as is required by un-constitutional law***. Through '**force of law**' we put our neighbors life at risk in order to force him to relinquish his property (money) for the purpose of paying for our child's education. But in our minds we rationalize that this is O-K because, even though we can see that this is a

criminal activity for which we will receive a 'piece of the criminal action' through payment for our child's education. In short, it is an unlawful way to stick our hands into our neighbors pocket.

Now comes the next question: **"How can we have a true 'educational environment' that is based in and funded by a criminal activity?"** The answer is simple of course, we cannot have true education when it is based in and funded by and through criminal behavior. When someone is forced by violence (threatened or actual) to fund the education of children, then that someone has become a victim of Criminal Government, and more so when the children are those of someone else. But whether an individual is being forced by Government to fund the education of his own children or the children of someone else, does not matter – they are both a crime. The children are then going to be indoctrinated into the curriculum that someone high up the bureaucratic food chain wants them to be taught, or NOT TAUGHT.

But for the parents of the United States, it is not possible to have an educational system based on an immoral premise and generally expect students to perform well or be well educated. In short, we cannot expect a positive outcome in which 90% of the students are well educated, and this has to be disheartening for teachers. I have nothing against someone else providing funding for the education of my children, but it should be done by charitable means or by philanthropy. The open and un-forced willingness of others to help. Not by **Government force and violence!** In doing otherwise we teach our children that it is O-K to plunder and pillage your neighbor when it is to your benefit.

And then we Americans whine when we are pillaged and plundered by Government Leadership, by and through the laws (corporation rules) they pass, for the benefit of someone else who will receive our property (money) as a farm subsidy, welfare payment, low income home loan, educational grant, or foreign aid.

And after we've taught our children to participate and benefit from criminal behavior, we tell everyone how much we love them. Perhaps we should teach our children that:

“Wrong is wrong... even if it helps you”

The Solution:

I have heard teachers complain about the lack of support they receive from parents. Well, why should the parents be supportive? They have no voluntary contribution to the funding that educates their child. The money comes from all of us, taken by force if need be. But suppose the parent were to pay for the education of their children, as was done when education was a private enterprise, not a criminal public one. If the parent were paying the teacher for the education of their child and the teacher were having a problem with that child, you can bet that the parent would be more than willing to help and lend support.

If the teacher had a totally uncooperative and/or disruptive child in class, in a private system the teacher could refuse to work with the child, thus preventing one child from disrupting the education of other children. What a thought... a teacher in control of the classroom. Not the school administration, not the Department of Education, not the Principle... the teacher. It just boggles the mind!

So teachers, how do we get there? Conventional wisdom suggests that we need a license to teach. This is not so. You only need a license to teach in 1) a public school or 2) a school which is licensed. *Teaching* is a *common law occupation*. If you are a citizen of the republic of these united States of America, you can engage in any occupation not owing its existence to the character of *National Government* (which is the District of Columbia). This is, of course, the same with all *common law* occupations and is discussed to some extent in the [**Slaughterhouse Cases**](#), a U. S. Supreme Court decision.

“In the Slaughter House cases of 1873, the court [Supreme] ruled that freedom of enterprise was not a Fourteenth Amendment Privilege or Immunity. Such basic and fundamental rights that do not owe their existence to the Federal Government are not privileges or immunities of citizens of the United States. It then went on to rule that only rights owing their existence to the United

States government would henceforth be treated as privileges or immunities 'of citizens of the United States'. ” – Modern Constitutional Law by Antieau. (Available from *West Publishing*)

And the occupation of *School Teacher* predates the creation of the *federal government* and does not owe its existence to the Federal Government. With this understanding, anyone, including *trained teachers*, could open a school of their own and begin teaching. They would be in control, and they would be responsible for the outcome.

And therein lies the ***solution***. But, unfortunately, public school teachers have, for a very long time now, not educated students in such matters. This creates a scenario of unknown outcome.

But the *outcome* is only unknown to us, the general public. It is, of course, fully known by those who set up the curriculum of indoctrination. One simple example:

"United States. This term has several meanings. It may be merely the name of a sovereign occupying the position analogous to that of other sovereigns in a family of nations, it may designate territory over which sovereignty of United States extends, or it may be collective name of the states which are united by and under the Constitution. *Hooven & Allison Co. v. Evatt*, U.S. Ohio, 324 U.S. 652, 65 S.Ct. 870, 880,89 L.Ed. 1252." – *Blacks Law Dictionary*, Sixth Edition

In these three definitions for the term “United States”, one is a corporation, another is a republic. If we are going to declare ourselves to be a *citizen of the United States*, it might be important to know to which *United States* we refer. This has also led to the evolvement of a second Constitution, created by changing just one word. While the organic Constitution of 1789 is a *Constitution **for** the United States of America*, the corporate Constitution is ***of** the United States*. Therefore, when an elected official takes an oath to *protect and defend the Constitution **of** the United States*, we believe that it is to the Constitution of our republic when it is not. Yet, our public school system goes out of its way to make certain that student’s are NOT educated on this issue. This is only one of many such important issues on which students receive no education, but is completely within their ability to comprehend.

It is so unfortunate, but today's teachers are quite capable of seeing that the Emperor has no clothes, but they, evidently, aren't going to say so. And so, sadly, the deception continues.

Beginning on the next page is an article by Constitutional Attorney John Whitehead on Public Education in the United States!

Public School Students Are the New Inmates in the American Police State

By John W. Whitehead

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“Every day in communities across the United States, children and adolescents spend the majority of their waking hours in schools that have increasingly come to resemble places of detention more than places of learning. From metal detectors to drug tests, from increased policing to all-seeing electronic surveillance, the public schools of the twenty-first century reflect a society that has become fixated on crime, security and violence.”—Investigative journalist Annette Fuentes

In the American police state, you’re either a prisoner (shackled, controlled, monitored, ordered about, limited in what you can do and say, your life not your own) or a prison bureaucrat (police officer, judge, jailer, spy, profiteer, etc.).

Indeed, at a time when we are all viewed as suspects, there are so many ways in which a person can be branded a criminal for violating any number of laws, regulations or policies. Even if you haven’t knowingly violated any laws, there is still a myriad of ways in which you can run afoul of the police state and end up on the wrong side of a jail cell.

Unfortunately, when you’re a child in the American police state, life is that much worse.

Microcosms of the police state, America’s public schools contain almost every aspect of the militarized, intolerant, senseless, over-criminalized, legalistic, surveillance-riddled, totalitarian landscape that plagues those of us on the “outside.”

From the moment a child enters one of the nation's 98,000 public schools to the moment she graduates, she will be exposed to a steady diet of draconian zero tolerance policies that criminalize childish behavior, overreaching anti-bullying statutes that criminalize speech, school resource officers (police) tasked with disciplining and/or arresting so-called "disorderly" students, standardized testing that emphasizes rote answers over critical thinking, politically correct mindsets that teach young people to censor themselves and those around them, and extensive biometric and surveillance systems that, coupled with the rest, acclimate young people to a world in which they have no freedom of thought, speech or movement.

If your child is fortunate enough to survive his encounter with the public schools, you should count yourself fortunate.

Most students are not so lucky.

By the time the average young person in America finishes their public school education, nearly one out of every three of them will have been arrested.

More than 3 million students are suspended or expelled from schools every year, often for minor misbehavior, such as "disruptive behavior" or "insubordination." Black students are three times more likely than white students to face suspension and expulsion.

For instance, a Virginia sixth grader, the son of two school teachers and a member of the school's gifted program, was suspended for a year after school officials found a leaf (likely a maple leaf) in his backpack that they suspected was marijuana. Despite the fact that the leaf in question was not marijuana (a fact that officials knew almost immediately), the 11-year-old was still kicked out of school, charged with marijuana possession in juvenile court, enrolled in an alternative school away from his friends, subjected to twice-daily searches for drugs, and forced to be evaluated for substance abuse problems.

As the Washington Post warns: "It doesn't matter if your son or daughter brings a real pot leaf to school, or if he brings something that looks like a pot

leaf—okra, tomato, maple, buckeye, etc. If your kid calls it marijuana as a joke, or if another kid thinks it might be marijuana, that's grounds for expulsion.”

Many state laws require that schools notify law enforcement whenever a student is found with an “imitation controlled substance,” basically anything that look likes a drug but isn’t actually illegal. As a result, students have been suspended for bringing to school household spices such as oregano, breath mints, birth control pills and powdered sugar.

It’s not just look-alike drugs that can get a student in trouble under school zero tolerance policies. Look-alike weapons (toy guns—even Lego-sized ones, hand-drawn pictures of guns, pencils twirled in a “threatening” manner, imaginary bows and arrows, even fingers positioned like guns) can also land a student in detention.

Acts of kindness, concern or basic manners can also result in suspensions. One 13-year-old was given detention for exposing the school to “liability” by sharing his lunch with a hungry friend. A third grader was suspended for shaving her head in sympathy for a friend who had lost her hair to chemotherapy. And then there was the high school senior who was suspended for saying “bless you” after a fellow classmate sneezed.

Unfortunately, while these may appear to be isolated incidents, they are indicative of a nationwide phenomenon in which children are treated like suspects and criminals, especially within the public schools.

The schools have become a microcosm of the American police state, right down to the host of surveillance technologies, including video cameras, finger and palm scanners, iris scanners, as well as RFID and GPS tracking devices, employed to keep constant watch over their student bodies.

Making matters worse are the police.

Students accused of being disorderly or noncompliant have a difficult enough time navigating the bureaucracy of school boards, but when you bring the police into the picture, after-school detention and visits to the principal’s office

are transformed into punishments such as misdemeanor tickets, juvenile court, handcuffs, tasers and even prison terms.

In the absence of school-appropriate guidelines, police are more and more “stepping in to deal with minor rulebreaking—sagging pants, disrespectful comments, brief physical skirmishes. What previously might have resulted in a detention or a visit to the principal’s office was replaced with excruciating pain and temporary blindness, often followed by a trip to the courthouse.”

Thanks to a combination of media hype, political pandering and financial incentives, the use of armed police officers to patrol school hallways has risen dramatically in the years since the Columbine school shooting (nearly 20,000 by 2003). Funded by the U.S. Department of Justice, these school resource officers (SROs) have become de facto wardens in the elementary, middle and high schools, doling out their own brand of justice to the so-called “criminals” in their midst with the help of tasers, pepperspray, batons and brute force.

The horror stories are legion.

One SRO is accused of punching a 13-year-old student in the face for cutting the cafeteria line. That same cop put another student in a chokehold a week later, allegedly knocking the student unconscious and causing a brain injury. In Pennsylvania, a student was tased after ignoring an order to put his cell phone away.

Defending the use of handcuffs and pepper spray to subdue students, one Alabama police department reasoned that if they can employ such tactics on young people away from school, they should also be permitted to do so on campus.

Now advocates for such harsh police tactics and weaponry will tell you that school safety should be our first priority lest we find ourselves with another Sandy Hook. What they will not tell you is that such shootings are rare. As one congressional report found, the schools are, generally speaking, safe places for children.

In their zeal to crack down on guns and lock down the schools, these cheerleaders for police state tactics in the schools might also fail to mention the lucrative, multi-million dollar deals being cut with military contractors such as Taser International to equip these school cops with tasers, tanks, rifles and \$100,000 shooting detection systems.

Indeed, the transformation of hometown police departments into extensions of the military has been mirrored in the public schools, where school police have been gifted with high-powered M16 rifles, MRAP armored vehicles, grenade launchers, and other military gear. One Texas school district even boasts its own 12-member SWAT team.

According to one law review article on the school-to-prison pipeline, “Many school districts have formed their own police departments, some so large they rival the forces of major United States cities in size. For example, the safety division in New York City’s public schools is so large that if it were a local police department, it would be the fifth-largest police force in the country.”

The ramifications are far-reaching.

The term “school-to-prison pipeline” refers to a phenomenon in which children who are suspended or expelled from school have a greater likelihood of ending up in jail. One study found that “being suspended or expelled made a student nearly three times more likely to come into contact with the juvenile justice system within the next year.”

Not content to add police to their employee rosters, the schools have also come to resemble prisons, complete with surveillance cameras, metal detectors, drug-sniffing dogs, random locker searches and active shooter drills. The Detroit public schools boast a “\$5.6 million 23,000-sq ft. state of the art Command Center’ and ‘\$41.7 million district-wide security initiative’ including metal detectors and ID system where visitors’ names are checked against the sex offender registry.”

As if it weren’t bad enough that the nation’s schools have come to resemble prisons, the government is also contracting with private prisons to lock up our

young people for behavior that once would have merited a stern lecture. Nearly 40 percent of those young people who are arrested will serve time in a private prison, where the emphasis is on making profits for large megacorporations above all else.

Private prisons, the largest among them being GEO and the Corrections Corporation of America, profit by taking over a state's prison population for a fee. Many states, under contract with these private prisons, agree to keep the prisons full, which in turn results in more Americans being arrested, found guilty and jailed for nonviolent "crimes" such as holding Bible studies in their back yard. As the Washington Post points out, "With the growing influence of the prison lobby, the nation is, in effect, commoditizing human bodies for an industry in militant pursuit of profit... The influence of private prisons creates a system that trades money for human freedom, often at the expense of the nation's most vulnerable populations: children, immigrants and the poor."

This profit-driven system of incarceration has also given rise to a growth in juvenile prisons and financial incentives for jailing young people. Indeed, young people have become easy targets for the private prison industry, which profits from criminalizing childish behavior and jailing young people. For instance, two Pennsylvania judges made headlines when it was revealed that they had been conspiring with two businessmen in a \$2.6 million "kids for cash" scandal that resulted in more than 2500 children being found guilty and jailed in for-profit private prisons.

It has been said that America's schools are the training ground for future generations. Instead of raising up a generation of freedom fighters, however, we seem to be busy churning out newly minted citizens of the American police state who are being taught the hard way what it means to comply, fear and march in lockstep with the government's dictates.

As I point out in my book *Battlefield America: The War on the American People*, with every school police raid and overzealous punishment that is carried out in the name of school safety, the lesson being imparted is that Americans—especially young people—have no rights at all against the state or the police.

I'll conclude with one hopeful anecdote about a Philadelphia school dubbed the "Jones Jail" because of its bad reputation for violence among the student body. Situated in a desperately poor and dangerous part of the city, the John Paul Jones Middle School's student body had grown up among drug users, drug peddlers, prostitutes and gun violence. "By middle school," reports The Atlantic, most of these students "have witnessed more violence than most Americans who didn't serve in a war ever will."

According to investigative reporters Jeff Deeney, "School police officers patrolled the building at John Paul Jones, and children were routinely submitted to scans with metal detecting wands. All the windows were covered in metal grating and one room that held computers even had thick iron prison bars on its exterior... Every day... [police] would set up a perimeter of police officers on the blocks around the school, and those police were there to protect neighbors from the children, not to protect the children from the neighborhood."

In other words, John Paul Jones, one of the city's most dangerous schools, was a perfect example of the school-to-prison, police state apparatus at work among the nation's youngest and most impressionable citizens.

When management of John Paul Jones was taken over by a charter school that opted to de-escalate the police state presence, stripping away the metal detectors and barred windows, local police protested. In fact, they showed up wearing Kevlar vests. Nevertheless, school officials remained determined to do away with institutional control and surveillance, as well as aggressive security guards, and focus on noncoercive, nonviolent conflict resolution with an emphasis on student empowerment, relationship building and anger management.

The result: a 90% drop in serious incidents—drug sales, weapons, assaults, rapes—in one year alone. As one fifth-grader remarked on the changes, "There are no more fights. There are no more police. That's better for the community."

The lesson for the rest of us is this: you not only get what you pay for, but you reap what you sow.

If you want a nation of criminals, treat the citizenry like criminals.

If you want young people who grow up seeing themselves as prisoners, run the schools like prisons.

But if you want to raise up a generation of freedom fighters, who will actually operate with justice, fairness, accountability and equality towards each other and their government, then run the schools like freedom forums. Remove the metal detectors and surveillance cameras, re-assign the cops elsewhere, and start treating our nation's young people like citizens of a republic and not inmates in a police state.