



Education & Our DEBTonomy

.....the missing lessons



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Addressing
Involuntary Economic Servitude
Debt Money,
the effects of Interest
and the Solution.



Much is heard about the need for education and ways to measure teacher and student performance. We're pushed hard to '*invest*' more in education. Yet, after years of investing heavily in education, it seems we're not getting the desired return.



It is said that education is the '*foundation of a strong economy.*' If that is true, then there is something wrong with our educational system as we seem to experience poor economies over and over again every ten to fifteen years.

When will education make us smart enough to break this pattern, to know that we cannot export jobs and import people and still have a good economy, that we **cannot pay debt with debt and get rid of our debt**, that we cannot borrow our way to prosperity and that being forced to borrow to have a medium of exchange is *economic servitude* and that having to borrow to pay the interest does not work?



If education were giving a '*return on investment*' America would run more smoothly each year rather than constantly having booms and busts, its citizens collectively getting deeper in debt and growing social contention. If the ideas, concepts and principles being taught in our schools were correct we would have an honest, workable, sustainable monetary system and economy and a continually improving society with more solutions and fewer problems.

Our current state of affairs and the historical repetition of bad economic events is the result of education failing to teach the general citizenry the true and complete facts

about the *creation* and *circulation* of money. This educational failing is the reason we never get a real '*return on investment*' from education.

Mankind will never see the full potential return on its educational investment until our educational system starts teaching the truth and the facts about how our monetary system was changed from a freedom-based, debt-free, wealth monetary system to our current slave-based, destructive, confiscatory and unsustainable fractional reserve debt-based money system where all money is created by banks as loans.

"The actual creation of money always involves the extension of credit by private commercial banks." **Source:** U.S. Treasury

"It (a bank) simply makes book entries for its customers saying you have a deposit with us." **Source:** U.S. Treasury

The critical **first measure** of educational performance should be how well teachers explain and how well students understand our monetary system.

Our current money system creates *economic servitude* as it *forces* supposedly '*Free*' and '*sovereign*' Americans and their government into debt to obtain a medium-of-exchange.

It's *destructive* as it destroys the ability of most people to gain the benefit of their own production.

It's *confiscatory* because when all money is created

as interest-bearing debt, there is no way to create the money needed to pay the interest on the borrowed numbers.

Money we pay interest with is simply another borrower's loan principal captured in the process of commerce.

"Money that one borrower uses to pay interest on a loan has been created somewhere else in the economy by another loan." Source: - U.S Treasury

Principal portions of bank loan payments extinguish money. The interest debt cannot truly be paid. It can only be shifted to someone else. This shifting goes on until someone, a company, state, region or country is caught in a position where it cannot shift the debt. Then, they lose their property to foreclosure or suffer otherwise.

It's unsustainable because, in time, the debt will grow so large that the interest alone will be greater than all total income. This will be recognized as an unbearable loss of purchasing power in the medium of exchange. Educators never teach that this was not always so nor the intent of some of our American founders. They do not teach how our medium-of-exchange was 'switched' from the evidence of debt-free wealth and ownership it was intended to be, to an evidence of unpayable interest-bearing debts.



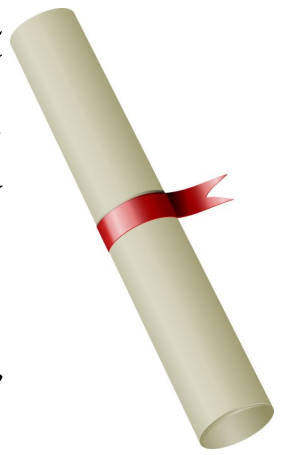
Only a few debtonomic students in *higher education* understand that all of our money is now created and placed

into circulation as loans. *These few are never taught about or shown the servitude of being forced into debt or the effects of interest in a debt-based money system* or that 'debt-money' is the antithesis of Freedom. The Chicago Federal Reserve's Publication, 'Two Faces of Debt' states on page 25, paragraph 3,

"But the controversy over the burden of the debt has not yet produced precise answers about the impact of interest costs."

Students and Americans in general are conditioned to be concerned about almost every kind of cost **except** the cost and effects of interest and the nature of their money system. Students who question what they are taught never do well in *debtonomic* classes. Those who want to do well and gain good positions from their *debtonomic* teaching must 'go along to get along' thereby perpetuating the deceitful ignorance of the evil effects of forced borrowing and interest in a debt-based money system. Therefore, most teachers, students and citizens never see that forcing free people into debt to obtain a medium of exchange puts them in economic servitude to the money creators, growing debt service, rising costs of living, loss of purchasing power, higher and higher tax pressures and that it creates an impossible '*saving*' environment and a tyrannical government run by the banking system elite. Concern about '*student loans*' and '*student debt*' is especially ironic

as students who get student loans, go into debt to pay tuition, listen to teachers, to earn a diploma while remaining ignorant about money and suffering from that ignorance.



Students in public *‘lower education’* are **never taught** much about money. Mostly, they are taught how to write checks, balance checking accounts and manage their money to achieve good credit scores so they can borrow. It’s never suggested that students should ask **‘why’** they must borrow and **‘where’** the lenders get all the money (*numbers*) they lend.

Students are never taught that:

1. Our medium of exchange has been switched from an evidence of wealth, Freedom and what we **OWN** to one that represents our servitude and debt we **OWE** to the banking system.
2. We now use interest-bearing debt for money, *numbers* created as simple electronic bookkeeping entries by private commercial banks at the moment a loan is made.
3. When a society uses interest bearing debt for money it will have debt, lots of it and the debt will always be greater than the money supply and growing.
4. Creating all money as loans, gives the money creator great power and influence in all sectors of society: government, publishing, broadcast, internet, even school

curriculum as school districts which bond (borrow) must do so, according to the terms of the lender.

These **educational failings** are the reasons most citizens grow up, remain in the dark **producing societies far behind** their developmental potential while struggling with the distractions of growing spiritual, moral, ethical, legal, social, political and *debtonomic* contention, chaos and difficulty making ends meet.

This lack of education conveniently makes it easier for a few to take advantage of the many who seem to be willing to work longer and harder as they grow older to have a constantly lowering standard of living while accepting greater and greater taxation, sacrifice and hardship to pay interest on the growing, ridiculous, unnecessary, enslaving and unpayable debt.

It's suggested that the debt is caused from the government '*spending*' too much and the people wanting to '*live beyond their means.*'

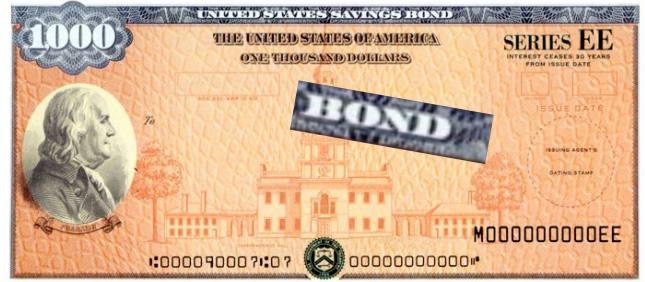
Our educational system never asks:

1. *Where is all the money that government spent?*
2. If government '*spent*' it shouldn't we all have it?
3. If government spent so much, why is there such a shortage?

‘ *Spending* ’ is the wrong word to describe the ‘ *Problem.* ’ The correct word is ‘ *Borrowing.* ’ ‘ *Spending* ’ is only a problem when you have to borrow it before you spend it.

Education never teaches that:

1. When a country has to borrow (bond) before it can have any money, it's not free nor sovereign but in economic servitude and foolish.



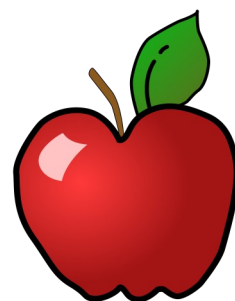
2. Its people must live beyond their means (income) or there would be no money in circulation to have incomes.
3. When interest is added to the loan, the country is now living further beyond its means, as its debt is now greater than the money supply created with the loan.
4. The total debt can never be repaid, as more borrowing is required to create the money needed to pay the interest on previous loans.
5. This unpayable interest must be added to the costs of living creating a growing spread between the money supply and prices, between the price of raw products and the price of finished products. Most recognize this as a loss of purchasing power in the medium of exchange.

Most students and citizens are never taught that:

1. Loan principal money is destroyed when repaid.
2. The asset (*money*) cannot exist without the liability.
3. Destroy the liability (*debt*) and we destroy the asset.
4. Government bonds and other evidence of indebtedness used as '*collateral*' for money created by the Federal Reserve System form the '*reserves*' for more debt creation (money/numbers) as loans to businesses and individuals via private neighborhood banks.
5. The ever-expanding debt is caused by the creation of all money as debts that grow with time.
6. Government and or, the private sector must keep borrowing to keep the system functioning.
7. Eventually, most will have so much debt that they cannot afford to borrow.

Our educational system never teaches that:

1. Money we are told to earn, save and invest is money (*numbers*) that has been created to a borrower as loan principal that we compete for in the process of commerce. Now we have the money. The borrower has the debt.
2. This principal is still owned by the bank that created the money (*numbers*) nor that the interest bill grows while the debt is outstanding (*while the money exists*)



3. The banks **OWN ALL THE MONEY** (numbers) **ALL THE TIME**.
4. You and I are forced to borrow the numbers to be able to buy and sell and forced to compete to try and pay the interest on the numbers.
5. Wherever the 'money' exists, your checking account, savings, billfold, or mattress, even if you do not owe for it; someone does.
6. The interest debt on existing money is continually growing but not increasing the money supply.
7. Time does not increase the money supply.
8. Time only increases the debt

Our educational system **never explains** that the 'money' we borrow is a never ending supply of 'numbers' the bank never has until it creates them. It's never emphasized that we will lose our real property put up for collateral if we cannot pay the bank back more dollars than the bank created. It never posits that perhaps numbers created and **spent** into circulation would promote economic freedom and work better than numbers created and loaned into circulation.

Our educational system **no longer teaches** that the constitutions of the federal and state governments are the supreme law of the land. No laws are to be passed that do not conform to those Constitutions and that those

Constitutions were based on the Ten Commandments; that the so-called collective welfare (*greater good*) cannot trump personal rights.

Our educational system never teaches that the purpose of our constitutional ‘*republican form*’ of government (rule by law) not *democracy* (rule by men) was to protect the peoples’ God given right to have **Justice** (*the quality of being righteous*), **Tranquility** (*permanent peace*) and to prosper from their own production. We can only have these things when we have an honest money system where money is spent or traded into circulation debt and interest-free representing an **earned payment** to the people based upon their production rather than money based on a ‘*promise to pay*’ that the bank never has to pay and that the people can only obtain by going into debt to the banking system.

Education never teaches that a people or country, with the authority to coin money, Mints, a Bureau of Engraving & Printing and Treasury need never borrow, owe, lack for money or need banks to create money. Given the current state of affairs, has education helped “*.....to promote the general Welfare*”?

Clean water, renewable energy, high-mileage cars, saving, investing, cutting back, increasing or decreasing taxes, early childhood education, efficiencies, low-fat diets, organic

foods, more sacrifice, health payment policy, doing things faster, robotics or a host of other 'fruit issue' solutions will not slow

the debt growth, pay the debt or interest, stop growing money shortages, economic problems, redirect our destructive course or create economic freedom.



We do not need more money for education! We need more education for the money from educators who know and teach the monetary truth and knowledge that results in social construction not social destruction.

David Brooks of the New York Times once **wrongly** stated that America would no longer be the '*leader*' of the world but a '*crossroads*' nation. However, America should be and can again be, unquestionably, the leader of the free world by spending new money into circulation debt and interest-free based on and representing an earned payment to the people for producing a mutual benefit. America can set an example for the world by leading with wealth not debt, freedom not servitude and get a return on its educational investment, if education would do its job.

Otherwise, we continue down the zero-sum path that ultimately ends with one entity holding all '*the marbles*', no one left to play marbles with, total servitude and despair.

There's only one way to correct our sad state of affairs. Follow the law, the **Constitution for the United States**. Have Congress create the money (*numbers*) and spend it into circulation in a way that insures *domestic Tranquility*, promotes the *general Welfare* and secures the *Blessings of Liberty* to *all* the people, not slavery to the 'dual' banking system that we have now.

1. a *federal banking system* chartered by federal government
2. a *state-chartered banking system* chartered and controlled by state law.

“We the People of the United States, in Order to form a more perfect Union, establish Justice, insure domestic Tranquility, provide for the common defense promote the general Welfare, and secure the Blessings of Liberty to ourselves and our Posterity.....

At the FEDERAL LEVEL, the best and correct way to do this is to combine an intent of our Constitution “*...promote the general Welfare...*” with the Congressional powers to:



1. *..coin money*
2. *..provide post roads.*

(Roads & Bridges)

The American Transportation Act provides for all new money to be spent into circulation in lieu of taxes or borrowing as an **earned payment** for labor and materials provided in the building and maintaining America's Roads and Bridges.

Which projects, are not decided by the Congress or by construction companies. Citizens decide by petitioning their government for the road and bridge work they want just as they do now. The money goes first to the people who earn the money by doing the work, **providing** the labor and materials. It then moves further into the economy circulating among all the people. This is accomplished with just a couple of changes to current federal or state law.

The STATE LEVEL solution would also *create money as an earned payment, not a loan*. It would have to be done differently to be Constitutional as no state shall coin money or emit bills of credit.

All that's needed is state law requiring state-chartered banks to create enough money (*numbers*) to pay for public road and bridge work in that state. The new numbers 'money' would then be spent into circulation as a debt-free, earned payment in lieu of taxing and borrowing. The public then uses the roads and bridges with no fees, taxes, or debt of any kind.

Legislation of this nature will create income for thousands of new jobs, demand for products and services in construction, water treatment, geo-thermal and solar electric energies, quickly move us away from the negatives of fossil fuels, provide the cash flow the economy desperately needs, increase sales taxes, decrease income taxes and many more benefits **without new debt, new taxes or cuts.**

When all money is created as a loan, the creator possesses great power and influence over social communication in newspapers, books, magazines, radio, television and others. This influence extends to school curriculums as the school districts which bond (borrow) to get money must do so according to the terms of the money creator.

Do you see ideas like these taught by our educational system or anywhere in the 146 pages of the Minnesota School Curriculum or your state's educational curriculum?

America will only get a return on its 'educational investment', break free of the 'new normal' and economic servitude when neighbors and friends start talking about what we are now using for money. Bring 'debt-money' into the national conversation. Demand that 'education' teach the monetary truth! Debt! It's what we use for money!

Tell your legislators to pass legislation as described in "*Roads & Bridges Without Taxing or Borrowing*" (back cover)

Students will never achieve expectations of their ‘full potential’ as adults, citizens or members of society until we again put all new money into circulation debt-free; money representing the mutually beneficial wealth we produce and spent into circulation as an earned payment.

Spending not Lending, is the only change that will make us economically free and make the solutions to the pressing needs of humanity possible. Will you become a money educator that helps bring about that change?

“Real Change Requires Real Change!”

Will you become a money educator
who helps pass the American Transportation Act
that brings about the change?

All we want is the Truth.
Just give us some Truth.





A BIT MORE

Congress wrongfully transferred its duty to create money for the benefit of all citizens to private special interests (banks) who switched our money for their personal profit from an evidence of wealth we owned to an evidence of debt we owe them. This transfer of duty gave the new money creators tremendous power and influence over **all sectors of society** easily observed today. The switch replaced governmental rule by law with economic rule.

Now, all money is created as interest bearing loans. If we don't borrow, there is no money to earn, spend or save! Forced into debt, Americans were placed and remain in economic servitude! This debt-based money system forces people into an economically violent context of having to compete for nonexistent, insufficient *debtonomic* resources as only the Principal money of the loan is created by the bank, not the additional interest required to repay the debt. Saving loan principal shortens available money further.

To understand how the Debt Money we are now forced

into debt to obtain destroys our environment, one must understand that Debt Money is when *“The actual creation of money (ALWAYS) involves the extension of credit by private commercial banks.”*

—Russell L. Munk, U. S. Treasury.

This means that all money is created by banks as loans. A borrower must go into debt to obtain the numbers the bank creates. *“Money is created when loans are issued and debts incurred. Money is extinguished when loans are repaid.”*

—John B. Henderson, Senior Specialist Price Economics,
Congressional Research Service, Library of Congress.

Forced borrowing is economic servitude, one result of creating and loaning all new money into circulation. Additionally, the debt is always greater than the money supply and growing with time. Only more borrowing increases the money supply. The constantly growing interest debt causes an ever widening ‘spread’ between the money supply and costs.



As the spread widens, it drives the costs of living and doing business higher, making it harder for Americans to make ends meet, harder for business to maintain profit margins, contributes to poor resource utilization and distribution, environmental destruction, ever increasing

costs of living, low wages, growing money shortages, 'short-cuts' in production processes and more.

Producing to **meet demand** has been lost to producing more and more just to get more money to **meet constantly rising costs** caused by the growing 'spread' and to maintain profits. Some call it the '***Growth Imperative***' which perceives the natural environment not as something to be enjoyed and cherished but rather a means to the paramount ends of profit-making and capital accumulation. Constant marketing is required to encourage purchases of the excess production along with promotion of credit and borrowing that will hopefully enable that consumption.

The growing struggle to maintain profits results in other shortcuts during production like dumping pollutants and toxins into our water and air, low nutrition foods, products of cheaper, less durable materials, planned obsolescence, products requiring constant upgrades and low wages.

As the use of debt money slows to a stop and debt free money fills the void, the debt will come out of and no longer be added to the costs of living stabilizing them. Purchasing power will return. Personal savings will increase. Taxes for costly social-help programs will diminish.

The need to produce to meet ever increasing costs will fade. Recycling, reusing, repurposing will diminish the senseless abuse of natural resources. As new businesses proliferate, people will find jobs closer to home and drive less.



*“Education
Without Action
Is Just
Entertainment”*

ROAD\$ & BRIDGE\$
without
TAXING
or
BORROWING

SPEND 'Em!
\$ Don't
LEND 'Em!

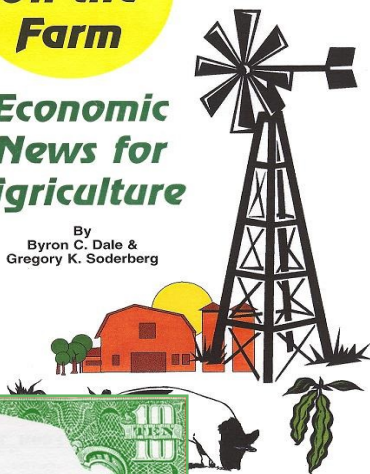
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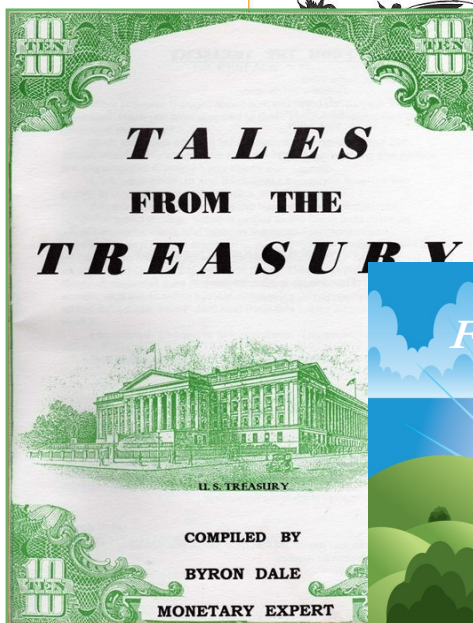
**Down
On the
Farm**

**Economic
News for
Agriculture**

By
Byron C. Dale &
Gregory K. Soderberg



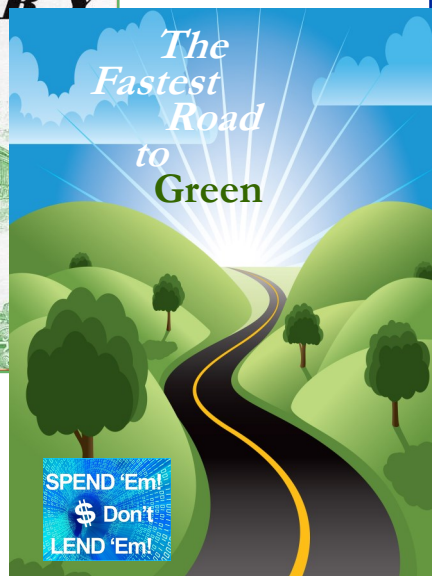
**TALES
FROM THE
TREASURY**



COMPILED BY
BYRON DALE
MONETARY EXPERT

*The
Fastest
Road
to
Green*

SPEND 'Em!
\$ Don't
LEND 'Em!



BASHED



by the

BANKERS

By Byron Dale

Modern Money Secrets

And the way out
Of
Catastrophic Debt

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