

# TRAGEDY AND HOPE MAG

These notes can be read before or after listening to the [Trivium](#) and [Quadrivium](#) podcasts from Gnostic Media, these are the notes which Gene Odening provided to Jan Irvin (creator of Gnostic Media's feature film, The [Pharmacratic Inquisition](#)):

*For if you [the rulers] suffer your people to be ill-educated, and their manners to be corrupted from their infancy, and then punish them for those crimes to which their first education disposed them, what else is to be concluded from this, but that you first make thieves [outlaws] and then punish them.*

*Sir Thomas More (1478-1535), Utopia, Book 1*

*Would you first break the legs of a lamb and then kick it because it could not stand up thereafter?*

We are now witnessing the accumulating negative effects of omitting the three means of **learning how to learn** which constitute the integrated, Classical Trivium - the first three of the Seven Liberal Arts and Sciences; the last four constituents are called the Quadrivium. In a Classical Primary and Secondary Education curriculum, the components of the trivium - general grammar, formal (Aristotelian) logic, and classical rhetoric - are presented to students to train them in learning how to learn and, concurrently, in validly thinking systematically. The trivium is presented to methodically gather raw, factual data into a coherent body of knowledge (grammar); then to gain understanding of that body by systematically eliminating all stated contradictions within it (dialectic or logic); and, finally, to wisely express and utilize that valid knowledge and understanding in the objective, real world (rhetoric). Once a student is conversant with this three-fold procedural pattern, he is now capable - and this is one of the great values of the Trivium - of **teaching himself**, with minimal guidance from an instructor or facilitator, how to learn any established subject such as mathematics, geometry, musical theory, astronomy (the Classical Quadrivium), physics, chemistry, history, philosophy, etc.; or of fully grasping any propositional topic he is motivated upon which to focus - like current socio/political issues, newly developing scientific hypotheses, historical and literary analyses, and so forth. In other words, through the process of learning how to learn, he learns how to critically and creatively **think . . . for himself**.

That last sentence sums up the process. The first aspect of systematic thinking is to learn the elements of a proposition or subject in order to critically define a problem or an opportunity (this is done in the grammar and logic stages). Once defined, we use our creative thought capacity to solve the problem or find ways to take advantage of the opportunity (the classical rhetorical mode accomplishes this task). This makes a person a first-hand, independent thinker rather than remaining a second-hand, dependent thinker. In not relying on his own organized thoughts, a second-hand thinker (usually one marked by low self-esteem) has his mental content filled by various so called authorities like the mass media and its advertising; professionals and politicians, some of whom may be unscrupulous; officials, both benign and despotic, in schools and in the work place.

*They must find it difficult. . .*

*Those who have taken authority as the truth,*

*Rather than truth as the authority.*

## **Gerald Massey, Egyptologist**

The first-hand mode - the trivium pattern of organization - is in fact the way the human mind would naturally order itself for effective thinking if this process were not aggressively discouraged by various entrenched factions in society - those self-perceived and self-proclaimed guardians of convention. To state the process in its simplest form:

### Grammar

answers the question of the Who, What, Where, and the When of a subject.

### Logic

answers the Why of a subject.

### Rhetoric

provides the How of a subject.

A major reason the "Dame School" or the one-roomed school house of the past - being taught by one instructor and upper classmen - and the home schooling movement now gaining traction was and is *successful* is that they use(d) the Trivium Method of Education. *Success*, in this context, is in producing appropriately critical, creative, self-sufficient individuals who become equipped to attract intellectual abundance into their lives as well as that which naturally follows from it - material abundance . If a person has not been exposed to this method, it is difficult to communicate to him the serenity-of-mind and self-assurance (i.e., the spiritual abundance) caused by this competence to appropriately validate one's own thinking as well as the thinking and doctrines of others. No amount of personal counseling or therapy can generate the self-esteem of having the ability to orient one's body and mind in the world through what is his most distinguishing attribute: that of his own rational thinking applied in a systematic manner. The pattern of the Trivium is the foundation of this system which produces an intuitive means to learn new material, not only during periods devoted to formal instruction, but over an entire lifetime. As the study and practice of music allow the hands to intuitively and immediately produce melody on a piano, for instance, so the study and practice of the trivium produces intuitive and immediate critical/creative thought. In being the method to *know* a subject rather than only to *study* a subject, it is truly the most fundamental

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preparation for the leading of a successful life - a gift every child, adolescent, and adult should be presented to elevate him to the dignity of self-determination.

It is stressed, the Trivium forms a habitual pattern-of-mind of *how* to think effectively, not *what* to think. As an added bonus, this is a serene pursuit. Because this is a method devoted to the "*how*" of thinking, it is not controversial. It is in the topics of "*what*" to think - religion, literature, philosophy, and modern science - where controversy reigns.

The problem is, "General Education" has not been the focus of the contemporary schooling establishment but, rather, social engineering . . . it is a vile and protracted form of mis-education. After adopting the *Prussian Education Method* (see addendum) in America in the middle to late-19th century, this fault in educating our nation, from the perspective of the general citizenry, was compounded by applying the dangerous tenets of the *Pragmatic Philosophy* devised by *William James* and *John Dewey* (I recommend an internet word search on each of italicized terms in this paragraph). The "party line" is that children need to be surrounded by their peers in order to socialize properly in preparing them for life. Socialization is a natural process to people, it need not be taught to them; or, more to the point, *programmed* in them. Children need to be around family, neighbors, and a few close, genuine friends when younger; and participants in church, social, civic, and charitable organizations in adolescence. Friends and organizations just described have their time and place in a young persons' life - they are not all-consuming intrusions as modern primary and secondary schooling establishments try to make themselves.

There are self-serving, domineering social entities which perceive a gain from having general populations presented with only the *protocols* of a field of study and to have withheld the *rationale* of that field of study. The knowledge of the rationale of subjects for understanding, and the protocols for the expression or application of those subjects comprises what is addressed in a "General Education". The "rationale" provides the all important understanding as to *why* a subject or proposition is integrated and self-intelligible by presenting the entire thought process (the validated arguments) behind the rationale's conclusions. The "protocol" is a set of instructions spawned by that consolidated understanding (of the rationale) with which to manifest an expressed outcome. By presenting only protocols, *outcome-based education* (which is, in reality, mind control or "programming") is the openly stated goal of public schooling, not general, *understanding-based education*. Our country is populated by the products of this policy of having "only" protocols presented and committed to memory. These "products" are *designed* to be obedient soldiers, pliable employees, imprudent consumers of goods and services, and otherwise uncritical servants of established corporate and statist interests.

In not being trained to think critically and creatively, students are programmed in reading and thinking only to the level of abiding to instructions (e.g., reading a procedural manual or slavishly following edicts from "on high" issued by so called authorities).

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Unfortunately, this is a mind numbing action which becomes insidiously habituated. To be under the rule of task masters; to be dictated as to what to think by others or via the media; to labor under the illusion of being a well informed individual; to become a stillborn adult, a life long adolescent - these are the results of our century old institution. The ideal of self-determination is trampled mercilessly and in its place grows self-alienation. In being aggressively indoctrinated not to think . . . that is, in being programmed against our very nature, is it any wonder most of us live in a constant state of low-level fear and are anxiously disoriented in an ocean of chaos without the ability to judge as to what are appropriate and beneficial goods and values? Man cannot long live or maintain health without his primary means of survival; the exercise of his rational thought.

*"What luck for rulers that men do not think"*

## ***Adolph Hitler***

If one is trained in the use of the Trivium Method, not only can he learn topics on his own; deduce particular rationale from particular protocols (and, of course, the inverse); but also develop intellectual and value judgment of a high order. Through the efficient attainment of knowledge and understanding, one's intellectual capacities are awakened. He will be comfortable at all levels of intellect - lower, higher, and subtle. He can look at the world, or anything else, with clarity and discernment. Then he can act accordingly and with assurance. Said simply, he can *thrive* in the living of life. One of several tests to show if an individual is reaching this awakened state of education is when he can thoroughly and critically entertain various ideas without necessarily embracing them (i.e., he comes into possession of a truly open mind: he frees himself from his own opinions and prejudices). The nature of some other tests are quite surprising (those will be discussed elsewhere).

Again, as I have not read your book, I suspect you have articulated the current cultural problems regarding the topic of learning and all of its effects. Because of the universality of its application, the Trivium, as it has for the last six millennia (at minimum), provides its adherents effectiveness in responding to most questions and situations encountered in life. The following are some web sites you might find useful in exploring these concepts:

[www.gbt.org/text/sayers.html](http://www.gbt.org/text/sayers.html) [This is an especially cogent essay written in 1947.]

[www.trivium-educational.com/](http://www.trivium-educational.com/)

[www.ashbrook.org/publicat/oped/moore/03/trivium.html](http://www.ashbrook.org/publicat/oped/moore/03/trivium.html)

Of course, a word search of "trivium", "trivium schools", and "liberal arts" would be helpful.

I wish you all the best to you in your speaking career, and I hope these might be seeds for furthering the cause of Thought should you decide to research and write about them.

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Warmest personal regards, / Gene Odening

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**P.S.**

The following is an excerpt from another letter which may better clarify **The Seven Liberal Arts & Sciences**. *Liberal* is used here not in the modern, but in the classical sense: it is literally - liberating or setting individual minds free from ignorance through the understanding of reality. As regards contemporary society, this understanding would liberate us *from* task masters of all sorts - despots in schools and in the workplace; unscrupulous professionals; and self-serving propagandists in government, media, and advertising - by giving us the freedom *to* competently explore reality for ourselves.

## The Trivium

: [1] General Grammar,[2] Formal Logic,[3] Classical Rhetoric

## The Quadrivium

: [4] Arithmetic,[5] Geometry,[6] Music, and [7] Astronomy.

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***The Trivium (which pertains to Mind)- the elementary three.***

[1] GRAMMAR (discovering and ordering facts of reality comprises basic, systematic **Knowledge**)- not only the rules developed and applied to the ordering of word/concepts for verbal expression and communication, but our first contact with conscious order as such. This is the initial, self-conscious technique used in properly (discursively or sequentially) organizing a body of knowledge from raw, factual data for the purpose of gaining understanding (through logic) and; thus, also organizing the individual human mind. It is the foundation upon which all other "methods of organization and order" are built. *Special grammar* properly relates words to other words within a specified language like English, Russian, or Latin. *General grammar* relates words to objective reality in any language and applies to all subjects as the first set of building blocks to integrated or fully mindful, objective knowledge. A body of knowledge which has been gathered and arranged under the rules of general grammar can now be subjected to logic for full *understanding*, which, emphatically, is a separate intellectual procedure.

[2] LOGIC (developing the faculty of reason in establishing *valid [i.e., non-contradictory] relationships among facts yields basic, systematic **Understanding***) -

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it is a guide for thinking correctly; thinking without contradiction. More concisely, it is the art of non-contradictory identification. The work of logic is proof. Proof consists of establishing the truth and validity of a concept or proposition in correspondence with objective, factual reality by following a self-consistent chain of higher-level thought back down to foundational, primary concepts or axioms (i.e., Existence, Consciousness, and Causality). It is a means of keeping us in touch and grounded to objective reality in our search for valid knowledge and understanding. Logic brings the rhythm of the subjective thoughts of the mind, and the subsequent actions of the body, into harmony with the rhythm of the objective universe.

This is the intended tone of the entire letter: to amicably synchronize individual mental processes, and their attendant actions, with the processes of our surrounding natural, factual existence over the period of a lifetime.

[3] *RHETORIC* (applying knowledge and understanding expressively comprises Wisdom or, in other words, it is systematically useable knowledge and understanding)-

to explore and find the proper choice of methods for cogently expressing the conclusions of grammar and logic on a subject in writing and/or oral argumentation (oratory). The announcement of those conclusions is called a statement of *rationale*, the set of instructions deduced from the rationale for the purpose of application (of those conclusions) in the real world is called a statement of *protocols*.

1] Discovering and arranging *Knowledge* (a body of knowledge) under general grammar; 2] fully *Understanding* that Knowledge under formal logic; and 3] *Wisely* expressing and using that Knowledge and Understanding under classical rhetoric, are three distinctly different but inter-related disciplines which yield, when applied as an integrated unit - - Truth.

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**The Quadrivium (which pertains to Matter & Quantity)- the advanced four.**

[4] MATHEMATICS- number in itself, which is a pure abstraction; that is, outside of space and time.

[5] *GEOMETRY*-

number in space.

[6] *MUSIC OR HARMONIC THEORY*-

number in time.

[7] ASTRONOMY-

number in space and time.

- a. Number
- b. Geometry
- c. Harmonics
- d. Cosmology

The subjects of the Quadrivium (originally organized by Pythagoras, the ancient Greek philosopher) provided much of the more advanced study prior to the integration of the science of physic by Galileo and Isaac Newton. This integration precipitated the rise in studies of other specialized sciences, but, again, you can see the sensible and consistent manner in which the material of knowledge was presented. In the Middle Ages, the Trivium was the *method* of learning presented in primary education, and the Quadrivium comprised the *subjects* to be learned by scholars in secondary education (tertiary education provided professional study). Today, the methods of learning and thinking via the Trivium have not been surpassed even as the galaxy of subjects to be explored and learned has expanded immensely.

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The various formal "Arts", including the Liberal Arts, are classical concepts (from Ancient Greece and Rome) which were refined in medieval times. The following contrast the Three Classical Arts in contemporary terms:

1] The Liberal Arts and Sciences, of which there are seven, free a person who is informed to *qualitatively* know the mind and the method of training it through the trivium. Knowledge of the quadrivium provides an individual the freedom to *quantitatively* discern the aspects of physical nature - the realm of extension (mind does not possess this quality). In human perspective, mind and matter are the total of reality. The Liberal Arts are the study of reality as well as a guide to abundant living in that reality. Until recently, in the West, the study of the 7 Liberal Arts was considered the paramount study; to be sought even beyond the pursuit of Theology.

2] The Utilitarian or Servile Arts prepare a person to serve - another person, the state, a corporation, or a business - and to earn a living. The occupational professions, trades, and technical vocations comprise these arts. Servile Arts teach us how to provide for a living but not *how* to live (i.e., in states of abundance). These are the only arts, regrettably, presented to most of us today.

3] The Fine Arts, if of the higher sort, attempt to elevate the human experience by communicating truth through the beautiful and the sublime. Architecture, painting, sculpture, literature, music, drama, and dance comprise the Seven Fine Arts.

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## ESSENTIAL TERMS

>**Existence** - Every entity, action, attribute, and relationship that is, was, or ever will be.

>**Identity** - That which an existent *is*; the sum total of its attributes or characteristics.

>**Consciousness** - The faculty of awareness of that which exists.

>**Validation** - The process of establishing an ideal's relation to reality (existence).

>**Law of Causality** - An entity must act in accord with its nature. This is a corollary to "Identity" mentioned above.

## *LOGIC - THE ART OF NON-CONTRADICTIONARY IDENTIFICATION.*

The *method* by which we can validly think for ourselves.

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*That in which reside all beings and which*

*Resides in all beings, which is the giver of*

*Grace to all, the Supreme Soul of the*

*Universe, the limitless being - I Am That.*

*From the Amribitnu Upanishads of Ancient India*

*[This references Judeo/Christian theology.]*

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*There are those who discern, through the eye of knowledge, that there is only the Field and the Awareness of the Field.*

*From the Bhagavad Gita*

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This references:

1. Philosophy - - The two primary axioms: Existence & Consciousness]
2. Modern Science - - Field Theory]

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*Your vision will become clear only when you look inside your being. . .*

*Who looks outside, is led to imaginings.*

*Who looks inside, awakens.*

C. G. Jung

[Do not slavishly accept pre-digested thoughts. Learn to think for yourself.]

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Addendum to letter above.

From the *NEVADA JOURNAL*

## Prussia Education System

*Are we teaching American Citizens or training Prussian Serfs?*

*from a speech by Senator Ann O'Connell*

**adapted by Diane Alden**

How do we Americans begin to understand the problems we are experiencing today with our educational community and with our system of education? Oddly enough, the answer to this and other perplexing questions regarding education go back in history to Napoleon's defeat of the Prussian army in 1806. Because of the Prussian failure to defeat Napoleon, Germany took a long hard look at its institutions—primarily its school system. This introspection led to the conclusion that Prussian pride and power could only be restored by restructuring that system.

A strategy was devised in which the Prussian government would set up a forced government educational system which would turn out well disciplined students who would follow orders without questioning authority. To accomplish this feat, the goal of educating children became a national priority permeated with strategies adapted to turn out a national work force rather than an educated citizenry. Every step in the education process was calculated to offer authority figures the least amount of trouble and consequently train a well disciplined albeit docile citizen.

Of course the government's attitude towards ordinary citizens did not carry over to the aristocratic upper classes, about 200 families, that owned most of the property and controlled the purse strings in Prussia and who were intent on keeping it that way. These families did not want their children attending school with the lower classes and in the course of things the new educational protocol gave the upper classes choice in deciding the kind of schools their children would attend, a choice it did not offer to the average German. [0.5% of the population were educated as to how to learn and think systematically; to see the "Big Picture". They were given a Liberal Arts education with particular emphasis on the Trivium. 5.5% were taught how to "partially" think by having only the grammar of subjects or disintegrated portions of the Trivium presented. These were prepared for the Servile Arts - occupational professions, trades, technical disciplines, and military / police duties. The remainder of the children, who were conscripted into the schooling system, had the instruction of methods of self-teaching and effectual systematic thought replaced by programming designed to produce uncritical servants of the state.]

The Prussian system may seem familiar to Americans in that it demanded compulsory attendance, national training for teachers, national testing for all students (important because it gave the government the ability to classify children for potential job training), national curriculum set for each grade, and mandatory kindergarten. Mandatory kindergarten was necessary because it served to break the influence of the mother over the child thus making the child more responsive to government influence.

So how did the Prussian system get from Germany to the United States and what reasons were offered for its adoption here? The Prussian system proved to be a success for that government's purposes. By the late 1800s men in the United States including Horace Mann, Barnis Sears, and Calvin Stove heard about the successes of the Prussian system. They traveled to Germany to investigate how the educational process worked. Upon their return to the United States they lobbied heavily to have the Prussian model adopted.

## **How it Used to Be**

Up until the late 1800s a good education in the United States could be obtained without government interference or oversight. Surprisingly, 50 percent of a population of 3 million in 1776 were indentured servants and 20 percent were African slaves. Yet during that time 600,000 copies of Thomas Paine's *Common Sense* had been sold in the United States and had been read by countless Americans. By 1812, with a population of approximately 7 million, Pierre DuPont wrote in *Education in the United States*, "...that out of every 1,000 persons fewer than four can read or do numbers." He attributed this fact to traditional dinner table debates over passages read from the Bible. In other words, children learned how to read with an understanding of what they were reading and they knew their numbers. All this education took place at home or in one room school houses, or "Dame Schools," primarily taught by women. The children who came out of these schools grew up to be self reliant and individualistic, in marked contrast to the Prussian system which produced an obedient, collectivist trained populace.

Another development added to the growing furor and revolution in American education. In the early 1800s, what is commonly known as the Ph.D. did not exist in the United States. Then a well connected American named Edward Everett went to Germany to take courses and returned to this country as the first American to receive a Ph.D. degree. Eventually, 10,000 of America's wealthiest families would send their sons to obtain the Ph.D. in Prussian universities. Ultimately, this development would affect the educational and intellectual make up of the

entire education system from kindergarten through college. These German trained Ph.D.'s took over the educational establishment in the United States and anchored themselves in positions of political and economic power and influence. The substance of the course work in Prussian universities in tandem with

the educational philosophy tended to be socialist and collectivist in nature. Consequently, the knowledge and mind set of the Prussian system were passed on to several generations of American intellectuals.

### **Implementation of the Prussian System**

Implementation of the Prussian system was to become the goal of Edward Everett, America's first Ph.D. As Governor of Massachusetts, Everett had to deal with the problem of the influx of poor Irish Catholics into his state. In 1852, with the support of Horace Mann, another strong advocate of the Prussian model, Everett made the decision to adopt the Prussian system of education in Massachusetts. Unfortunately for the children and poor Irish Catholics of Massachusetts and elsewhere, the system produced a willing, cheap labor force with minimal reading and numbers skills. The Everetts of the world understood that people who could read and understand are dangerous because they are intellectually equipped to find out things for themselves, thus becoming a threat to already established power elites.

Shortly after Everett and Mann collaborated to adopt the Prussian system, the Governor of New York set up the same method in 12 different New York schools on a trial basis. Incredibly, within two weeks he declared the system a total success and took control of the entire education system in the State of New York. In a "blitzkrieg" action with no debate, public hearing, or citizen involvement, government forced schooling was on its way in America.

### **The Results of the Prussian System**

The history of American education since the acceptance of the Prussian system is checkered with failure and elitism. From the time of John Dewey, who felt people should be

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defined by groups and associations and who believed that people who were well read were dangerous, to our own era, U.S. education has suffered. We have in this day and age the disheartening statistics showing 33 percent of our nation's college graduates can't read or calculate well enough to perform the jobs they seek.

Working against the concepts and principles the Founding Fathers provided in the Constitution, the Prussian system has produced a gradual but statistically provable decline in literacy and intellectual capability of typical Americans. We can track the five different stages that American education has gone through: 1750-1852â€”The idea of government controlled schools was conceived; 1852-1900â€”It was politically debated in state legislatures; 1900-1920â€”We had government controlled industrialized factory modeled schooling; 1920-1960â€”Schools changed from being academically focused to becoming socialized; and 1960 to the Presentâ€”Schools became psychological experimental labs.

In the year 1941 the Defense Department was preparing for World War II. In testing 18 million men between 1941 and 1944, the Defense Department found 96 percent of those tested were literate. During this same period, among African Americans who were testedâ€”the majority of whom had only three years of schoolingâ€”80 percent were found to be literate. By literate we mean that Americans, both white and black, could read with understanding.

During the Korean War the Department of Defense tested three million men for service and only 19 percent were found to be literate. In less than 10 years there had been a 500 percent rise in illiteracy. Perplexed, the Defense Department investigated and found that the same test had been used during the two wars and the only difference was that those men and women tested during the Korean War had more schoolingâ€”at a significantly higher cost.

Twenty years later, around 1970, the same test was used at the time of a new war. Among the Vietnam draftees and enlistees who were tested for literacy only 27 percent were found to be capable of reading with understanding the material which they needed in order to serve in the armed

forces. Again the major difference between American soldiers in the 1940s and the 1970s was more schooling for the latter group at a higher cost to the taxpayers.

Consider that the billions of taxpayer dollars were spent over the time period from the 1940s to the present increased by some 350 percent with totally unacceptable results despite all the increased spending. In 1996 statistics prepared by the National Association of Education for Progress showed that some 44 percent of African Americans can not read at all. The same set of statistics shows that illiteracy among whites has quadrupled. Incredibly, educating Americans continues to cost massive amounts of taxpayer dollars to achieve unacceptable and devastatingly poor results.

## **Conclusion**

The cost to America can't be measured in just dollars and cents. While the economic cost is monumental as indicated by the \$30 billion annual Department of Education budget and billions more spent by local communities, the lack of results for the dollars we spend is catastrophic. We are paying billions to maintain a system which is ineffective and dangerous because it is not teaching people the critical intellectual skills which are crucial to making economic and political decisions for themselves. [Currently, most of this spending is not going to teacher's increased pay or toward efforts at better teaching standards. In the enormous, centralized corporate enterprise which has grown to be public schooling, the great majority of tax-raised income is purchasing new buildings, campus-site real estate, and ancillary physical facilities - buses, metal detectors, computers, and the like - in which funds can potentially be diverted and spread among those involved in the procurement process (education bureaucrats, local and state politicians, and contractors). To compensate for the lack of finances for other perceived needs of socializing children - like band uniforms, field trips, and other extra curricular activities - which finances have been diverted to the interests just named, school children are transformed into peddlers of sundry products to raise money for these resources under

the guise of developing personal independence and responsibility ... how ironic.]

What is the answer? While the privileged class may choose to send its children to private schools, most Americans have only one option, public education. Public schools are the country's largest employer and the largest mediator in contracts.

Unfortunately, the public education establishment is so powerful it can outlast public outrage. Consequently Americans face a dismal educational future unless we insist on parental choice. Until then there is little likelihood that a Prussian inspired educational system will change and deliver the desired results—a literate, intellectually capable citizenry.

An American hero, Abraham Lincoln, was very outspoken against the Prussian idea that ordinary people should not be taught the same way as the privileged class. He said such a concept was unAmerican—that this country was built by its common people. God created all men as equals and they deserved to be educated in the same manner, rich and poor alike.



The *Key* to effective education (the education which was provided to the upper 0.5% in Prussia, or "learning how to learn and think systematically") is the application of the first three of the Seven Liberal Arts and Sciences, the Trivium, in each of its three manifestations:

## A]

The *Subjects* of the Trivium - this three-fold method reflects the natural human psychology for assimilating knowledge.

1] Rules of *General Grammar* to concisely organize a body of Knowledge.

2] Rules of *Formal Logic* with which to produce Understanding by finding non-contradictory relationships (eliminating contradictions) within that body of knowledge and to objective reality (in which there are no contradictions [!]).

3] Rules of *Classical Rhetoric* to produce Wisdom with which to cogently express and use the understanding garnered from the body of knowledge.

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## **B]**

The Trivium as an *age-appropriate* division for training and educating in childhood and adolescence; this takes account of the changing capacities in the instrument of study, the mind, as it matures into adulthood.

1] Grammar Level - ages 4 to 9 - *training* in self-discipline; memory work and primary, informal presentation of language-based subjects (as in spelling, phonetic reading, foreign languages, and absorbing factual data); introduction to elementary numbers and arithmetic (addition, subtraction, and multiplication tables).

2] Logic Level - ages 10 to 14 - *education and self-instruction* in analytical subjects (Formal Logic; advanced mathematics; literary, historical, and scientific analysis; and primary composition)

{#1 & #2 comprise The Art of Learning}

3] Rhetoric Level - ages 15 to 17 - *self-expression* of what

was and is being learned and understood by use of advanced, original literary and/or mathematical composition. The student is now pre-pared for a life-time of learning by using the Trivium Method as a pattern of "how" to properly think.

{With the addition of #3, The Art of Thinking is now in place.}

The Trivium has been used not only for learning, but also for teaching. The "Dame School", which provided primary education to children aged 6 to 17 in one room with one instructor, was a complete and efficient system for the dissemination and debate of knowledge. However, the single instructor was not unaided in her teaching chores. The ingenious use of upper classmen to help instruct lower classmen was part of this system. Logic level students helped "train" Grammar level students, those at the Rhetoric level helped "teach" Logic level students.

*"The best way to learn is to teach!"*

Motivation to learn was also addressed in this schooling. Younger students respond more favorably to being taught and emulating slightly older contemporaries, their peers, rather than being unceasingly instructed by an adult. As can be imagined, this dance of learning and teaching could serve a person throughout his life.

## C]

The Trivium (a means for guidance in "how" to think) as a classification tool of those modes which gather knowledge of "what" to think.

1] The Literary or Mythopoeic (Mythological and Poetic) Mode uses analogical methods to elucidate phenomena. .

2] The Philosophic Mode uses the logical methods to explain phenomena.

3] The Scientific Mode uses the "scientific method" to gain

knowledge, understanding, and the use of phenomena through experimental demonstration (empiricism).



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Ancient India (4th and 3rd Millennia BC, or possibly earlier) appears to be the birthplace of the institution detailed above as the Prussian model. Even the ratios of population specialization were derived from the Indian system of social *castes*. The Indian Brahmanic System specified four hereditary castes in descending order of "cleanliness" (their term . . . read - *importance*). In fact, the entire system was based on varying levels of education.

1] The Brahmin Caste - those born into the holy priestly / judicial / teacher caste were the ultimate **authority** figures in society and directed its courses of action. This caste was taught the full manner of systematic learning and thinking; the precepts of the integrated trivium. Because of this training, they were the only people in their culture who had a view of the society's "Big Picture". About 0.5 percent of the general population belonged to this caste (!).

2] The Kshastria Caste - those born into the heroic king / warrior caste were the figures of **power** and were the force behind the dictates of the informed, authoritarian caste. The warrior caste was always considered potentially dangerous to the authoritarian caste because the warrior's primary focus was physical coercion. This coercion could easily be turned on the caste of authority to assume total control of society if it (the warrior caste) so chose. For this reason the 'holy' caste taught the warriors only the means to partially think, as in the case of the 19th century Prussian System. That is, perhaps one or two of the precepts of the trivium were emphasized; or all three were presented, but out of sequence or as subjects unto themselves and without the integrating aspects of valid systematic thought being stressed.

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About 5 or 6 percent of the general population were members of the warrior caste - the "royal" executive, police, and military branches of political society.

3] The Vaishya Caste - those born into the commercial agricultural / merchant / artisan caste were nominally in charge of the **material wealth** derived from economic activity. They co-ordinated the business, the trade, and the employment of productive society. The members of this caste were taught only the grammar of thought - the specialized materials (the servile arts) of their various vocations - in order that they be politically uncritical, rote functionaries in society. Approximately 4 to 5 percent of the general population belonged to this caste.

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4] The Shudra Caste - those born into the menial caste provided the **servants and laborers** to the other three castes. This caste was not given any formal instruction (the members not being "Twice Born" - or initiated into their life's station in adolescence after their periods of education [we signify this today by a ceremony called "graduation"] - as were the three upper castes). About 87%, or almost all of the rest of the general population belonged to this caste. The very small percentage of the population that were born into the lower spectrum of this fourth caste were labeled *Untouchables*, and performed either the very unsavory tasks of society (sanitation work, etc.) or were the common beggars. Interestingly, after coming to a comprehensive understanding of the hierarchical structure of their society, a number of this group of Untouchables later became the international bands of traveling societies which are known as the ROMA or Romani people. They are most commonly known to us as "Gypsies".

These basic divisions in society have manifested in various cultures throughout the ages. Some more westerly examples:

Ancient Egypt developed priestly and warrior castes. To cope with the potential problem of a rebellious warrior caste, the priests selected their titular leader, their Pharaoh, from among the warrior caste itself. Once selected, this leader was initiated into the Mysteries of the knowledgeable priestly caste ... the centerpiece "Mystery" being the integrated trivium, most likely. The deeper Mysteries were, of course, pharmacologically communicated.

European society in the Middle Ages was divided into *oratores, bellatores, and laboratores*. 1] The Church was the dwelling of the oratores. These were the men who had been given the sequential instruction from grammar, to logic, and on into becoming accomplished rhetoricians and orators. European authority stemmed from skillfully applied rhetoric. 2] The bellicose men of society were the kings, princes, and various noblemen who executed aggressive actions on their own behalf if in concurrence with the guidelines of the Church and , at times, acted as coercive auxiliaries of the Church itself. 3] Laboratores were composed of farmers, merchants, tradesmen, artisans, serfs, and freemen laborers and servants who lived under the authority of the Church and at the pleasure of the various (bellatore) Monarchies.

In his very readable works titled Republic and Laws, the Greek philosopher Plato thoroughly describes the intricacies and implications of these social divisions. By studying these two works - these dialogs - one can see that the contemporary world is still structured in this manner although under different names and in veiled guises.

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## Sources & Bibliography / Trivium; Quadrivium; Mystery Schools

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### >>> **TRIVIUM:**

1. The Trivium - a book by *Sister Miriam Joseph (Rauh)* is an introduction to the three branches of the trivium. Chapter # 3 contains a cogent explanation of 'general' grammar (start here). Her treatise on logic is the standard academic presentation which contains many extraneous elements not suited to a philosophic-layperson's comprehension of the subject. Likewise, her treatment of composition or rhetoric is aimed at explaining the primacy of language rather than the primacy of reality as expressed in a Statement-of-Protocol derived from a Statement-of-Rational (i.e., a rational argument). >See Appendix

2. Introduction to Logic - a recorded lecture course given by *Dr. Leonard Peikoff* in the 1970's. This is the most appropriately constructed exposition of the subject of logic to which a layperson can relate. It is presented in plain English and without superfluous content which might detract from the real-world applications of logic. **This is the core of the Trivium Method.** Regrettably, this is an expensive item selling at \$355. If finance is a problem, I suggest the formation of a study group to share expenses as well as being a source of diverse ideas and views. Review of this material over time is an important aspect in the study of logic and this particular medium is ideal for that purpose. Upon finishing this series of talks, a return to Miriam Joseph's book, as well as those listed below, will generate supplemental insight which otherwise would not be apparent. This is a long lecture series which presentation should be spaced over several weeks. The exercise of taking notes during the lectures will help in maintaining focus.

(Online order from the Ayn Rand Bookstore, Peikoff lectures department, catalog # LP30M.)

### 3. RHETORIC - Systematic Wisdom

---a. >See Appendix

---b. Classical Rhetoric with Aristotle by *Matin Cothran*

(Order from: [www.memoriapress.com/articles/whatrhetoric.html](http://www.memoriapress.com/articles/whatrhetoric.html))

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### SECONDARY SOURCES

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1. Teaching the Trivium: Christian Homeschooling in a Classical Style by *Harvey and Laurie Bludorn*.

2. Well-Educated Mind by *Susan Wise Bauer*.

3. Introduction to Logic - a book by *Irving M. Copi and Carl Cohen*

Books listed above are available from [amazon.com](http://amazon.com)., unless otherwise noted.

## INTERNET RESOURCES

1. The Lost Tools of Learning an essay by *Dorothy Sayers*

[www.gbt.org/text/sayers.html](http://www.gbt.org/text/sayers.html)

2. *John Taylor Gatto*

---a. Against School an essay:

[www.spinninglobe.net/againstschool.htm](http://www.spinninglobe.net/againstschool.htm)

---b. Dumbing Us Down an essay:

[www.johntaylorgatto.com/bookstore/dumbdnblum1.htm](http://www.johntaylorgatto.com/bookstore/dumbdnblum1.htm)

Or word search: john taylor gatto dumbing us down.

. ---c. **YouTube** - John Taylor Gatto - 01 The Elite Private Boarding Schools

This is the first of a 19 part series on education, including a segment on the Prussian School Model, an Underground History of Education (#12), and the Politics of Power (#18).

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>>> **QUADRIVIUM:**

The quadrivium - consisting of the four subjects which are integrated by Number- has *not* been properly presented to the Western general public since the time of the so called Age of Enlightenment in the 17th century. There is a series of very unique booklets published by Wooden Books in the United Kingdom which, in concert with using the internet for specific clarifications, explain the four subjects in the classical fashion; i.e., in the way that these subjects *should* be introduced. One must experience these books before an

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appreciation of their distinctive method of communication can be fathomed. All of the titles listed below as pertaining to the quadrivium are Wooden Booklets.

## 1.

Mathematics / Number in Itself - exists Outside of Space and Time

---a. Sacred Number; the Secret Qualities of Quantities by *Miranda Lundy*

---b. Useful Mathematical & Physical Formulae by *Matthew Watkins*

## 2.

Geometry / Number in Space

---a. The Golden Section by *Scott Olsen*

---b. Sacred Geometry by *Miranda Lundy*

---c. Platonic & Archimedean Solids by *David Sutton*

---d. Symmetry by *David Wade*

---e. Q.E.D. by *Burkard Polster*

## 3.

Music / Harmonic Theory - Number in Time

---a. The Elements of Music by *Jason Martineau*

---b. Harmonograph by *Anthony Ashton*

## 4.

Astronomy / Cosmology - Number in Space & Time

---a. A Little Book of Coincidence in the Solar System by *John Martineau*

---b. The Compact Cosmos: Journey through Space & Time by *Matt Tweed*

All of these booklets have been made available at [amazon.com](http://amazon.com) , or they can be ordered directly from [woodenbooks.com](http://woodenbooks.com) in the U.K.

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>>> *MYSTERY SCHOOLS:*

1. Critical Path a book by *R. Buckminster Fuller*
2. Grunch of Giants a book by *R. Buckminster Fuller*

---a. This title can also be downloaded from:

[www.pdf-search-engine.com/dr.fuller-grunch-of-giants-pdf.html](http://www.pdf-search-engine.com/dr.fuller-grunch-of-giants-pdf.html)

3. Qabalah: The Mystical Heritage of the Children of Abraham a book by

*Daniel Hale Feldman*

---a.

The entire text, complete with illustrations, can be found at:

[www.workofthechariot.com](http://www.workofthechariot.com)

Pay particular attention to the concept of the Small & Vast face of God, and the distinction between the Perfect Tree and the Working Tree.

4. The Cipher of Genesis: The Original Code of Qabala a book by *Carlo Soares*

---a. Related material can be seen on Inet at:

[www.psyche/suares/cipher\\_intro.html](http://www.psyche/suares/cipher_intro.html)

5. The Secret Teachings of All Ages a book by *Manley P. Hall*

---a. The text and illustrations of this book and many other texts can be found at:

[www.sacred-texts.com](http://www.sacred-texts.com)

6. The Alchemist's Kitchen another small Wooden Book by *Guy Ogilvy*

Keep uppermost in mind, read this as an allegory, not literally!!

## INTERNET RESOURCES

1. The Tree if Life

[www.ifdawn.com](http://www.ifdawn.com)

2. Qabalah - Tree of Life

[www.crystalinks.com/qabalah.html](http://www.crystalinks.com/qabalah.html)

3. YouTube: Thinking Allowed - The Sanskrit Tradition

A 3 part interview with Sanskrit scholar Dr. Dean Brown.

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>>APPENDIX

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## **RHETORIC - Systematic Wisdom**

- persuasively expressing or using Knowledge and Understanding.

> (Definition of Art - Anything produced by the "arm" of man ["arm" is being used metaphorically to reference etymology]. This is, again, a broad definition which includes the concept of "fine art" that is the most popular connotation of "art". It can be either an idea having only mental existence or a physical art-ifact produced by the "arm" of man from an idea. An unwritten poem passed on from one person to another is an example of the former; a novel, an opera, a sculpture, a space shuttle, or the protocols of medicine are examples of the latter.)

Systematic Wisdom is not the art of persuasion and explanation itself, but the art of selecting the best means of persuasion and explanation from a set of known principles.

As a body of Knowledge has been gathered and arranged, and an Understandable summary or conclusion has been made from that arrangement, the choice of how best to communicate this information to others must be considered and, in the process, the subject being examined usually comes into a still sharper focus to the author of the propositional argument. At this point of clarity, the entire propositional argument can be called a "Statement of Rationale". That is, the conclusion, and - of equal importance - the thought processes behind that conclusion have been stated. In a modern context, what is often overlooked when considering the Wisdom Phase is that it can be more than a form of conceptual expression; i.e., of simply being the Art of Persuasion. In times past, civic

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matters were the major concerns, and the art of having others come to one's point of view was of paramount importance. Today, due to its product of mental clarity, rhetoric can also be used to provide a physical outcome by deducing a "Statement of Protocols" (a set of instructions) from the Statement of Rationale. A physical result or a man-ufactured artifact can be actualized by proceeding from Knowledge, to Understanding, and on through the Wisdom Phase. Again, this is a broader view of rhetoric than the view proposed by the ancients.

The elements of Systematic Wisdom are:

1. The five stages (or what are called "canons") of composition: 1] invention, 2] arrangement, 3] style, 4] memory, and 5] delivery.
2. The three types of discourse: deliberative (political), judicial (forensic), and ceremonial (epideictic). They are related to time: future, past, and present tense, respectively.

*The Past and Future belong to men; the eternally present Now belongs to the gods.*

Aristotle

3. The three **appeals**: rational, emotional, and ethical. Stated more succinctly in Classical terms: the rational is the Logos of the proposition or argument being presented, the emotional is the Pathos of the audience, and ethical is the Ethos of the author or orator of the proposition.
4. Types of proofs: inartificial (which is external, objective evidence), artificial (is subjectively devised or invented by the author of the proof or argument).
5. The **topics**: common topics (genus or kind, comparison, and consequence); special topics (the right and expedient, the just and unjust, praise and blame).

Oration

*(Wisdom presented in formal speech)*

6. Arrangement: the five parts of classical oration: introduction (exordium), statement of facts, confirmation, refutation, and conclusion (peroration).
7. Style: diction (selection of most appropriate words), sentences (length, type, and variety), rhetorical figures (schemes and figures of speech or tropes).

Skilled Wisdom authors can use the discipline in two senses. In its most fundamental form, Systematic Wisdom is the art of efficiently passing thoughts from one person to

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others. In its most effective form, it is the art of passing "validated" thoughts from one person to others.

The internet is a valuable adjunct to the concepts presented above. A simple word search on any of the technical terms listed should suffice to bring the proper clarification needed to implement a useful rhetorical disertation.

## A SUMMARY OF WISDOM / RHETORIC

> The work of Wisdom is the cogently expressed communication of Knowledge and Understanding. It leads to a higher levels of knowledge and understanding: the knowing of Knowledge and the understanding of Understanding.

> The effect of Wisdom is to demonstrate the usefulness of Knowledge and Understanding. That is, it is to display the insight - the thought process - in an article of persuasion or in the formulation of an outcome.

>Through the skilled use of rhetoric, all planned human activity can be communicated and directed. This is a two edged sword. Rhetoric / Wisdom can be directed to beneficial or to malevolent goals.

Let us end by reviewing some of the personal benefits which are inherent in the Trivium Method. The following will be most efficiently and effectively realized by using the trivium to train the mind for critical and creative thinking: 1] the path to a challenging, productive **livelihood** can be intelligently defined; 2] sound physical **health**, a judicious ethical standard, a high level of self esteem and the sense of well-being can be optimized; 3] rewarding **personal relationships** will manifest through the cultivation of beneficial ethics and well being; and 4] the astuteness to best discern the issues (i.e., the quality of information) regarding **security** will be developed. That is only the beginning. An adherent of the Method can acquire elevated levels of penetrating insight which would otherwise not be available. Through that insight he can also self-teach the contents of a propositional argument or of an entire, formalized subject of knowledge if he chooses to bring his - likewise - heightened focus to doing so. When a culture's government, education systems, and news media are not corrupt, the constant need for "fact checking" is not as critical as it is during the periods of dis-information and propaganda like that which we are currently experiencing. The trivium is the premier method for independent fact checking. The next two benefits of insight are corollaries: 1] a person is truly educated in that he can now thoroughly entertain *any* idea without necessarily embracing it; and, 2] traveling somewhat in another direction, he becomes free from the prison of his own prejudicial opinions ... he obtains an open mind. Because the trivium harmonizes subjective thought with objective reality, he could, in fact, develop new and original propositional arguments and entire bodies of knowledge as competently as those respected people who have preceded him. An integral person, one who is fully mindful, is limited only by his interests and ambitions.

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*He is happy, as well as great who needs neither to obey nor to command in order to be something-*

Johann Wolfgang von Goethe