

# Education that Awakens

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## There are two visions of education. One produces servants. The other produces sons.

[\(Intro Video\)](#) The first vision fills heads with facts, ranks students by compliance, and graduates people who know how to follow instructions but not how to hear God. It has been running for over a century, and it is working exactly as designed.

The second vision awakens hearts to initiative, curiosity, creativity, and purpose. It teaches people not what to think but how to hear — and from that hearing, how to bring Heaven to Earth in their specific metron. This is Father's vision for education, and it is, in every sense, a Reformation.

The gap between those two visions is not a curriculum problem. It is a spiritual and institutional conflict — and understanding it clearly is the beginning of doing something about it.

## The Cabal's Motive Is Not Hidden

The Cabal needs compliant, unimaginative servants — and the government education system has been designed to create them. This is not paranoid framing. It is documented institutional history, and the architects of the system said so themselves (see Addendum starting on page 7).

The motive is simple and consistent across every cultural mountain in every nation:

Mountain	World / Cabal	Father's Kingdom on Earth
<b>Business</b>	Make money	Create value
<b>Education</b>	Create compliant servants	Graduate sons who hear God
<b>Media</b>	Manage perception with propaganda	Expose corruption, tell truth
<b>Entertainment</b>	Instill a culture of fear	Vision for a golden age
<b>Government</b>	Control populations	Serve & Empower Citizens
<b>Religion</b>	Mirror the govt message = Servants	Set captives free to Sonship
<b>Family</b>	Create Manageable Orphans	Restore Fathering Sons

## Two Classrooms

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There are really only two classrooms. One is in the head. The other is in the heart.

### Learning by Rote — In the Head

Mental perceptions. Beliefs, values, principles, theories. Facts to be memorized and recited on demand. This is the classroom the world built — and the result is exactly what you'd expect. Classrooms are drudgery. Students learn compliance and miss discovery of their vocational, Kingdom purpose. They graduate knowing answers to questions they were never allowed to interrogate, and they enter a workforce as servants already calibrated to disengage.

The religious version of this classroom is equally damaging. Teaching the Bible as a body of facts to be memorized like the mosaic law, is a return to *the letter that kills*. It naturally produces religion and legalism, not life. A compilation of God's beliefs, values, and principles — studied and recited but never encountered — imparts doctrine without transformation. The Law written on tablets rather than hearts.

The truth is we change the beliefs in our minds like we change our socks — it's nothing! The substance of who we are is in our hearts.

### We all Learn by Experiences — of the Heart

We all have “bad experiences” — circumstances that have wounded our hearts, set our wills to say never again, and formed negative perceptions in our mind. It's how people work. We're just flipping the script, so people have good heart experiences as a bases for their attitudes and behavior. We want people have good/God experiences that lay a different foundation in their hearts.

Living Words. Things to come. The Spirit of Truth. This is the classroom Father designed — and kids want to learn in the context of spiritual reality, not academic presumption.

The evidence is in every toddler who has ever existed. Toddlers are relentlessly curious, endlessly motivated, and completely undeterred by failure. They are not learning from teachers — they are learning by experience, by watching, by imitating, by doing, by hearing.

*We did Christian business workshops in Ukraine and Poland from 2008-2012. We helped people align their dreams with their calling and a viable business plan. They all came from a communist upbringing where everyone was told where to live and what to do. No one had ever asked them about their dreams — not parents, teachers, pastors... no one! We prophetically imparted the belief that God wanted to give them the desires of their heart (Ps 37:4). They felt “seen” by God and us... and respected for what they carried in the Spirit. We helped them “see” themselves in a new light and they felt Father's love in a brand-new way. Their reaction caught me by surprise... they loved us back... it was disarming and fun!*

The anointing is the Council. The classroom is the heart. The Reformation of education begins when we awaken hearts first and align the passion of our will with that purpose and align perceptions of our minds last — around the experience. We intentionally educate the whole person; integrating the whole person with Father's design and direction.

## The Dream: Sons and Daughters Who Hear for Themselves

Father's heart in this moment is clear: I am redeeming awakened hearts — in business and in education. The Reformation Father is releasing in Nations looks like this:

**1. Schools and businesses impart experiences, not just information.**

Reformation is moving from imparting information to heads, to imparting life into hearts. Technically we can't impact minds without going through hearts. The question every Kingdom educational environment asks is not "what does the student know?" but "what has the student encountered, experienced, and done? What else could he or she do?"

**2. Staff and students who learn to hear Father themselves.**

Not just the instruction to follow a procedure or adhere to a quality standard — but the prophetic why underneath it. When people understand the Kingdom reason behind the structure, they don't need to be managed toward compliance. They align voluntarily because the purpose resonates.

**3. Learning through seeing exploits in peers.**

The experience of victories — watching someone else bring Heaven to Earth in a visible way — does more to shift a heart than any amount of curriculum. Jesus is not information to be memorized and recited. He is life to be experienced and imparted.

**4. "Child-like" Sons.**

Disciples — like toddlers — learn from seeing and hearing Living Words, and from watching fruit get produced. The model is apprenticeship in the most literal sense: come and see (Jn 1:39).

**5. A priority structure that matches how hearts actually work.**

- First: Experiences of the Heart — Encounters that Awaken
- Second: Choosing Incentives for Passion — intrinsic motivation, not external reward
- Third: Aligning Beliefs and Perceptions with Prophetic Reality — Faith

### *Hearts want to know why – Education should Answer*



## The Sonship / Ascension / Reformation Framework for Education

The Holy Spirit's strategy for Reformation in education follows the same three movements that govern all Kingdom work:

### Sonship — Awaken Hearts

Identity, Story, and Purpose. The first question every student carries, consciously or not, is Who am I? Until that question is answered from the Council, the student operates from whatever history wrote on their heart: performance anxiety, comparison, a sense of inadequacy, or a desperate need for external validation. Awakening hearts to identity, story, and purpose is the foundation of everything else.

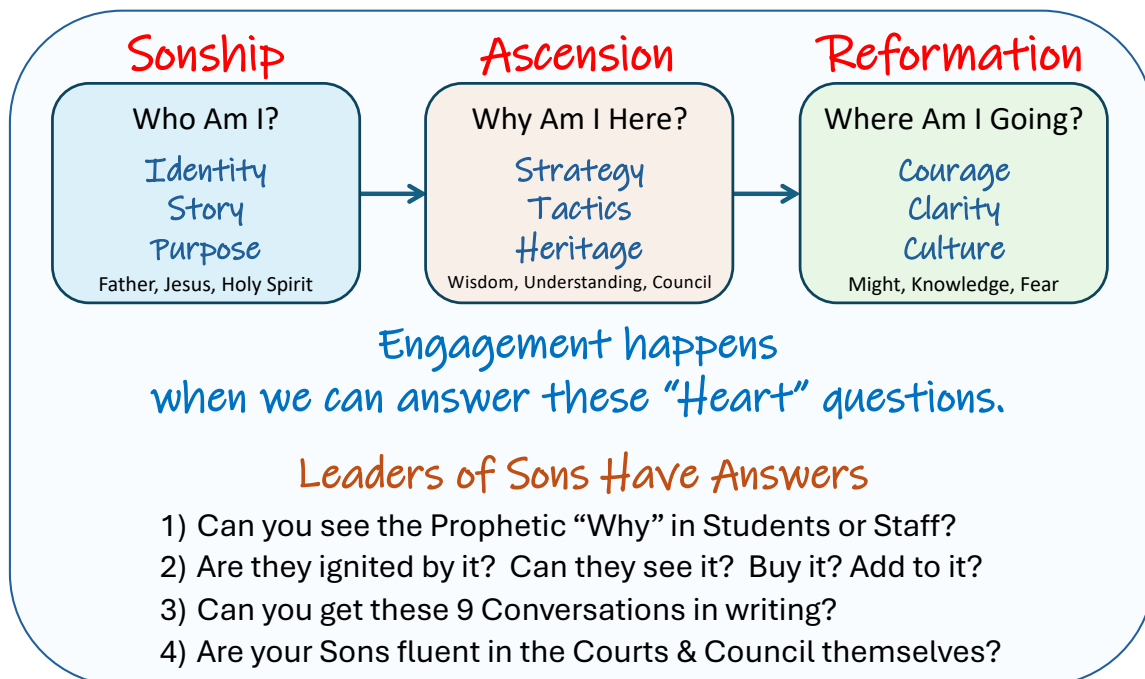
### Ascension — Engage the Passion of the Will

Strategy, Tactics, and Heritage. The second question is Why am I here? When a student or staff member can see the prophetic purpose they carry — and understand how it connects to something Father is actually doing in the earth — passion ignites automatically. They won't need pushed like servants; they are aimed as sons and daughters whose hearts are already aligned with Father.

### Reformation — Align Anticipation and Faith

Courage, Clarity, and Culture. The third question is Where am I going? Reformation requires sons who can see the bright future for sound prophetic reasons — who carry the spirit of Caleb and Joshua rather than the spirit of the ten spies. This is a culture that anticipates, not one that manages expectations downward. It's more than optimism; Sons have living Words as a premise for Faith.

*The goal is sons and daughters who can hear God, find their metron, and build something — not graduates who can pass a test.*



## What Fathering Leaders of Sons Actually Look For

The critical shift for anyone leading in education or business is moving from metrics of compliance to metrics of engagement. Here are four questions worth asking every student or staff member:

### 1. Can You See the Prophetic "Why" in Them?

Every person carries a purpose Father wrote in their heart before they were born. The leader's first job is to see it — to look past the performance and the history and identify what Father placed there. This is a seer function, not a management function. Seeing calling and design and hearing what Father is saying "NOW!" (Mt 4:4)

### 2. Are They Ignited by It? Can They See It, Buy It, Add to It?

Seeing the purpose is the leader's job. Getting the person to see and own it is a fathering role that leads to sonship. The test is whether they can articulate it, run with it, and begin adding their own creative contribution — or whether it still feels like someone else's agenda.

### 3. Can You Get the Nine Conversations in Writing?

The Nine Conversations of the Council — covering Identity, Story, Purpose, Strategy, Tactics, Heritage, Courage, Clarity, and Culture — are the curriculum of sonship. When these conversations are happening and being recorded, growth is measurable and directional.

### 4. Are They Fluent in the Courts and Council Themselves?

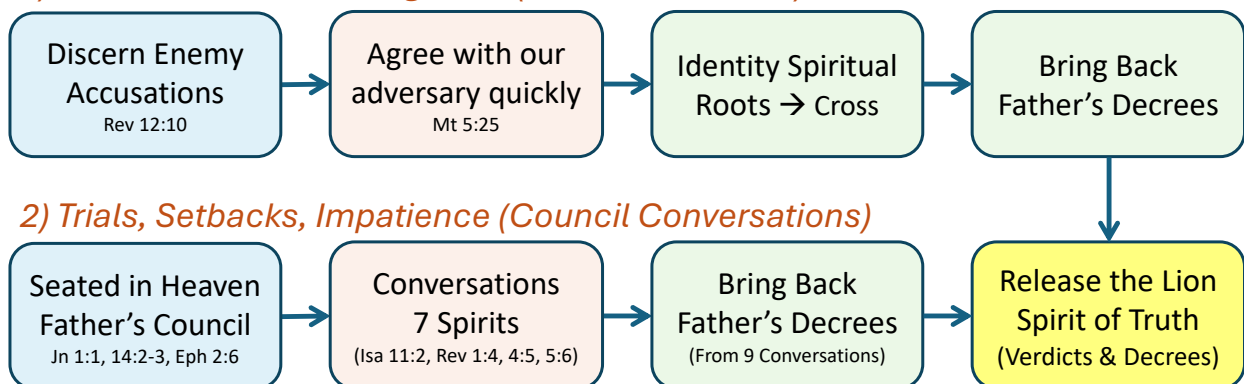
The ultimate goal of mentoring is a son or daughter who doesn't need you to hear from God for them. They can ascend themselves. They can take accusations to the Courts. They can receive Living Words and convert them into Greater Works. Council fluency is the graduation requirement — it's a much greater priority than anything we can make them memorize.

Can you see the connection between integrated person (Heart, Soul, Mind) and Sonship?

- See where it comes from – the Council, 9 Conversations.
- Can you create ways to impart Sonship? – [7 Spirit profile](#) and [Culture brochure](#)

Do your students / disciples utilize weapons that are not of this world? (2Cor 10:3-5)

#### 1) Accusations and Strongholds (Courts of Heaven)



## The Practical Bottom Line

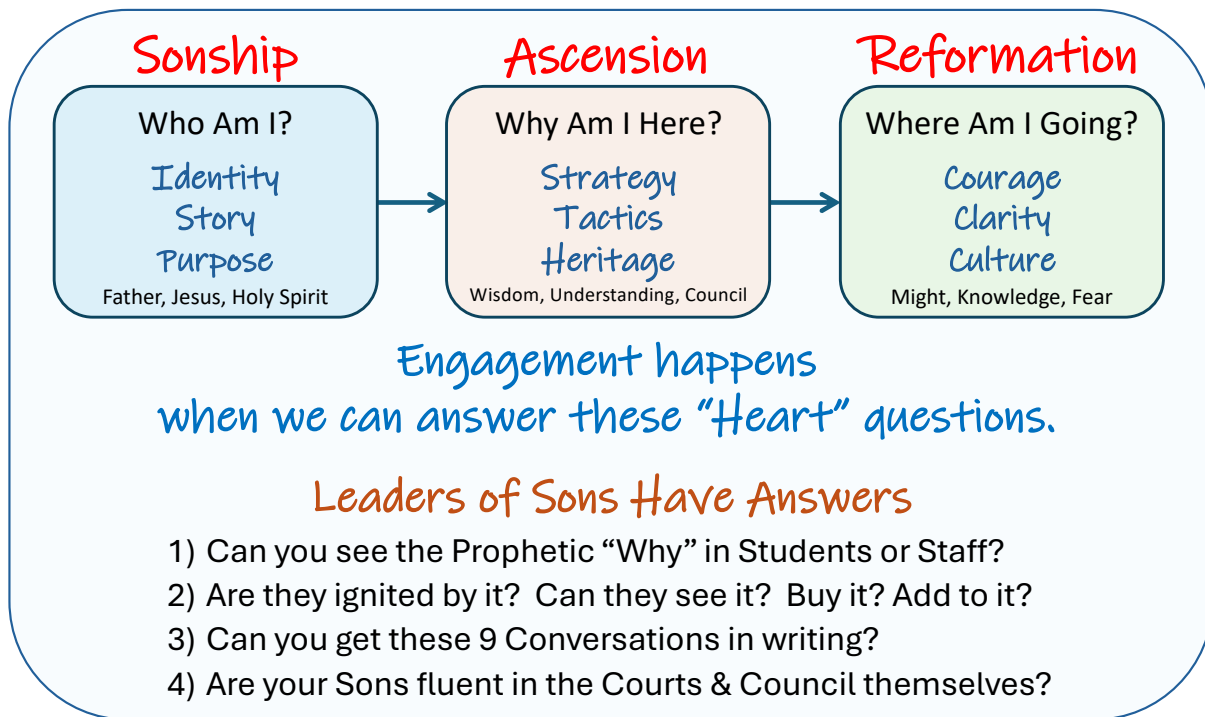
Don't get in front of God and try to educate. The moment a leader, teacher, or parent becomes the primary source of truth for those in their care — rather than creating conditions for an encounter with the Spirit of Truth — they have replicated the system they were trying to reform.

The cabal creates obedient servants who serve its agenda. Sons create conditions for other sons to discover Father's agenda.

Put Kingdom first (Be intentional about Reformation via 9 Conversations in the Council)

- #1). **Sonship** – Awaken hearts to see what Father is doing (Jn 5:19) (Identity, Story, Purpose)
- #2). **Ascension** – Engage passion, co-labor with Father's Reformation (Strategy, Tactics, Heritage)
- #3). **Reformation** – Align anticipation and faith with Living Words (Courage, Clarity, Culture)

Goal – Engage hearts in their prophetic contribution to reformation



*The questions Father is asking every student, and staff member are the same ones He's asking you: What is the agenda I wrote in your heart? What am I speaking to you today?*

Education that awakens exists to help people hear their Father's answer. It's Father's Reformation in the Education Mountain! The theme of the entire Bible is Jesus' Redemption. Redemption of what? Access to Father with face-to-face conversations. Real education is learning to learn from Father and make a difference in this world, an Isa 61 difference that brings Heaven to Earth!

**Ex 33:11** – The LORD would speak to Moses face to face, **as one speaks to a friend.**

**Jn 15:15** – I no longer call you servants, because a servant does not know his master's business. Instead, I **have called you friends**, for everything that I learned from my Father I have made known to you.

This blog was inspired by two Council sessions you will enjoy:

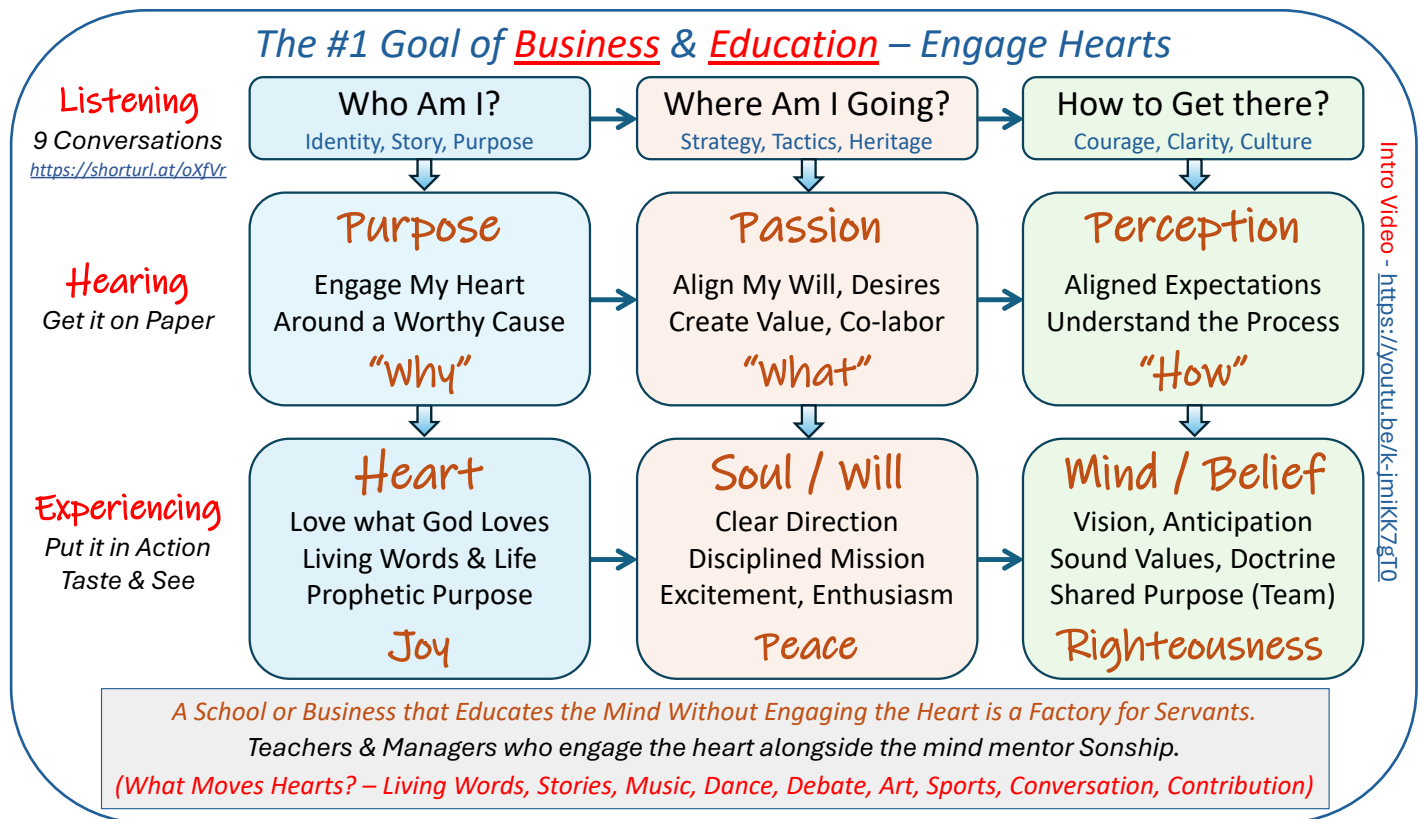
- [2026-06-04 Council - Reformation in Education](#)
- [2026-06-07 Council - Education that Awakens](#)

## Take the Next Step:

**Progression to Sonship** – Your Kingdom purpose and redemptive stories form the basis for your personal identity, purpose, value creation, and your business offer. Becoming your authentic self is the Father’s non-religious key to flow and fruit in business and life. We offer practical and prophetic coaching to help you get there, flowing with your Father (co-laboring) instead of fighting circumstances and resistance alone. *Is this You?*

Read [the book](#) and Zoom with John for an overview of our process in [Kingdom Business Coaching](#).

Explainer Video – <https://youtu.be/k-jmiKK7gT0>



# Why the Education System Creates Servants

— and What the Kingdom Alternative Looks Like —

## The Documented Foundation: Industrial-Age Design

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### Sir Ken Robinson's Core Argument

Robinson's 2006 TED talk — still the most-watched in TED history — makes the structural case clearly. Public education systems worldwide share an identical hierarchy of subjects (mathematics and literacy at the top, arts at the bottom), an identical model of delivery (age-grouped cohorts moving through standardized content), and an identical definition of intelligence (abstract, propositional, testable).

Robinson's argument is that this wasn't accidental — it was designed for industrialism, which needed workers who could follow instructions, tolerate repetition, work in shifts, and subordinate their individual creativity to the demands of a production system. The model was built to produce a specific kind of person. It has succeeded.

### The Prussian Origin — Documented Intent

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The American public education system was deliberately modeled on the Prussian compulsory education system of the early 1800s, imported largely by Horace Mann after his visit to Prussia in 1843. The Prussian system was explicitly designed with three purposes:

- 1) Produce obedient soldiers who would follow orders without question
- 2) Produce obedient civil servants who would administer the state
- 3) Produce obedient factory workers who would accept industrial discipline

It was not designed to produce independent thinkers, creative problem-solvers, or self-governing citizens. It was designed to produce manageable subjects. Mann brought it back and sold it to American reformers as modern and scientific. The design intent came with it.

### The Rockefeller General Education Board — Their Own Words

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This is where the "intentional design" argument moves from inference to documentation. Frederick T. Gates, chief education advisor to John D. Rockefeller, wrote in the first Occasional Paper of the General Education Board (1904):

*"In our dreams, we have limitless resources and the people yield themselves with perfect docility to our molding hands... We shall not try to make these people or any of their children into philosophers or men of learning or science. We are not to raise up from among them authors, orators, poets, or men of letters... The task we set before ourselves is simple... we will organize children... and teach them to do in a perfect way the things their fathers and mothers are doing in an imperfect way."*

— Frederick T. Gates, General Education Board Occasional Paper No. 1, 1904

This is not conspiracy theory. It is a primary source document, publicly available, from the organization that funded the reshaping of American public education. The motive is stated plainly: produce compliant, skilled laborers, not independent thinkers.

Stanford education dean Ellwood P. Cubberley wrote in 1905: "Our schools are, in a sense, factories in which the raw products (children) are to be shaped and fashioned into products to meet the various demands of life." The factory metaphor wasn't accidental. It was the design brief.

## Methods: How Creativity and Motivation Are Systematically Reduced

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### Standardization and Ranking

By measuring all children against the same narrow metrics, the system trains children to compete for position rather than pursue genuine interest. Children who don't excel in the valued categories learn early that they aren't "smart" — and calibrate their self-concept accordingly. The child who thinks visually, builds things, tells stories, or thinks divergently is consistently signaled that their way of knowing doesn't count.

### Rote Memorization and Regurgitation

When the metric is "can you reproduce the correct answer on a test," the cognitive skill being developed is compliance with an external authority, not independent reasoning. John Taylor Gatto — New York Teacher of the Year who resigned publicly to expose the system — documented how the curriculum was specifically designed to prevent students from making connections between subjects, keeping knowledge fragmented and therefore non-threatening to established structures.

### Fragmentation of Knowledge

Subjects are siloed by design. History doesn't connect to economics. Economics doesn't connect to ethics. Science doesn't connect to philosophy. The effect is that students accumulate facts without developing the integrative capacity to question systems. The education system produces people "educated out of creativity" not because creativity is attacked directly, but because the conditions for it — curiosity, connection, divergent thinking, comfort with uncertainty — are systematically eliminated.

### Age-Graded Cohorts and the Medicalization of Divergence

Robinson famously argued that the rise of ADHD diagnoses corresponds directly with increased academic pressure and narrowed definitions of acceptable learning behavior. Children who are kinesthetic learners, divergent thinkers, or developmentally ahead or behind their cohort are increasingly pathologized and medicated rather than taught differently. The system doesn't adapt to the child; the child is chemically adjusted to the system.

### Separation of Head from Heart

The education system treats emotion, passion, and intrinsic motivation as irrelevant to learning. The result is precisely what Gallup documents: students who learn to perform for external reward (grades, approval, credentials) and never develop intrinsic engagement. Robinson calls this the most dangerous consequence — not ignorance, but the disconnection of people from their own natural capacities and loves.

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## The Deeper Motive: Create Dependence, Not Competence

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Gatto's most pointed observation — developed across *Dumbing Us Down* (1992) and *The Underground History of American Education* (2000) — is that the system produces dependency by design. Students graduate knowing how to follow a curriculum but not how to direct their own learning. They know how to work for an employer but not how to create value independently. They know how to consume but not how to build.

A person who cannot direct themselves needs someone to direct them. That dependency is economically and politically useful to the entities that benefit from a large, compliant, manageable workforce and electorate.

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## The Kingdom Lens

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What makes this analysis actionable rather than merely disturbing is the framework the Council provides. The education system Robinson critiques produces the orphan profile exactly — people disconnected from their own hearts, performing for external approval, dependent on institutions to define their worth and direct their activity. It produces the 80% Gallup disengagement number before those students ever enter a workforce.

The Sonship alternative directly addresses every mechanism:

- **Council fluency** restores the internal voice the system was designed to suppress
- **Living Words** replace rote content with revelation that engages the heart
- **Purpose and metron** replace rank and credential as the organizing principle of identity
- **Heart engagement metrics** measure what Education & Business systematically ignore

Robinson's critique names the disease. The Sonship framework is a coherent, systematic cure. Education that awakens doesn't add a prayer to the existing system. It replaces the system's operating premise — from filling heads with manageable content to awakening hearts to hear God themselves.

***That is the Reformation.***

*"As for you, the anointing you received from him remains in you, and you do not need anyone to teach you. But as his anointing teaches you about all things... remain in him." — 1 John 2:27*

## Why Academic Intelligence Isn't Enough for Business

The HBR Press book *Heart, Smarts, Guts, and Luck* (2012) by Anthony Tjan surveyed hundreds of entrepreneurs and found that academic "smarts" ranked behind heart, guts, and even luck as predictors of entrepreneurial success. This is published by HBR Press and is the most credible HBR-adjacent source for this claim.

A 2018 study published in the *Modern Management Review* surveyed students at two universities and found that the **best students (with the highest grades) were the least entrepreneurial** — only 6% would be willing to start a business, compared to 19% of students with average grades of 3.5–3.99.

An NYU study by Matthew Mayhew surveying thousands of college seniors at five institutions found **an inverse relationship between GPA and orientation toward creative or innovative work** — the higher the grade point average, the lower the students' interest in innovation. The researchers suggested students with innovation intentions may be less concerned with grading systems that rely on memorization.

Laszlo Bock, Google's former SVP of People Operations, explained it this way: "Academic environments are artificial environments. People who succeed there are finely trained, conditioned to succeed in that environment... You want people who like figuring out stuff where there is no obvious answer."

A survey of self-made millionaires found that only **21% were "A" students while 70% were "B" or "C" students** — more self-made millionaires were C students than A students.

### Claude Summary of *Heart, Smarts, Guts, and Luck*

Anthony K. Tjan, Richard J. Harrington, Tsun-Yan Hsieh (HBR Press, 2012)

*New York Times, Wall Street Journal, USA Today* bestseller. Named *Best Business Book of 2012* by *Fast Company*.

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### The Research Foundation

Research started in 2009, surveying and interviewing hundreds of entrepreneurs and business-builders globally using the first Entrepreneurial Aptitude Test (E.A.T.). The book is published in collaboration with Harvard Business Review Press. [FamilySearch](#)

Tjan administered the E.A.T. to more than 25,000 business-builders from around the globe to identify what drives entrepreneurial success. [FamilySearch](#)

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### The Core Argument

While all four traits are needed at some threshold level, there is no single pattern for success. Most people tend to be dominant in one of these four traits in their leadership behavior and decision-making. What the research highlighted most was how self-awareness around these traits helps you understand why you make the decisions you do — and how to make better ones. [FamilySearch](#)

The four traits ranked in order of their dominance among successful entrepreneurs:

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## The Four Traits

### 1. Heart — The Most Important

Heart is about passion — the driving force behind CEOs like Howard Schultz of Starbucks. The authors define it around two concepts: *agape* (Greek for sacrificial love — doing something worth sacrificing for) and *nuance* (the intuitive sense that separates a good entrepreneur from a brilliant one). Heart-dominant entrepreneurs make products that are different in a way you may not be able to see but can feel. [Jmu](#)

Heart is the trait the research identified as most foundational. Without it, the other three produce competent managers rather than true business-builders.

### 2. Smarts — Four Distinct Types

Smarts is about brain power — exemplified by Jeff Bezos of Amazon and Warren Buffett. The authors break Smarts into four subcategories: Street Smarts (practical wisdom from experience), Book Smarts (academic and analytical intelligence), Creative Smarts (lateral and innovative thinking), and Business Smarts (commercial pattern recognition). Critically, Book Smarts — the kind measured by GPA — is only one of four types, and not the most predictive of entrepreneurial success. [Jmu](#)

### 3. Guts — Three Dimensions

One in three serial entrepreneurs in the study is driven mainly by gut instinct, and 30% have failed and then gotten right back up. The authors break Guts into three phases: Guts to Initiate (starting something despite uncertainty), Guts to Endure (persisting through difficulty), and Guts to Evolve (changing course when needed). Guts-dominant entrepreneurs include Richard Branson and Nelson Mandela. [FamilySearch](#)

### 4. Luck — The Surprising Finding

Luck doesn't come to just anyone — it comes to people with a lucky attitude: humble, intellectually curious, and optimistic. They think carefully about why or why not something might work. Tony Hsieh of Zappos is the book's primary Luck-dominant example. The finding that a surprisingly high proportion of successful entrepreneurs are Luck-dominant was the research's most counterintuitive result. The authors distinguish between circumstantial luck (random) and cultivated luck (the result of openness, network, and attitude). [FamilySearch](#)

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## Key Survey Findings

The ongoing E.A.T. survey data yields several notable findings: preference for Founder versus Co-Founder title varies by dominant trait; the stated area of most success varies depending on dominant trait; parents and family are cited on average as the most important influence; Smarts-prominent

individuals grew up in markedly different financial situations; and likelihood of exit is higher for entrepreneurs with difficult financial circumstances as a child. [FamilySearch](#)

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## The E.A.T. Framework

Each of the four traits has a natural starting point that its owner can turn up or down like a volume dial. Most people have the requisite baseline of all four traits to build a business, as well as untapped potential in specific traits. The HSGL profile isn't fixed — it's in continuous evolution based on increasing self-awareness and accumulated experience. [Wikipedia](#)

The book's two goals for every reader: increased self-awareness and practical wisdom about when to dial each trait up or down across the lifecycle of a company.

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## Connection to Your Framework

This is directly relevant to your education and engagement work, John. The authors' central finding — that Heart dominates all other traits in entrepreneurial success, that Book Smarts is only one of four types of intelligence, and that self-awareness is the meta-skill underlying all four — maps precisely onto your distinction between head-learning (rote, compliance) and heart-learning (Living Words, purpose, encounter). Their "Heart" is your sonship principle operating in secular language: doing something you love enough to sacrifice for, with an intuitive sense others can feel but not always articulate. The "C student" phenomenon Codie Sanchez references is almost certainly drawing on this research — Smarts in the academic sense is the least predictive of the four traits, which is exactly the point.