

The Human Heart, Not Vaccines

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by [Jon Rappoport](#), [No More Fake News](#)

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“Once this meta program of culture becomes dominant, it shapes our experience into an arbitrary and parallel counterfeit of that which is real. Once this meta program takes over our perceptual apparatus, it is the only mode we have for interacting with reality. Once that happens we can’t question our culturally conditioned state, since that is our only reality experience.” – Joseph Chilton Pearce

Imagine a child brought into this world who has two loving parents close to him. The mother breastfeeds him. The child is free to play. He has friends. He eats fresh simple food. The immediate world around him contains no every-day ominous human threats.

In this setting, his health and vitality expand.

The idea of vaccines—even if they did safely prevent disease (they don’t)—would be absurd.

Vaccination would be an interruption of life.

It would force the child’s body to deal with an unnatural and unnecessary intrusion.

Any sane person looking at the ALIVENESS of the child, day after day, would immediately understand the insanity of a vaccine.

Likewise, the notion that a child who is born into a threatening, cold, and unhealthy world could benefit from a

vaccine is also insane. What needs to be changed is the immediate world the child is born into.

The quick fix of a vaccine is no fix at all.

In the same way, if a person who is exposed to toxic chemicals in the environment therefore develops cancer, no amount of prior fiddling with his genes would have prevented the cancer. The environment needs to be changed.

Ivan Illich: "The combined death rate from scarlet fever, diphtheria, whooping cough and measles among children up to fifteen shows that nearly 90 percent of the total decline in mortality between 1860 and 1965 had occurred before the introduction of antibiotics and widespread immunization. In part, this recession may be attributed to improved housing and to a decrease in the virulence of micro-organisms, but by far the most important factor was a higher host-resistance due to better nutrition."

To say that modern medicine has made an overreach would be a vast understatement. Every negative blip the environment imposes on a child is viewed as a symptom of a disease which must be treated.

Another interruption in the flow of life.

And when scientists decided they had to find the tiny organisms causing these negative blips, they eventually focused on a concept called VIRUS. They invented a closed system for discovering these viruses—a self-fulfilling prophecy. A claim of virus-isolation that was no isolation at all; a claim of sequencing the genome of the virus which was nothing more than a simulation of possible cobbled-together genetic information. In other words, nonsense.

The basic human immune system is HEALTH. VITAL LIFE FORCE.

It isn't a germ-killing military machine inside the body.

HEALTH overrides illness.

And the first test of that health, for a baby, is the warm love of two parents. Is it there or isn't it? If it isn't, the baby immediately has to make unhealthy adjustments.

As I've detailed in other articles, the vaccine-induced "absence" of a typical childhood disease, like measles, is no sign that a child is healthy. Odds are, the absence is a bad sign. It means the toxic vaccine has derailed the child's ability to produce an energetic outpouring of health/vitality...and then the so-called "clinical signs of measles" never appear...but the child is less powerful. Less free.

Now we come to another form of vaccination, so to speak. The modern education system. Its basic purpose seems to be the prevention of unique individual vitality. Vitality, of course, is viewed as a disease.

John Taylor Gatto: "Our form of compulsory schooling is an invention of the State of Massachusetts around 1850. It was resisted – sometimes with guns – by an estimated eighty percent of the Massachusetts population, the last outpost in Barnstable on Cape Cod not surrendering its children until the 1880s, when the area was seized by militia and children marched to school under guard... [M]andatory public education in this country ... was useful in creating not only a harmless electorate and a servile labor force but also a virtual herd of mindless consumers. In time a great number of industrial titans came to recognize the enormous profits to be had by cultivating and tending such a herd via public education...Years of [school] bells will condition all but the strongest to a world that can no longer offer important work to do. Bells are the secret logic of school time; their logic is inexorable. Bells destroy the past and future, rendering every interval the same as any other, as the abstraction of a map renders every living mountain and river the same, even though they are

not. Bells inoculate each undertaking with indifference...It takes maybe 50 hours to teach reading, writing, and arithmetic. After that, students can teach themselves...Whatever an education is, it should make you a unique individual, not a conformist; it should furnish you with an original spirit with which to tackle the big challenges..."

VITALITY.

I offer a revolutionary book for your consideration. It was written 60 years ago by AS Neill. It is called *Summerhill*, which was the name of the boarding school Neill founded, in the 1920s, and ran in England. It shows a way out of this education lunacy.

When the children did learn at Summerhill, they did so in rooms where no coaxing was necessary, where no teacher needed to make lessons fun or interesting. Because when children at Summerhill went into the class room they wanted to be there.

Summerhill was a school that was based on PLAY and THEN LEARNING. The teaching was straightforward, competent, minus social frills and aids.

A little child might play with his friends (no adult supervision) on school grounds every day until he was 10 or 12; and then decide he wanted to come to class for the first time in his life. He then learned to read, write, and do arithmetic...

Schoolwork was not compulsive. It wasn't a framework forced on to the spirit of the child.

School-learning was waiting for the child to choose it. In freedom.

AS Neill was no New Ager. He was a no-nonsense tough character. In the book, he tells the story of a boy who, at 16, having never attended a class, walked into his office and

said he wanted to become an engineer. In no uncertain terms, Neill told him he'd have to apply himself in the classroom every day—the boy said he was ready.

In two years, starting from scratch, the boy graduated from high school.

Later, the boy, now a young man with a degree, was working for a company in London. The boss called him into his office and asked him: “Why are you different from all my other employees?”

And the young man immediately answered: “Because I’m not afraid of you.”

SPIRIT. VITALITY. HEALTH. POWER. THE UNIQUE INDIVIDUAL.

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