

Mafia or Secret Service?

ir. Emile M. Hobo – 4 July 2020

E-mail: e.m.hobo@hotmail.nl

The Direction Domestication Goes

How many of my classmates never made it out of high school, never graduated, but went on as if they did anyway? Quite a few. I saw them born and bred. In elementary they were the aggressors, the bullies, the single assholes in the school yard. In high school things changed. They organized.

This essay is in some ways hypothetical, but to me it makes sense.

You can't learn proper fencing tactics before eleven years of age. Why?

Your brain hasn't developed sufficiently. Your prefrontal cortex needs to develop in order for you to be able to plan. When normal people grow older, when they've turned eleven, they become more responsible, they can keep themselves out of trouble more. Before that, they just need way more supervision.

"Normal" people, that's only one breed, even with most mental disorders. The other human breed is that of those that have been domesticated, which can also coincide with all mental disorders. I elaborate on that in my not-so-hypothetical essay, "Domestication Checklist," that proposes a structure to analyze the resulting symptoms of domestication practices through inbreeding.

Why do things change in high school? When the prefrontal cortex develops fully or sufficiently, this allows you to plan. Normal people plan for the good, maybe even for the better. Domesticated individuals, now capable of planning, use their newfound abilities to plan, no matter how limited their skills at doing so, to set up their first gangs.

Why else did things change? In elementary, you typically have eight or nine classes of up to 30 kids. Even more excessive politics would allow for classes of 34 children.

Nine classes give these kids in elementary a breeding ground of a maximum of 306 peers, but they pick on the younger, even their own, limiting them to their own classmates, which means they only have a group of a maximum of 34 kids to choose from of which typically up to 33 aren't willing. You do get kids that are labeled to be and not to be cool by them, but they themselves are outnumbered sufficiently and unable to organize as of yet...

In eighth grade you'll see the first signs of attempted organization, because then they've reached the ripe age of eleven years and they graduate elementary at about twelve.

Graduate to high school and the combined faculties of planning and sheer numbers allow them to set up their first gangs. In high school the number of students often supersedes a thousand. By now they may also recognize that they shouldn't pick on youngsters like themselves, but instead recruit them. You need to learn to recognize who your 'friends' are, that's all a part of the plan. I don't think they call them 'allies' yet.

The group culture based on pop culture as well as gang colors furthers the progression of organization and habituation.

Be you a part of such a gang, actual gangs can demand you stick to a particular brand of clothes. You might be demanded to wear a particular ornament, like a bandana, handkerchief, ring, earring, jacket, or particular shades in order to be identified as a part of the gang. The most basic of gang colors may be that all members wear the exact same cheap

polo shirt, with the exact same colors, which means to represent they aren't gangsta, but 'respectable.'

They also expect you to behave in particular ways : walk, talk, handshakes, hugs, greetings, basic do's and don'ts, the basics of cool and uncool, respectable and out of line.

That's how it gets started, but is it the end of the road? All of this I've witnessed, so it's actually accurate in terms of social development. Considering that some get into law, others into politics, healthcare, and then some into the secret service or a combination of the secret service and any of the earlier options, this begs the question whether there's a motivation to get into the secret service.

Movies show us how "Skulls & Bones" recruit the ones they want for the CIA. I'm guessing that although they are an established part of the selection process, it starts in high school. You need to identify those that are susceptible enough to the trained subversion tactics to want to join the CIA, and this is something that typically needs to be proven over the years.

One key issue is that these people don't graduate high school. They buy their way in or receive a bought scholarship from others like themselves, into a higher education they were never allowed to take part in, according to the democratically elected doctrine of law.

The people that know of all of this need to stick with each other, backing each other that they did graduate. You need to recognize and back your partners for life, because otherwise the structure fails and there is no organization. That has also been established of being a part of "Skulls & Bones," but it's also something I witness in Dutch society.

They've even corrupted the system around here to the extent that we're supposedly no longer allowed to ask people to show their degrees as a matter of proof. The degrees you want to check first and foremost are high school degrees, because these are state monitored and can't be bought.

So what is the selection process for secret service agencies like?

What to me makes the most sense, is that a domesticated group accept a central manipulator, a secondary psychopath (Babiak & Hare, 2007), into their midst in high school that teaches them there is an organized conspiracy that governs society. In order to 'counter' that and be free to do whatever you want, you have to join a larger secret society yourself.

The central manipulator might be the future lady in the red dress, that manipulates them through sex, or a manipulative aggressor that says he'll defend them when they team up.

I suspect secret service agencies grow from these fertile breeding grounds found in high school. A larger group of domesticated individuals sets up their organization and a manipulative psychopath knowingly or unknowingly plants the seed. It doesn't have to be a premeditated recruitment plan. It can just be something these manipulative psychopaths do.

Imagine these groups link to other schools, teaming up. The groups that join secret service agencies take care of the international operations, furthering the conflict they thrive off. The groups that didn't have a central manipulator to guide them might be called upon by those that did, taking care of national operations to further the conflict.

Of course, when it comes to Cuba, we've also seen the nationals be supported by the internationals and becoming internationals themselves, albeit not so secretive. They tried to take over Cuba, assaulting their shorelines and got struck down in the process.

All of the above is my hypothesis of which we do seem to have many examples in practice. As such, I don't think it will take much to establish an empirical breakthrough.

Literature

Paul Babiak, Ph.D. & Robert D. Hare, Ph.D. (2007) “Snakes in Suits — When Psychopaths Go to Work” : Harper * New York, London, Toronto, Sydney.

Emile M. Hobo (2020) “Domestication Checklist” : emilehobo.nl — also submitted to Routledge in the hope for it to be accepted by the “Journal Of Forensic Psychiatry & Psychology.” I’ve only shortly been waiting for their response.